

Whole School Curriculum Map EYFS for Nursery

Predicted Themes and Interests – (Will be adapted to meet the needs and interests of the children)

	<u>Autumn 1st half</u>	<u>Autumn 2nd half</u>	<u>Spring 1st half</u>	<u>Spring 2nd half</u>	<u>Summer 1st half</u>	<u>Summer 2nd half</u>
<u>Predicted Interests</u>	Autumn/Marvellous Me	People Who Help Us	Traditional Tales	Farm Animals, Planting and Growing	Dinosaurs and Crazy Critters	Under the Sea and Blackpool
<u>Buy In</u>	Listening Walk/Autumn walk Nursery Rhyme Challenge	Visits from Emergency Services	Traditional Tale Tea Party. The GBM has gone missing.	Observe the ducklings hatch and grow. Build a home for the ducklings and care for them.	Raise Butterflies Travel back in time in Andy's Dinosaur Time Machine	Trip to Blackpool Sea Life Centre and beach.
<u>Celebration</u>	Harvest Festival	Christmas and Diwali Christmas Sing-Along	Chinese New Year	Strove Tuesday and Easter	Father's Day	End of year celebration of all we have achieved.
<u>Focus Texts</u>	All Kinds of People and My Many Coloured Days	Nurse Nancy, Doctor Daisy and other stories The Christmas story.	The Gingerbread Man and other Traditional Tales	The Ugly Duckling Rosie's Walk	The Hungry Caterpillar	Commotion in the Ocean
<u>Communication and Language</u>	Develop listening and attention, understanding and language skills at different times and places in class. Take turns to speak and listen. Use appropriate manners, turn taking etc. Learn one another's names. Talk for a specific purpose. Use appropriate vocab in the context of play and activities. Ask and answers questions. Explain ideas.	Demonstrates listening by trying to join in with actions or vocalisations. Shows interest in play with sounds, songs and rhymes. Listens with interest to the noises adults make when they read stories. Identifies action words by pointing to the right picture, Responds to simple instructions. Holds a conversation. Ask and answers questions. Explain ideas.	Listens to rhythmic patterns in rhymes and stories. Shows interest in play with sounds, songs and rhymes. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Understands simple sentences. Understands 'who', 'what', 'where' in simple questions. Developing understanding of concepts (e.g. big/little). Ask simple questions. Uses a variety of questions (e.g. what,	Can shift to a different task if attention fully obtained. Listens to stories with increasing attention and recall. Understands the use of objects (e.g. 'What do we use to cut things?') Shows understanding of prepositions. Can retell a past event in the correct order. Beginning to use more complex sentences to link thoughts (e.g. using and, because).	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows understanding of prepositions such as 'under', 'on top', 'behind'. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	Listens to stories with increasing attention and recall. Is able to follow directions. Beginning to understand 'why' and 'how' questions. Uses vocabulary focused on objects and people. Builds up vocabulary.

			where, who). Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.			
<u>Physical Development</u>	Ind in self-care. Awareness of bladder and bowel urges. Communicates their need for potty or toilet. Shows control in holding and using jugs to pour, hammers, books and mark making tools. Climbs confidently and is beginning to pull themselves up on nursery equipment. Runs safely on whole foot. Makes connections between the marks they make. Beginning to balance blocks to build.	Squats with steadiness and rises to feet without using hands. Can kick a large ball. May be beginning to show preference for dominant hand. Shows a desire to help with dressing/undressing and hygiene routines. Feeds self competently with spoon. Drinks well without spilling. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands.	Makes connections between their movement and the marks. Shows control in holding books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. Can copy some letters from name. Imitates drawing simple shapes such as circles and lines. Draws circles using gross motor movements. Uses one-handed tools and equipment. Beginning to be independent in self-care. Can tell adults when hungry or tired or when they want to rest or play. Climbs confidently.	Use climbing equipment. Moves freely and with confidence. Mounts stairs and steps. Can kick a large ball. Can catch a ball. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Beginning to recognise danger and seeks support. Dresses with help.	Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Moves freely and with pleasure and confidence in a range of ways. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.	Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children. Holds pencil near point between first two finger with good control. Begins to form recognisable letters. Uses one-handed tools and equipment safely. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

To develop children's fine and gross motor skills; this will be promoted through continuous provision and purposeful activities indoor and outdoor. Encourage and develop independence in children's self-care. Teach pencil control, hand and eye co-ordination and pincer grip 'nippy fingers'. Teach scissor skills. Children's gross motor skills will be developed through Fundamental Skills and PE.

