

# Old Leake Primary Academy and Seedlings Nursery Curriculum Map

‘Success for All. Everybody Welcome’

# Old Leake Primary Academy and Seedlings Nursery Curriculum Map

## *‘Success for All. Everybody Welcome – Our Curriculum Intent’*

Through a love of learning, underpinned by mutual respect and nurturing, honest relationships, our school community provides a foundation for every child to flourish and achieve from the moment they join us.

Our curriculum is designed to prepare pupils for lifelong learning, equipping them with the skills and attributes needed to grow into successful, confident young people and capable, responsible adults.

At Old Leake, we provide a rich and stimulating curriculum that is aspirational for every learner. We build the essential knowledge, skills and understanding that form the foundations for later life. Our curriculum not only meets the expectations of the National Curriculum but also extends well beyond the classroom, offering children the widest and most varied opportunities we can. In doing so, we encourage pupils to become confident, self-motivated learners with a genuine enthusiasm for lifelong learning.

Our goal is to enhance each child’s school experience by creating an environment and learning contexts in which they are inspired to succeed and to be the very best they can be. By exploring new skills and experiences, pupils develop resilience, curiosity and creativity, which will serve them throughout their lives.

Underpinned by our school learning values

### **Holistic**

We aim to provide a **holistic** education that nurtures the academic, emotional, social, physical, and moral development of every child.

### **Empowering**

Our curriculum is **empowering**, giving pupils the knowledge, skills, and confidence they need to thrive in the classroom and beyond.

### **Aspirational**

We set **aspirational** goals for all learners, encouraging them to reach their full potential regardless of background or starting point.

### Relevant

We deliver a **relevant** curriculum rooted in real-life experiences, ensuring children understand the world around them and their place within it.

### Tailored

Learning is **tailored** to meet the needs of every child, celebrating individuality and fostering a love of lifelong learning.

These values underpin the school values which we share with the children, of **H.E.A.R.T.**



H – Honesty, we are honest in what we say and do to help develop integrity.



E – Empathy, we understand and share in someone's feelings



A – Ambition, we aspire to achieve our very best in all we do



R – Respect, we respect ourselves, others and the world around us



T – Tenacity, we persevere and show resilience when we face setbacks and challenges

Through a clear teaching cycle and continually aiming for excellence, we will then guide our children through specific skills including; speaking, listening, problem solving, creativity, staying positive, aiming high, leadership and team work.



As part of Voyage Education Partnership our academy benefits from the challenge being part of a wider community brings as well as opportunities to share good practice, continually improve and strive for excellence for all of our learners.

# NURSERY

## Marvellous Me Autumn


## Up, Up Away Space/ Celebrations Christmas/ Winter

## Zoom, Zoom, Zoom Chinese New Year

## Fun at the Farm Spring/Easter

## Minibeasts Summer

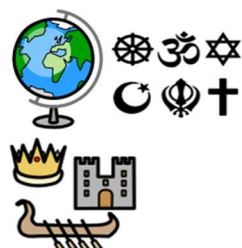
## Under the sea/ On the beach

|   |   |  |   |  |   |  |
|---|---|--|---|--|---|--|
| <b>CHARACTERISTICS OF EFFECTIVE LEARNING</b>  | <p><b>Playing and exploring</b><br/>Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning</b><br/>Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically</b><br/>Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>   |  |   |  |   |  |
| <b>OVER ARCHING PRINCIPLES</b>  | <p><b>Unique Child</b><br/>Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships</b><br/>Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments</b><br/>Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development</b><br/>Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><b>PLAY</b><br/>At Old Leake Primary Academy we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year’s education has to play in providing firm foundations upon which the rest of a child’s education is successfully based.</p> |  |   |  |   |  |
| <b>Text Links</b>   | <br>The Colour Monster<br>Elmer<br>The Tiger who came to Tea<br>The wonderful things you can be<br>Everybody has feelings<br>Kindness makes us strong<br>Leaf Man  | Whatever Next<br>How to catch a star<br>The way back home<br>Roaring rockets<br>The Christmas Story<br>We’re going on an elf chase   | Tough Trucks<br>Cool Cars<br>Flashing fire engines<br>Amazing Aeroplanes<br>Brilliant Boats<br>Terrific trains  | Old MacDonald<br>Tremendous Tractors<br>Farmer Duck<br>Jaspers Beanstalk<br>Guess how much I love Spring<br>We’re going on an Easter Hunt                              | The Very Hungry Caterpillar<br>Superworm<br>The very lazy Ladybird<br>The very greedy bee<br>The teeny Weeny tadpole<br>Aaaaarrgghh, Spider   | Rainbow Fish<br>What’s more scary than a shark<br>Under the sea<br>Tickly Octopus<br>The singing mermaid<br>The colour monster goes to school                          |
| <b>Communication and Language</b> Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSSED times, stories, singing, speech and language interventions, EYFS productions and weekly interventions. DAILY STORY | Enjoy listening to longer stories. Pay attention to more than one thing at a time.<br><br>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.   | Listening to others in small groups.<br><br>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”<br><br>Sing a growing repertoire of songs. Know an increasing number of rhymes. | Develop their communication skills and begin to use more complex sentences to link thoughts.<br><br>Use a wider range of vocabulary linked to our topic.<br><br>Develop their pronunciation of words. | Use longer sentences of four to six words.<br><br>Talk about familiar books, and be able to tell a long story.<br><br>Follow simple directions how to plant a seed.    | Start a conversation with an adult or a friend and continue it for many turns.<br><br>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” | Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.<br><br>Use a wider range of vocabulary. |
| <b>PSSED (PSHE)</b>   | Settling in – building relationships with peers and with staff.<br><br>Learning to manage own feelings when separating from care givers.  | Develop their sense of responsibility and membership of a community.<br><br>Develop the school values and ensure   | Become more outgoing with unfamiliar people in the safe context of nursery.   | Increasingly follow rules, understanding why they are important.<br><br>Remember rules without needing an adult to remind them<br>Talk with others to solve conflicts. | Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.<br><br>Develop appropriate ways of being assertive.  | Preparing for change and the transition to school.<br><br>Understand gradually how others might be feeling.  |