<u>PSED</u>	Moving on and settling in. New beginnings. Separate from main carer with support. Play alongside others-getting to know one another and making friends. Explores new environment. Express own preferences and interest. Responds to a few appropriate	Plays cooperatively. Seeks out others to share experiences. Gradually able to engage in pretend play with toys. Expresses own preferences and interests. Can select and use activities and resources with help.	Shows affection and concern for people. Form special friendships. Enjoys responsibility. Responds to the feelings and wishes of others. Tries to help and give comfort when others are distressed. Aware that some actions can hurt others.	Initiates play, offering cues to peers to join them. Can play in a group, extending and elaborating play ideas. Shows confidence in asking adults for help. Can inhabit own actions. Begins to accept the needs of others and take	Initiates play, offering cues to peers to join them. Keeps play going by responding to what others. Confident to talk to other children when playing. Begins to accept the needs of others and can take turns and	Initiates conversation and takes account of what others say. Confident to speak to others about own needs, wants, interests and opinions. Can usually tolerate delay when needs are not immediately met.
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	boundaries and understands. Share resources. Express feelings-happy/sad.	Welcomes and values praise. Begins to learn that some things are theirs, some things are shared. Seeks comfort from familiar adults. Growing ability to distract self when upset.		turns and share resources, sometimes with support.	Share.	Can usually adapt behaviour to different events, social situations and changes in routine.
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School Values, rules, routines, boundaries and expectations will continually be a focus for the children during their time in nursery. These will be reinforced continually and built upon.

<u>Literacy</u>	Encourage mark making activities in independent play. Distinguish between the different marks they make. Interested in books. Have some favourite stories, rhymes or songs. Phase 1 Phonics Sounds around them and develop children's listening skills.	Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. Distinguishes between the different marks they make. Phase 1 Phonics Awareness of sounds made by various instruments.	Shows awareness of rhyme and alliteration. Listens to and enjoys in with stories and poems, one-to-one and also in small groups. Looks at books independently. Handles books carefully. Sometimes gives meaning to marks as they draw and paint. Phase 1 Phonics Develop children's awareness of sounds and rhythms.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Listens to stories with increasing attention and recall. Looks at books independently. Handles books carefully. Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Phase 1 Phonics Develop children's appreciation and experiences of rhythm and rhyme in speech.	Beginning to be aware of the way stories are structured. Suggests how the story might end. Recognises familiar words and signs such as own name. Holds books the correct way up and turns pages. Shows awareness of rhyme and alliteration. Ascribes meanings to marks that they see in different places. Phase 1 Phonics Focus is on initial sounds of words.	Continues a rhyming string. Hears and says the initial sound in words. Ascribes meanings to marks that they see in different places. Writes own name. Phase 1 Phonics Oral blending and segmenting.
<u>Maths</u>	Says some counting words randomly. Recites some number names in sequence. Selects a small number of objects from a group when asked. Beginning to organise and categorise objects. Attempts sometimes successfully, to fit shapes into spaces on inset	Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Begins to use the language of size. Uses blocks to create their own simple	Creates and experiments with symbols and marks representing ideas of number. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away.	Beginning to represent numbers using fingers, marks on paper or pictures. Shows an interest in numerals in the environment. Shows an interest in number problems. Uses positional language. Shows awareness of	Recognise some numerals of personal significance. Recognises numerals 1 to 5. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering	Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Counts up to three or four objects by saying one number name for each item.

	boards and jigsaws. Associates a sequence of actions with daily routines. Filling and emptying containers. Beginning to notice shapes and patterns.	structures and arrangements.	Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Uses some number names accurately in play. Understands some talk about immediate past and future. Anticipates special time-based events such as mealtimes or home time. Categorise objects according to properties such a shape and size. Use the language of size. Shows an interest in shape by playing with shapes.	similarities of shapes in the environment.	comments or asking questions. Compares two groups of objects, saying when they have the same number. Uses shapes appropriately for tasks.	Shows an interest in representing numbers. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Selects a particular named shape.
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Number of the week- focusing on a number each week. What it is worth? What does it look like? Where does it sit on the number line? How can we make it? What comes before/after it? Can we recognise this number in the environment?