|   |                          |  |   |  |  |  |   |
|---|--------------------------|--|---|--|--|--|---|
|   |                          | Learning and following boundaries and nursery/school rules.<br><br>Select and use activities and resources, with help when needed  | children understand what they mean.<br>Building self confidence in their nursery setting.<br>Big emphasis on tidy up time- using songs to encourage this.   | Show more confidence in new social situations.<br><br>Play with one or more other children, extending and elaborating play ideas. How to be a kind friend-begin to find solutions to conflicts.                                    |  |  |   |
| <b>Physical Development (PE)</b><br><br>   |                          | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.<br><br>Go up steps and stairs, or climb up apparatus, using alternate feet.<br><br>Use one-handed tools and equipment, for example, making snips in paper with scissors. | Skip, hop, stand on one leg and hold a pose for a game like musical statues.<br><br>Use large-muscle movements to draw lines and circles and make marks. Using scissors and tools safely Start eating independently and learning how to use a knife and fork. | Start taking part in some group or team activities.<br><br>Use a comfortable grip with good control when holding pens and pencils.<br><br>Show a preference for a dominant hand.   | Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.<br><br>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.<br><br>Make healthy choices about food, drink, activity and toothbrushing | Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.<br><br>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. | Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.<br><br>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use a comfortable grip with good control when holding pens and pencils. |
| <b>LITERACY</b><br>All Literacy is linked to topic, books and children's interests. Children learn the structure of books and storytelling.<br><br>Phonics phase 1 is covered in all aspects of learning for reading and writing. |                          | Understand that print has meaning.<br>Develop their phonological awareness, so that they can: - spot and suggest rhymes<br><br>Begin to engage in conversation about stories.  | Understand that we read English text from left to right and from top to bottom Sensory mark marking<br><br>Recognise their own name   | Understand that print can have different purposes, e.g. a shopping list, story, recipe, etc.<br><br>Develop their phonological awareness so they can clap the syllables in words.<br><br>Begin to copy some letters of their name. | Identify and name the different parts of a book, e.g. front cover, pages, etc.<br><br>Develop their phonological awareness to recognise words with the same initial sound, such as money and mother.<br><br>Write some of their name.  | Understand page sequencing.<br><br>Recognise words with the same initial sound, such as money and mother.<br><br>Engage in extended conversations about stories, learning new vocabulary.<br><br>Write some or all of their name.  | Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.<br><br>Write some letters accurately.  |
| <b>PHONICS</b>  | Progression of sounds    |  | s a t p i n   | m d g o c k e  | u r h b f l j  | v w y z q u c h  | ck x sh th ng nk  |
| <b>Little Wandle – Foundations for Phonics</b>  | Phonemic awareness focus | Nursery rhymes<br>Environmental sound walks<br>Body percussion sounds  | Teach children to hear the same initial sound for words and names of objects.   | Teach children to identify initial sounds of words and names of objects.<br>Teach children to distinguish different sounds.  | Teach children to identify initial sounds of words and names of objects.<br>Teach children to articulate sounds correctly – including playing with voice sounds.   | Teach children to identify initial sounds of words and objects.  | Teach children to identify the final sounds of words and objects.   |
|   | Oral blending focus      |  | Teach children to blend CVC words using oral blending and objects.  | Teach children to blend a wider range of CVC words using oral blending.  | Teach children to blend a wider range of words using oral blending.  | Teach children to blend a wider range of words using oral blending.  | Teach children to blend a wide range of words using oral blending when playing:   |
| <b>MATHS (Master the curriculum)</b><br><br>   |                          | Colours (2 weeks)<br>Matching (2 weeks)<br>Sorting (2 weeks)   | Number 1<br>Number 2 – Subitising.<br>Number 2<br>Pattern 1<br>Pattern 2<br>Consolidation/Winter activities.  | Number 3 – Subitising<br>Number 3<br>Number 4<br>Number 4 – Composition<br>Number 5<br>Number 5 - Composition  | Consolidation<br>Number 6<br>Height and length<br>Mass<br>Capacity<br>Consolidation  | Sequencing<br>Positional Language<br>More than/fewer<br>2D Shapes<br>3D Shapes<br>Consolidation  | Number composition<br>What comes after?<br>What comes before?<br>Numbers to 5<br>Consolidation - Summer   |



## Understanding the World (History/Geog/RE)



Families – who is my family?

Body parts – head shoulders knees and toes. Talk about what they see, using a wide vocabulary.

Use all their senses in hands-on exploration of natural materials.

Explore light and dark. Show interest in different occupations.

Begin to make sense of their own life-story and family's history.  
Celebrations:  
• Diwali  
• Bonfire night  
• Remembrance day  
• Hanukkah  
• Christmas

Show interest in different occupations.

People who help us

Explore how things work. Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice. Homes in the past.

Celebrations:  
• Chinese New year  
• Valentine's Day

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant. Explore the features of spring.

Celebrations:  
• Pancake Day  
• Passover  
• Easter

Observe and care for growing animals (caterpillars and ducklings.) Understand the key features of the life cycle of an animal. Begin to understand the need to respect and care for the natural environment and all living things.

Celebrations: • Eid-ul-Fitr

Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Celebrations: • Eid-al-Adha

## Expressive Art and Design (Art/DT)



Creating sounds using instruments.

Take part in simple pretend play, using an objects to represent different things.

Begin to remember and sing entire songs.

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Play instruments with increasing control to express their feelings and ideas.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Enjoy dancing and joining in with ring games

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Sing the pitch of a tone sung by another person ('pitch match').

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Use drawing to represent ideas like movement or loud noises.



Explore colour and colour-mixing.

Play instruments with increasing control to express their feelings and ideas.


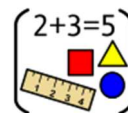
Show different emotions in their drawings – happiness, sadness, fear etc.


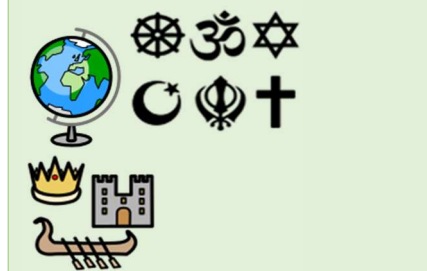



Respond to what they have heard, expressing their thoughts and feelings.

Create their own songs, or improvise a song around one they know.

|   | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|---|---|---|---|---|--|---|
| <b>Reception</b>  | <b>All about me!</b><br><br>Starting school<br>My new class<br>Rules and routines<br>Staying healthy<br>Human body<br>How have I changed?<br>My family<br>How do I make others feel?<br>What am I good at?<br>Autumn.   | <b>People who help us</b><br><br>Firefighters<br>Police<br>Doctors<br>Dentist<br>Post people<br>Reduce, reuse, recycle.<br>Look after our planet.<br>Christmas<br>The Nativity.   | <b>Terrific tales</b><br><br>Traditional tales<br>Old favourites<br>Familiar tales<br>The three little pigs<br>Goldilocks and the three bears<br>The enormous turnip<br>The three billy goats gruff   | <b>Come outside!</b><br><br><i>Plants and flowers</i><br><i>Weather/ seasons</i><br><i>The great outdoors</i><br><i>Planting seeds</i><br><i>Mini beasts</i><br><i>Life cycles</i><br><i>Easter</i> | <b>Amazing animals</b><br><br><i>Animals around the world</i><br><i>Climates/ hibernation</i><br><i>Down in the jungle</i><br><i>Animal safari</i><br><i>Animal patterns</i><br><i>Night and day animals</i><br><i>Habitats</i>  | <b>Ticket to ride</b><br><br>Around the town<br>How do I get there?<br>Where in the world have you been?<br>Where do we live in the UK/ world?<br>Airplanes old and new<br>Design your own transport. |
| <b>Characteristics of effective learning</b><br><br>   | <b>Playing and exploring</b><br>Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.<br><br><b>Active learning</b><br>Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.<br><br><b>Creating and thinking critically</b><br>Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.  |   |   |   |  |   |
| <b>Overarching principles</b><br><br>  | <b>Unique Child</b><br>Every child is unique and has the potential to be resilient, capable, confident and self-assured.<br><br><b>Positive Relationships</b><br>Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.<br><br><b>Enabling environments</b><br>Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.<br><br><b>Learning and Development</b><br>Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.<br><br><b>PLAY</b><br>At Old Leake Primary Academy we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year’s education has to play in providing firm foundations upon which the rest of a child’s education is successfully based. |   |   |   |  |   |
| <b>Communication and language</b><br><br>Whole EYFS focus – Communication and language is developed throughout the year through high quality interactions, daily groups, discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, tales toolkit, EYFS productions, assemblies and weekly interventions. | Children talk about things that are familiar to them e.g., their family, their hobbies and their experiences.<br><br>Join in with familiar stories and nursery rhymes.<br><br>Model talk routines through the day. For example, arriving in school “Good morning, how are you?”   | Developing, understanding and using new vocabulary throughout the day.<br><br>Listening and responding to stories as well as retelling them.<br><br>Follow two and three step instructions.<br><br>Develop their listening skills and understand why it is important to listen. | Ask questions to find out more and to check they understand what has been said to them including ‘how’ and ‘why’ questions.<br><br>Retell stories using the story language and new vocabulary.<br><br>Listen to and talk about stories to build familiarity and understanding.<br><br>Describe events in some detail. | Describe events in detail using time connectives.<br><br>Understand how to listen carefully and why listening is important.<br><br>Sustain focus when listening to a story.                         | Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.<br><br>Discuss information learnt and share their ideas and opinions on it.<br><br>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. | Share information and news such as weekend news or about posts on tapestry.<br><br>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.         |