<u>Understanding the World</u>	Enjoys pictures and stories of themselves and family and has a sense of own immediate relations. How are we different? Similarities and differences. Talk about their friends. Seeks to acquire basic skills in turning on and operating some ICT equipment.	Shows interest in different occupations and ways of life. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Knows how to operate simple equipment, e.g. turns on CD player and uses torches. Knows that information can be retrieved from computers	Beginning to have their own friends. Remembers and talks about significant events in their own experience. Talks about how things happen and how things work. Seeks to acquire basic skills in turning on and operating some ICT equipment. Knows how to operate simple equipment, e.g. turns on CD player and remote control cars.	Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things. Shows interest in the lives of people that are familiar to them. Able to use the tools on big interactive board. Knows that information can be retrieved from computers.	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Shows care and concern for living things and the environment. Completes a simple program on a computer.	Recognises and describes special times or events for family or friends. Developing an understanding of growth, decay and changes over time. Completes a simple program on a computer.
<u>Expressive Arts and Design</u>	Joins in singing rhymes and songs. Expresses self through physical action and sound. Beginning to make believe.	Shows an interest in the way musical instruments sound.	Describe the texture of things. Joins in with singing, dancing and ring games.	Begin to move rhythmically. Imitates movement in response to music.	Uses available resources to create props to support role-play.	Explores colour and how colours can be changed. Explores what happens when they mix colours.

	Experiments with blocks, colours and marks.	Creates sounds by banging, shaking, tapping or blowing. Beginning to make-believe by pretending.	Sings a few familiar songs. Experiments with blocks, colours and marks. To make believe by pretending. To engage in role play To construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance.	Taps out simple repeated rhythms. Uses movement to express feelings. Creates movement in response to music.	Captures experiences and responses with a range of media. Realises tools can be used for a purpose. Understands that different media can be combined to create new effects.	
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Children are provided with open-ended opportunities to extend their Expressive Arts and Design experiences through role-play opportunities within the learning environments indoor and outdoor and have access to a creative area where they can draw, paint and make pictures and 3D models. Opportunities for experiences of different kinds of music are built into the daily routine through rhyme, song, dance and through PE sessions.

Whole School Curriculum Map EYFS

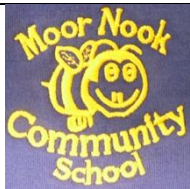
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<u>Predicted Interests</u>	Autumn\All about me	People Who Help Us	Traditional Tales	Dinosaurs/ Farm animals	Naughty Bus & Space	Around the World/Pirates
<u>Buy In</u>	Autumn Walk	Burglar Bill	The Three Little Pigs The Wolf is missing!	Letter from the farm	Naughty Bus Incident/ UFO Crash Landing	
<u>Celebration</u>	Autumn harvest festival	Visits from Emergency Services	Teddy Bears Picnic	Visit to the Farm	Alien Party	Carnival/Music visitors - bongo drums
<u>Focus Texts</u>	The Rainbow Fish The Enormous Turnip Supertato	The Highway Rat Non-fiction texts – People who help us The happy post bunny The Christmas Story	The Three Little Pigs Jack and the Beanstalk Goldilocks and The Three Bears The Three Billy Goats Gruff – RESPOND TO NEED	A letter from the farm The Three Billy Goats Farmer Duck	Whatever Next The Naughty Bus Non – fiction texts	Pirates love underpants Rumble in the Jungle Walking through the jungle
<u>Communication and Language</u>	Can show some listening skills Follow simple instructions Understands the uses of the equipment Can talk about what has happened	Listens with more interest and responds to stories with refrains. Can describe where something is with prepositions Follows 2 step instructions Using 'and' and 'because' in sentences. Use language to support role play.	Can sit quietly during an activity Can listen and then complete an activity. Understands some humour Asking questions Uses different tenses Extends vocabulary and uses new vocabulary in role play.	Listens to stories and responds appropriately. Listens and responds to peers ideas Listen to more complex instructions Able to express themselves being aware of the listener	Listening attentively in different situations. Able to follow a story without pictures or props. Uses intonation Links statements in an organised way. Create their own narrative with support.	Responds appropriately to different situations Using tense correctly Create their own narrative.
<u>Physical Development</u>	Moves freely using suitable spaces and speed Draws lines and circles Holding a pen correctly	Moves freely in a variety of different ways Uses scissors and other tools safely Show a dominant hand	Can stand on one foot Can catch a ball Can write some letters and copy their name Experiments moving in different ways on	Good control and co-ordination in large and small movement Understand the importance for good health of physical	Demonstrates increasing control over objects Used tools to change to materials Moving confidently	Sports day and physical activities that are included within this using a variety of equipment.