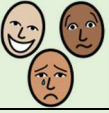







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|---|--|--|---|---|---|---|---|
|   |  | Join in during shared talking time, taking turns to talk and listening to their peers.   |   |   |   |   |   |
| PSED (PSHE)   |  | Being me in my world   | Celebrating differences   | Dreams and goals  | Healthy me  | Relationships   | Changing me   |
| <div>Physical development (PE)</div> <div></div> | Fine motor   | Large scale – squiggle while you wiggle, dough disco.<br><br>Threading, cutting, weaving, playdough.<br><br>Manipulate objects with good fine motor skills.<br><br>Draw lines and circles using gross motor movements.<br><br>Hold a pencil beyond a whole hand grip.  | Large scale – squiggle while you wiggle, dough disco.<br><br>Threading, cutting, weaving, playdough.<br><br>Develop muscle tone to put pencil pressure on paper.<br><br>Use tools to effect changes to materials.   | Engage children in structured activities: guide them in what to draw, write, or copy.<br><br>Teach and model correct letter formation.<br><br>Threading, cutting, weaving, playdough.<br><br>Handle tools, objects, construction and malleable materials with increasing control. | Encourage children to draw freely.<br><br>Holding small items/ button clothing.<br><br>Threading, cutting, weaving, playdough.<br><br>Hold pencil effectively with comfortable grip.<br><br>Forms recognisable letters mostly correctly formed.   | Threading, cutting, weaving, playdough.<br><br>Develop pencil grip and letter formation continually.<br><br>Use one hand consistently for fine motor tasks.<br><br>Cut along a straight line with scissors/ start to cut curved lines and circles.<br><br>Threading, cutting, weaving, playdough. | Form letters correctly.<br><br>Begin to draw diagonal lines to make shapes and colour inside the lines of a picture.<br><br>Strat to draw pictures that are recognisable.<br><br>Build things with smaller linking blocks such as Lego.   |
|   | Gross motor  | Climbing on the outdoor equipment.<br><br>Explore different ways of moving.<br><br>Squiggle while you wiggle.  | Crates play – climbing,<br><br>Skipping ropes in outside area<br><br>Provide a range of wheeled resources for children to balance, sit, or pedal.<br><br>Squiggle while you wiggle  | Provide a range of activities to support a broad range of abilities and activities such as opportunities for balancing.   | Cooperation games – parachute, ball skills, throwing, catching.   | Obstacle activities for the children to move over, under, through and around equipment.   | Races/ team games involving gross motor movements.<br><br>Sports day.   |
|   | PE   | Dribbling, hitting and kicking (invasion games)  | Gymnastics  | Dance   | Bat and ball (net and wall games)   | Athletics   | Throwing and catching (striking and fielding) (Swimming)  |
|   | Maths <div></div> |  | <ul style="list-style-type: none"><li>- Getting to know you</li><li>- Match, sort and compare</li><li>- Talk about measure and patterns</li><li>- It’s me 1,2,3</li><li>- Circles and triangles</li><li>- 1,2,3,4,5</li><li>- Shapes with 4 sides</li></ul> |   | <ul style="list-style-type: none"><li>- Alive in 5</li><li>- Mass and capacity</li><li>- Growing 6,7,8</li><li>- Length, height and time</li><li>- Building 9 and 10</li><li>- Explore 3-D shapes</li></ul>   |   | <ul style="list-style-type: none"><li>- To 20 and beyond</li><li>- How many now?</li><li>- Manipulate, compose and decompose</li><li>- Sharing and grouping</li><li>- Visualise, build and map</li><li>- Make connections</li></ul>   |
| Literacy  |  | Join in with rhymes and show and interest in stories with repeated refrains.<br><br>Understand the key concepts about print: <ul style="list-style-type: none"><li>- Print has meaning.</li><li>- Print can have different purposes.</li><li>- We read English text from left to right and from top to bottom.</li><li>- The names of the different parts of the book.</li><li>-</li></ul> | Retell stories related to events through acting and role play.<br><br>Sequence stories using the vocabulary of beginning, middle and end.<br><br>Blend sounds into words so that they can read CVC words.   | Make up stories with themselves as the main character and record the story through pictures and mark making.<br><br>Read simple phrases and sentences made up of word with known letter – sound correspondence and where necessary a few exception words.                         | Re-read books to build up their confidence in word reading, their fluency and their understating and enjoyment.<br><br>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.<br><br>Develop their own narratives and explanations by connecting ideas and events.<br><br>Begin to write CVC words independently. | Retell a story with actions and/or picture prompts using the story language when acting out the narrative.<br><br>Can explain the main events of a story and draw pictures of characters/ events/ setting including labels, sentences or captions.  | Can draw pictures of characters, events and settings in a story.<br><br>Listen to stories, accurately anticipate key events and respond to what they hear with relevant comments, questions and reactions.<br><br>Begin to understand the purpose of books and the keys features such as the title, front cover, back cover, blurb, illustrations, illustrator ad author. |

|   | Recognise initial sounds   |  |   |  |   | Begin to write sentences independently.  |
|---|--|--|---|--|---|--|
| <b>Phonics</b><br><br>   | S, a, t, p, l, n, m, d, g, o, c, k, e, u, r, h, b, f, l<br><br>Tricky words: is, I, the  | ff, ll, ss, j, v, w, x, y, z, zz, qu, sh, ch, th, ng, nk<br><br>Words with -s /s/ added at the end (hats sits)<br><br>Words ending in s /z/ (his) and words ending with – s /z/ added at the end (bags sings)<br><br>Tricky words: as, and, has, his, her, go, no, to, into, she, her, of, we, me, be                        | ai, ee, igh, oa, oo, <b>oo</b> , ar, or, ur, ow, oi, ear, air, er<br><br>Words with double letters<br><br>Longer words<br><br>Tricky words: was, you, they, my, by, all, are, sure, pure          | Review phase 3<br><br>Words with double letters.<br><br>Longer words, words with two or more digraphs, words ending in -ing, compound words.<br><br>Words with s /z/ in the middle<br><br>Words with -s /s/ /z/ at the end<br><br>Words with -es /z/ at the end<br><br>Review all tricky words taught so far   | Short vowels with adjacent consonants<br><br>CVCC, CCVC, CCVCC, CCCVC, CCCVCC<br><br>Longer words and compound words<br><br>Worder ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est<br><br>Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today         | Phase 3 longer vowel graphemes with adjacent consonants<br><br>CVCC, CCVC, CCCVC, CCV, CCVCC<br><br>Words nding in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er, -est<br><br>Longer words<br>Review all tricky words taught so far.  |
| <b>Understanding the world (History/ Geography/ RE)</b><br><br> | Identify their family.<br><br>Discuss the pas such as their time in Nursery.<br><br>Discuss what is special to them. What are they proud of?<br><br>Can they talk about what they do with their family and the places they have been.<br><br>Discuss autumn and how the environment changes. | Can talk about what they have done with families during Christmas in the past.<br><br>Begin to discuss different cultures and their celebrations.<br><br>Discuss different occupations and how they use transport to help them in their jobs.<br><br>Discuss the past and what these roles looked like and how they are now. | Long ago – discuss how time changes.  | Introduce the children to recycling and how it can take care of our world.<br><br>Comment on the weather and changes in living things.<br><br>Explore the world around us and see how it changes as we enter summer.<br><br>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them. | What can we do here to take care of the animals in the jungle?<br><br>Explore a range of jungle and safari animals learning their names.<br><br>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.<br><br>Describe different environments and animal habitats. | Discuss how they got to school and what mode of transport they used.<br><br>Look at differences between transport in this country and other countries.<br><br>Encourage children to use navigational language.<br><br>Environments – features of local environments and environments in other countries. Compare and contrast. |
| <b>Expressive arts and design (Art and DT)</b><br><br>         | Create using paint, junk modelling, drawing, cutting and sticking. Describe their creations.<br><br>Create self-portraits.   | Create using paint, junk modelling, drawing, cutting and sticking. Describe their creations.<br><br>Explore different textures and materials.<br><br>Christmas cards and decorations   | Create using paint, junk modelling, drawing, cutting and sticking. Describe their creations.<br><br>Children will select the tools and techniques they need to assemble materials they are using. | Create using paint, junk modelling, drawing, cutting and sticking. Describe their creations.<br><br>Mother's Day and Easter crafts.<br><br>Mixing colours<br>Create observational drawings of flowers  | Create using paint, junk modelling, drawing, cutting and sticking. Describe their creations.<br><br>Make patterns using different colours.<br><br>Animal prints/ design homes for animals/ draw different animals.  | Create using paint, junk modelling, drawing, cutting and sticking. Describe their creations.<br><br>Design and create different types of transport.<br><br>Father's day crafts.  |
| <b>Music</b><br><br>   | Exploring Sound  | Celebration Music  | Music and Movement  | Musical Stories  | Transport   | Big Band   |
| <b>Science</b><br><br>   | Animal adventures  | Changing seasons   |   | I am a scientist   |   | Our beautiful planet   |