	Understands their own needs hunger/toilet/personal hygiene Dresses with support Knows equipment needs to be used safely	Makes anticlockwise movement Understands the need for varied and healthy food Can write some letters and copy their name	equipment and jumps landing safely Manages own risk assessment. Helps to put away equipment correctly	exercise, healthy diet and talks about different ways to keep healthy and safe	Uses safety measures without direct supervision	
<u>PSED</u>	Forming good relationships and including others in play i.e. sharing Selecting own resources Communicating with peers and listening Aware of boundaries	Explains their own knowledge and asks questions. Takes on responsibility. Confident in different social situations Aware of others feelings Solving their own problems Working as a group	Finds compromise with peers Confident to speak about their own needs/opinions Understands their actions on others	Include others ideas in their activity. Can say when they need or don't need help. Adjust their behaviour to different situations and can adapt with a new routine.	Taking turns Expressing preference of activity with reasoning Knowing that some behaviour is unacceptable.	Demonstrate sensitivity to other children and form positive relationships with other children.
<u>Literacy</u>	Rhythmic activities Looking at books and joining in with refrains Making marks for meaning Write own name Hears initial sounds Forming recognisable letters Naming letter sounds Recognises letters	Being aware of alliteration- Hears initial sounds- Continues a rhyming string Aware of the structure of stories Recognising some words Blending sounds Beginning to read simple words Segmenting words Beginning to write simple words.	Predicting stories Describing different elements in stories Rhyming string Uses storylines in role play Uses phonics to decode and segment Writing own name and captions	Demonstrating understanding of what they have read Writing irregular common words Attempting to write simple sentences using phonics Writing sentences that they and others can read	Using information books Reading and understanding simple sentences Attempting to write simple sentences using phonics Writing sentences that they and others can read	Writing more sentences using phonetically plausible and knowing using some high frequency words
<u>Maths</u>	Use number in play Recites numbers in order to 10. Recognises numbers up to 5/10 and can count	Matching objects to numerals Starts to represent numbers Counting up to 10 and beyond	Starts to find totals by combining Counting up to 20 One more/one less up to 5 then 10	Using mathematical language to create and solve mathematical problems One more one less without apparatus	Estimating More/fewer language Subtraction in taking away Ordering numbers to 20	Using a number line to count on and backwards to solve addition and subtraction Doubling and halving