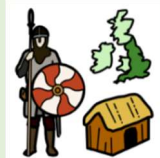




|  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|--|---|--|---|--|--|---|
|  | History   | Geography  | History   | Geography  | History  | Geography   |
| Year 1   | How am I making History?<br> | What is it like here?<br> | How have toys changed?<br>     | What is the weather like in the UK?<br> | How have explorers changed the world?<br> | What can you see at the coast?<br> |
| Science<br>         | <b>Forces and space:</b><br>Seasonal changes  | <b>Materials: Everyday</b><br>materials  | <b>Animals: Sensitive</b><br>bodies   | <b>Animals:</b> Comparing animals<br><br>Science Week  | <b>Plants:</b> Introduction to plants  | <b>Making connections:</b><br>Investigating science through stories   |
| Art<br>             | Drawing: Make your mark   |  | Painting and mixed media: Colour splash   |  | Craft and design: Woven wonders  |   |
| DT<br>             |   | Structures: Stable structures  |   | Textiles: Puppets  |  | Cooking and nutrition: Smoothies  |
| PSHE<br>          | Being me in my world  | Celebrating differences  | Dreams and goals  | Healthy me   | Relationships  | Changing me   |
| ICT/Computing<br> | <b>Computing systems and networks:</b><br>Improving mouse skills  | <b>Programming 1:</b><br>Algorithms unplugged  | <b>Skills show showcase:</b><br>Rocket to the moon<br><br><b>Creating media:</b> Digital imagery<br>Online safety | <b>Programming 2:</b><br>Digital Bee-Bots  | <b>Data handling:</b><br>Introduction to data  | <b>Creating media:</b><br>Digital imagery   |
| RE<br>            | How did the world begin?  | What do some people believe God looks like?  | What's God's job?   | Why should we care for the world?  | How do we know new babies are special?   | Why should we care for others?  |
| Music<br>         | Keeping the pulse<br>(Theme: My Favourite Things)   | Tempo (Theme: Snail and mouse)   | Pitch (Superheroes)   | Sound Patterns (Fairytale)   | Dynamics (Theme: Seaside)  | Musical Symbols<br>(Theme: Under the sea)   |
| PE<br>            | Ball Skills   | Gymnastics   | Dance   | Target Games   | Athletics/OAA  | Throwing and catching (striking and fielding games)   |








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|  |  |  |  |  |  | Swimming |
|--|--|--|--|--|--|----------|










|   |   | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
|---|---|--|---|--|---|---|---|
| Year 2/<br>Year 3   |   | How was school different in the past?<br> | Would you prefer to live in a hot or cold place?<br> | Why is our world wonderful?<br> | How did we learn to fly?<br> | What is it like to live in Shanghai?<br> | What is a monarch?<br> |
| Science<br>          | 2 | <b>Living things</b><br>Habitats   | <b>Living things</b><br>Microhabitats   | <b>Materials</b><br>Uses of everyday materials   | <b>Animals including humans</b><br>Life cycles and health   | <b>Plant</b><br>Plant growth  | <b>Making connections</b><br>Plant based materials  |
|   | 3 | <b>Animals including humans</b><br>Movement and nutrition  | <b>Forces and space</b><br>Forces and magnets   | <b>Materials</b><br>Rocks and soil   | <b>Energy</b><br>Light and shadows  | <b>Plants</b><br>Plant reproduction   | <b>Making connections</b><br>Does hand span affect grip strength?   |
| Art<br>            |   | <b>Drawing</b><br>Understanding tone and texture   |   | <b>Painting and mixed media</b><br>Life in colour  |   | <b>Sculpture and 3D</b><br>Clay houses  |   |
| DT<br>             |   |  | <b>Mechanisms</b><br>Making a moving monster  |  | <b>Textiles</b><br>Pouches  |   | <b>Cooking and nutrition</b><br>Balanced diet   |
| PSHE<br>           |   | Being me in my world   | Celebrating differences   | Dreams and goals   | Healthy me  | Relationships   | Changing me   |
| ICT/ Computing<br> |   | <b>Computing systems and networks</b><br>What is a computer?   | <b>Computer systems and networks</b><br>Word processing   | <b>Programming</b><br>Scratch Junior – Option 2<br><br><b>Online safety</b>  | <b>Creating media</b><br>Stop motion: Using tablets   | <b>Data handling</b><br>International space station   | <b>Programming 1:</b><br>Algorithms and debugging   |

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|---|--|--|---|---|---|---|
| <b>RE</b><br>      | <b>Hinduism and Christianity</b><br>Why do we need to give thanks? | <b>Christianity, Hinduism and Judaism</b><br>What do candles mean to people? | <b>Christianity, Sikh, Hinduism and Islam</b><br>How do we know some people feel special connection to a God? | <b>Sikh, Islam and Christianity</b><br>What is a prophet? | <b>Hinduism, Islam and Judaism</b><br>How do some people talk to God? | <b>Islam, Christianity, Judaism, Sik and Alevi</b><br>Where do some people talk to God? |
| <b>Music</b><br>   | Call and response (Theme: Animals)                                 | Instruments (Theme: Musical Storytelling)                                    | Singing (Theme: On the island)  | Contrasting dynamics (Theme: Space)                       | Structure (Theme: Myths and Legends)                                  | Pitch (Theme: Musical me)   |
| <b>PE</b><br>      | Sending and Receiving  | Gymnastics   | Dance   | Bat and ball (Net and wall)                               | Athletics and OAA   | Throwing and catching (striking and fielding)<br>Swimming                               |
| <b>Spanish</b><br> | Spanish greetings with puppets                                     | Spanish numbers and ages   | Shapes and colours in Spanish   | Classroom objects in Spanish                              | Where do you live in Spain?   | Journey around Latin America  |






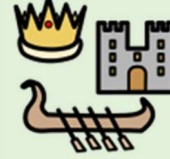





|  | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
|--|--|--|---|--|---|--|
|  | History  | Geography  | History   | Geography  | History   | Geography  |
| Year 3/<br>Year 4  | <b>Stone Age to Iron Age</b><br><br>Would you prefer to have lived in the Stone, Bronze or Iron Age?<br><br> | Why do people live near volcanoes?<br><br> | <b>Romans</b><br><br>Why did the Romans invade and settle in Britain?<br><br> | Where does our food come from? (local rewrite using existing planning) * (Use sustainability lesson from Rainforests unit)<br><br> | <b>Anglo-Saxons</b><br><br>How hard was it to invade & settle in Britain?<br><br> | What are rivers and how are they used?<br><br> |
| <b>Science Year 3</b><br> | <b>Animals:</b><br>Movement and nutrition  | <b>Forces and space:</b><br>Forces and magnets   | <b>Materials:</b><br>Rocks and soil   | <b>Energy:</b><br>Light and shadows<br><b>Science Week</b>   | <b>Plants:</b><br>Plant reproduction  | <b>Making connections:</b><br>Does hand span affect grip strength?   |
| <b>Science Year 4</b><br> | <b>Animals including humans:</b><br>Digestion and food   | <b>Energy:</b><br>Electricity and circuits   | <b>Materials:</b><br>States of matter   | <b>Energy:</b><br>Sound and vibrations<br><b>Science Week</b>  | <b>Living things:</b><br>Classification and changing habitats   | <b>Making connections:</b><br>How does the flow of liquids compare?  |
| <b>Art</b><br>            | <b>Painting and mixed media:</b><br>Prehistoric painting   |  | <b>Drawing:</b> Growing artists   |  | <b>Sculpture and 3D:</b><br>Abstract shape and space  |  |
| <b>DT</b>  |  | <b>Structures:</b><br>Constructing a castle  |   | <b>Cooking and nutrition:</b> Eating seasonally  |   | <b>Mechanisms:</b><br>Pneumatic toys (Option 1)  |

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| <b>PSHE</b><br>          | Being me in my world   | Celebrating differences               | Dreams and goals   | Healthy me   | Relationships                                 | Changing me  |
| <b>ICT/Computing</b><br> | <b>Microsoft 365: Computing systems and Networks 2:</b><br>Emailing                      | <b>Programming Scratch</b> – Option 1 | <b>Computing systems and networks:</b><br>Networks<br><b>Online safety</b> | <b>Computing systems and networks 3:</b><br>Journeys inside a computer | <b>Video trailers: using ipads</b> – option 2 | <b>Data handling:</b><br>Comparison cards<br>databases |
| <b>RE</b><br>            | What makes us human?   | Where do our morals come from?        | Is scripture essential to religion?  | What makes some texts sacred?  | Who was Jesus really?                         | Why is the Bible the best-selling book of all time?    |
| <b>Music</b><br>         | Body and tuned percussion (Theme: Rainforests)   | Rock and Roll                         | Developing Singing Technique   | Pentatonic Melodies and compositions                                   | Jazz  | Traditional Instruments                                |
| <b>PE</b><br>          | Invasion (Netball)   | Gymnastics                            | Dance  | Net and Wall (Tennis)  | Athletics and OAA                             | Invasion (Football) Swimming                           |
| <b>Spanish</b><br>     | <ul style="list-style-type: none"> <li>Unit 1: Spanish greetings with puppets</li> </ul> | Unit 2: Spanish numbers and ages      | Unit 3: Shapes and colours in Spanish                                      | Unit 4: Classroom objects in Spanish                                   | Unit 5: Where do you live in Spain?           | Unit 6: Journey around Latin America                   |

|  | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|--|--|---|--|---|--|--|
|  | Geography  | History   | History  | Geography   | History  | Geography  |
| Year 4/<br>Year 5  | <p>Are all settlements the same?</p>  | <p>Were the Vikings raiders, traders or something else?</p>  | <p>How did the achievements of the Maya impact their society and beyond?</p>  | <p>Who lives in Antarctica?</p>  | <p>What is the legacy of the ancient Greek civilisation?</p>  | <p>Why are rainforests important to us?</p>                 |
| <b>Science</b><br><b>Year 4</b><br> | <p><b>Animals, including humans:</b> Digestion and food</p>  | <p><b>Electricity:</b> Electricity and circuits</p>   | <p><b>Materials:</b> States of matter</p>  | <p><b>Energy:</b> Sound and vibrations</p> <p>Science Week</p>  | <p><b>Living things:</b> Classification and changing habitats</p>  | <p><b>Making connections:</b> How does the flow of liquids compare?</p>  |
| <b>Science</b><br><b>Year 5</b><br> | <p><b>Materials:</b> Mixtures and separation</p>   | <p><b>Materials:</b> Properties and changes</p>   | <p><b>Forces and space:</b> Earth and space</p>  | <p><b>Living things:</b> Life cycles and reproduction</p> <p>Science Week</p>                                       | <p><b>Forces and space:</b> Unbalanced forces</p>  | <p><b>Animals:</b> Human timeline</p> <p><b>Making connections:</b> Does the size of an asteroid affect the diameter of its impact crater?</p> |
| <b>Art</b><br>                      | <p><b>Painting &amp; Mixed media:</b> Light and dark</p>   |   |  | <p><b>Craft &amp; Design:</b> Fabric of nature</p>  | <p><b>Drawing:</b> Exploring tone, texture and proportion</p>  |  |
| <b>DT</b>  |  | <p><b>Electrical Systems:</b> Torches</p>   | <p><b>Cooking &amp; Nutrition:</b> Adapting a recipe</p>   |   |  | <p><b>Mechanisms:</b> Mechanical cars (Option 1)</p>   |