	<p>out the right number of objects/actions</p> <p>Uses shapes in pictures</p> <p>Names 2D shapes</p>	<p>Counting up to 10 objects</p> <p>Using positional language</p> <p>Uses shape in construction</p> <p>Creates patterns</p>	<p>Records work with their marks</p> <p>Describes shapes 2D and 3D</p> <p>Orders items by length/weight/capacity</p> <p>Orders time sequence</p>	<p>Subtraction- counting backwards</p>	<p>Use time and money language</p> <p>Describes shapes 2D and 3D</p>	<p>Mathematical language to describe 3D shapes</p> <p>Using distance language</p>
<u>Focus Questions</u>	<p>RE – Geography – what is a season?</p> <p>History – How have I changed since I was a baby?</p> <p>Science – How does the environment change in autumn?</p> <p>Technology – What technology do I have in my home?</p>	<p>RE – Geography – where do people work?</p> <p>History – What are our favourite celebrations each year?</p> <p>Science – What does frozen and melting mean?</p> <p>Technology – How do I sequence instructions?</p>	<p>RE – Geography – How do I grow a plant?</p> <p>History – Can I order/sequence events in time order?</p> <p>Science – How do I grow a plant?</p> <p>Technology – How do I program the code-pilot?</p>	<p>RE- Geography – What are the similarities and differences in my community to the farm?</p> <p>History – How do I know something is from the past?</p> <p>Science – What is the lifecycle of a duck?</p> <p>Technology – To use ICT to record my observations.</p>	<p>RE- Geography – What is a planet?</p> <p>History – How do I identify distance?</p> <p>Science – What is a planet?</p> <p>Technology – To use ICT to record my findings.</p>	<p>RE- Geography – How do I use a map?</p> <p>History – Why do we wear different clothes at different times of the year.?</p> <p>Science – How can I make a boat float?</p> <p>Technology – To use a computer to find out information.</p>
<u>Understanding the World</u>	<p>Shows an interest in their lives and those of personal significance.</p> <p>Knows what makes them similar and unique</p> <p>Comments about what they have seen/discovered in the world</p> <p>Look at patterns and change in the environment</p> <p>Investigates toys that use ICT or have moving parts</p>	<p>Recognises and describes special events and joining in with them</p> <p>They understand differences in different families</p> <p>Shows an interest in different occupation.</p> <p>Talks about how things work</p> <p>Knows how simple ICT works</p> <p>Uses age appropriate software.</p>	<p>Knows that information can be selected from the computer</p> <p>Completes a simple program on the computer.</p>	<p>Know about similarities/differences with environments/materials/living things/places</p>	<p>Shows a concern for the living things</p> <p>Make observation of animals and plants and explain why some differences have occurred</p> <p>Look at patterns and change in the environment</p> <p>Understands that technology is all around us</p>	<p>Understands that children don't always enjoy the same thing</p> <p>Understands growth and decay</p> <p>Knows that information can be selected from the computer</p> <p>Completes a simple program on the computer.</p>
<u>Expressive Arts and Design</u>	<p>Learning new songs</p> <p>Simple construction</p> <p>Using simple tools</p> <p>Familiar role play</p>	<p>Moving to music rhythmically</p>	<p>Repeated rhythms</p> <p>Movement to music</p> <p>Learning a wider variety of songs</p>	<p>Adapting work when necessary</p> <p>Develop a narrative</p>	<p>Creating different textures</p> <p>Selecting a wider range of tools</p>	<p>Children creating their own songs and adding their own music</p>

		Exploring colour/texture to make pictures Sounds of instruments Joining in with a wider variety of role play	Constructing with purpose Introducing storylines to their role play	Experimentation with different textures Mixing colours	Expressive in art/drama/dance	Creating their own art pieces and explaining them
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Year 1 Curriculum Overview 2020 -2021

Our school values of independence and confidence, creativity, equality of opportunity as well as aspirations and ambition underpin the whole curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Investigating Number Systems Pattern Sniffing Solving Calculation Problems	Generalising Arithmetic	Exploring Shape Place Value Numbers to 50 Reasoning with Measure	Solving Number Problems Investigating Statistics	Visualising Shape Exploring Change Proportional Reasoning	Describing Position Measuring and Estimating
English	Based around the story of <i>Harry the Happy Mouse</i> . This unit includes a focus on rhymes, poems and songs, followed by both a fiction unit and a non-fiction unit.	Stories by the same author Lost and found Oliver Jeffers Non-chronological reports Penguins Poems on a theme Christmas	Story with a mood – The Magic Paintbrush Recount – The Magicbrush The Unlucky Man – Inference, Vocabulary focus	Stories with a repetitive pattern – Zog	Stories with fantasy settings Traction Man Recounts	Stories with familiar settings Goat and donkey in the great outdoors Non-fiction texts: booklets Traditional rhymes Here we go round the Mulberry bush Oranges and lemons In and out of the bluebells
Art	AA cave art Black History Month Art	AA wax leaves Diwali Art – paint	Kandinsky Abstract art	Matisse Collage	Andy Goldsworthy Natural sculpture	
Computing	Multimedia Online Safety	Search Engines	Digital Literacy	Programming	Digital Imaging Online Safety	Programming
Design Technology		Mechanisms		Structures		Cooking
Geography		Geography: Our big wide world Name and locate continents and oceans – location	Geography: Our United Kingdom 4 countries, capital cities, landmarks		Geography: Our Local Area Fieldwork Human and physical features	

		of hot and cold in relation to Equator				
History	Significant historical event - Great Fire of London			Changes within living memory – Toys and books		
Music	Hey You!	Rhythm in the way we walk and Banana Rap	Pulse	Round and Round	Your Imagination	Reflect, Rewind, Replay
PE	Baseline Unit: Lost & Found	Dance Activities- Fire, Fire	Joe Wicks HiiT (High Intensity Interval Training)	FMS Unit 10points hoops	FMS Unit Catching/Bouncing	Athletic Activities
	FMS- bouncing a ball	Gymnastics Activities Making Shapes	Joe Wicks HiiT (High Intensity Interval Training)	FMS Unit Rolling a ball	FMS Unit Overarm throw unit	Athletic Activities
PSHE	Health and Wellbeing		Living in the Wider World		Relationships	
RE	Christianity (God) Why do Christians say that God is a 'Father'?	Christianity (Jesus) Why is Jesus special to Christians?	Islam How might beliefs about creation affect the way people treat the world?	Islam How might beliefs about creation affect the way people treat the world?	Islam How might beliefs about creation affect the way people treat the world?	Christianity (Church) How might some people show that they 'belong' to God?
Science	Plants introducing common names and basic structure (Ongoing nature journals)	Animals including humans (basic structure and senses)	Everyday materials	Animals including humans (other animals: basic structure)	Plants	
VBE	Friendship	Determination	Love	Empathy	Co-operation	Fairness



Year 2 Curriculum Overview 2020 -2021

Our school values of independence and confidence, creativity, equality of opportunity as well as aspirations and ambition underpin the whole curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Investigating Number Systems Pattern Sniffing Solving Calculation Problems General Arithmetic	Reasoning with Measures	Money Multiplication and Division Statistics Exploring Shape	Discovering Equivalence Reasoning with Fractions	Visualising Shape Exploring Change Proportional Reasoning	Describing Position Measuring and Estimating
English	Based around the story <i>The Way Home for Wolf</i> by Rachel Bright and Jim Field. They will produce an information leaflet and write an innovation based on the original story.	Traditional tales with a twist The Great Fairy Tale Disaster David Conway	The Quangle Wangle's Hat- Talk for writing unit- Poetry Explanation Text: How birds fly The bird and the Forest Fire- innovate the middle of a story.	Non-Chronological Reports – Birds	Aladdin – Traditional Tale Persuasive letters/poster Diary writing Narrative writing	Story as a Theme Poems on a Theme Explanations
Art	Preston Docks Lowry Landscapes/ perspective Black History- Artist study 'Alma Thomas' – looking at her artwork and creating own artwork based on the artist's style. Explore similarities	Isobel grant Illustrated letters Remembrance Art- Exploring different materials for printing, blending with oil pastels shading and Exploring creating different textures.	Giuseppe Arcimboldo Art inspired by clay Portraits		Greta Laundry Landscapes	