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| <b>PSHE</b><br>           | Being me in my world   | Celebrating differences                                      | Dreams and goals  | Healthy me  | Relationships  | Changing me                                       |
| <b>ICT/ Computing</b><br> | <b>Microsoft Office 365:</b> Computing systems and network: collaborative learning | <b>Programming 1:</b> Further coding with Scratch – Option 1 | <b>Microsoft Office 365:</b> creating media: website design<br><br><b>Online Safety</b> | Computational thinking                                | <b>Data handling:</b> Investigating weather                      | <b>Skills showcase:</b> HTML                      |
| <b>RE</b><br>             | Are all religions equal?   | What makes some texts sacred?                                | Just how important is our beliefs   | Who was Jesus really?                                 | Why is the Bible the best-selling book of all?                   | Does the language of scripture matter?            |
| <b>Music</b><br>        | Composition and notation (Theme: Ancient Egypt)                                    | South and West Africa  | Changes in pitch, tempo and dynamics (Theme: Rivers)                                    | Haiku, music and performance (Theme: Hanami festival) | Samba and carnival sounds and instruments (Theme: South America) | Adapting and transporting motifs)                 |
| <b>PE</b><br>           | Invasion games – Basketball/Fitness  | Gymnastics   | Dance   | Dodgeball   | Athletics and OAA  | Striking and fielding games – cricket<br>Swimming |
| <b>Spanish</b>   | Dates in Spanish   | Pets in Spanish  | Weather in Spain  | In a Spanish cafe                                     | Spanish celebrations   | The Amazon Rainforests                            |

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|  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|--|---|--|---|---|--|---|
| <b>Year 6</b>  | <b>GEOGRAPHY</b><br><br><b>Population growth and human resources</b><br>Why does population change? | <b>GEOGRAPHY</b><br><br><b>Energy and sustainability</b><br>Where does our energy come from? | <b>HISTORY</b><br><br><b>Industrious Victorians</b><br>What can the census tell us about local areas? | <b>HISTORY</b><br><br><b>Tudors &amp; The Golden Age</b><br>What was lifelike in Tudor England? | <b>HISTORY</b><br><br><b>WWII</b><br>What was the impact of World War II on the people of Britain? | <b>GEOGRAPHY</b><br><br><b>Fieldwork</b><br>Can I carry out an independent fieldwork enquiry? |
| <b>Science</b><br>          | <b>Energy:</b> Light and Reflection   | <b>Living things:</b> Classifying big and small  | <b>Living Things:</b> Evolution and inheritance   | <b>Animals Including humans:</b> Circulation and Health<br><b>Science Week</b>  | <b>Energy:</b> circuits, batteries and switches  | <b>Making connections:</b> Are some sunglasses safe than others?  |
| <b>Art &amp; Design</b><br> | Drawing: Expressing ideas   |  | Craft & Design: Photo opportunity   |   | Sculpture & 3D: Making memories  |   |
| <b>DT</b><br>               |   | Cooking and nutrition: Come dine with me   |   | <b>Mechanical Systems:</b> Automata toys  |  | <b>Structures: Playground</b><br><b>Electrical Systems:</b> Doodlers  |



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|---|---|---|--|--|--|--|
| <b>PSHE</b><br>          | Being me in my world  | Celebrating differences   | Dreams and goals   | Healthy me   | Relationships  | Changing me  |
| <b>ICT/Computing</b><br> | Computing systems and networks: Bletchley Park and the history of computers                                   | Computing systems and networks: Exploring AI  | Data handling 1: Big data 1<br><br>Online safety                                   | Data handling 2: Big data 2  | Skills showcase: Inventing a product   | <b>Programming:</b> Intro to Python  |
| <b>RE</b><br>            | <b><u>T1- Judaism, Christianity, Islam</u></b><br>Why does religion look different around the world – part 1? | <b><u>T2- Hinduism, Sikh, Buddhism</u></b><br>Why does religion look different around the world – part 2? | <b><u>T3- Judaism, Islam, Humanism</u></b><br>Why is better to be there in person? | <b><u>T4- Christianity</u></b><br>Why is there suffering – part 1? | <b><u>T5- Buddhism, Sikh, Shinto</u></b><br>Why is there suffering – part 2? | <b><u>T6- All religions</u></b><br>What place does religion have in our world today? |
| <b>Music</b><br>        | Dynamics, pitch and texture (Theme: Fingal's Cave)  | Film music  | Theme and variation (Theme: Pop Art)   | Baroque  | Song of WW2  | Composing and performing a leavers song  |
| <b>PE</b><br>          | Invasion (Tag Rugby)  | Gymnastics  | Dance  | Net and Wall (Volleyball)  | Athletics/OAA  | Striking and Fielding (Rounders)<br>Swimming   |
| <b>Spanish</b><br>     | <b>Unit 1:</b> Clothes in Spanish   | <b>Unit 2:</b> School life in Spanish   | <b>Unit 3:</b> Household task in Spanish   | <b>Unit 4:</b> Shopping in Spain                                   | <b>Unit 5:</b> Free time in Spain  | <b>Unit 6:</b> Maya city treasure hunt   |



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