	and differences between their work and that of Alma Thomas's	Diwali- sculptures using clay and safely using a range of tools				
Computing	Digital Content	Electronic Communication and Online Safety	Programming	Databases	Multimedia online safety	Programming
Design Technology		Mechanisms		Structures		Cooking
Geography		Seasonal and daily weather patterns Local area/fieldwork		Small area of the UK Fieldwork Human and physical features/map work	Non-European country Australia	
History	Significant historical events, people and places in their own locality- Preston Docks		The lives of significant individuals in the past- Christopher Columbus and Neil Armstrong.		Events beyond living memory- Titanic	
Music	Recorders- Charanga World Music	Recorders- Charanga World Music	Pulse and Rhythm Exploring what a pulse is. The difference between pulse and rhythm/ Symbols in music. Composing a rhythm.	Recorders- Charanga World Music	Recorders- Charanga World Music	Recorders- Charanga World Music
PE	Games- Piggy in the Middle Core Task	Dance	Yoga	Games Net/Wall Activities	Games-Striking & Fielding Activities	Athletics-Colour Match Core Task
	Games- Piggy in the Middle Core Task	Gymnastics activities-Families of action Core Task	Mindfulness	Outdoor Activities	Games-Striking & Fielding Activities	Year 2 FMS assessment
PSHE	Health and Wellbeing	Living in the Wider World -Well-being	Relationships			

		-Recycling (linked to Science: Materials)				
RE Where can we find guidance about how to live our lives?	Hindu Dharma What is really important? Why is this? How do we show this? Can religion help people remember what is important?		Christianity Jesus What makes us go wow or think hard?		Buddhism: What can we learn from Buddha and his teachings?	
Science	Living Things and Their Habitats Animal survival & growth	Living Things and Their Habitats Animal survival & growth	Use of Everyday Materials	Health -Animals including Humans (Humans: Grow & stay Healthy)	Health -Animals including Humans (Humans: Grow & stay Healthy)	Plants -Growing Plants
VBE	Friendship	Determination	Love	Empathy	Co-operation	Fairness



Year 3 Curriculum Overview 2020 -2021

Our school values of independence and confidence, creativity, equality of opportunity as well as aspirations and ambition underpin the whole curriculum.

	Autumn 1 Local Area	Autumn 2 Celebrations	Spring 1 Stone Age	Spring 2	Summer 1	Summer 2
Maths	Investigating number systems Pattern Sniffing Solving Calculation Problems	Generalising Arithmetic Reasoning with Measures	Addition and Subtraction mentally. Addition word problems. Multiplication and division Money	Solving Number Problems Investigating Statistics	Visualising Shape Exploring Change Proportional Reasoning	Describing Position Measuring and Estimating
English	Based around the novel - <i>Paddington</i> by Michael Bond They will write an extended narrative of their own Paddington adventure. Followed by creating their own tourist guide to either London or their local area.	Creating their own tourist guide to London Folk Take – The Lancashire Giant.	Pie Corbett booklets: Unicorns Uncovered – information Journey to the Jungle – letter writing and instructions The Truth about Trolls! – information	Narrative – Stig of the Dump	Novel as a theme Modern Day Classic – Street Child by Berlie Doherty to cover letters, descriptions, story openers/chapter Non-chronological reports linked to Victorians Local History topic	Descriptions/ Narrative
Art	Georgia O’Keeffe Flower nature painting	Watercolour for Remembrance Day Art linked to Diwali	Banksy / Keith Haring Graffiti		Quentin Blake Illustrator	
Computing	Multimedia Online Safety	Programming	Digital Literacy Online Safety		Multimedia and Compute Networks	Multimedia and Online Advertising

Design Technology		Food		Mechanical Systems –Levers and Linkages		Structures A product for a stated purpose and a stated user
French	Getting to Know You	All About Me	Food Glorious Food	Family and Family	Our School	Time
Geography	Map skills	Biomes and Climate Zones				Lake District – A region of the UK
History			Stone Age	Romans	Local History – Cotton Mills	
Music	Let Your Spirit Fly	Glockenspiel Stage 1	Pulse and Metre	The Dragon Song	Bringing Us Together	Reflect. Rewind, Replay
PE	Invasion Games/Three Touch Ball	Gymnastics	Joe Wicks home workouts	Creative Games	Striking and Fielding (Rounders)	Striking and Fielding
	Invasion Games/Three Touch Ball	Gymnastics	Dance	Net/ Wall	OAA Trust and Trails Unit	Athletics Activities
PSHE	Health and Well Being		Living in the Wider World		Relationships	
RE Where can we find guidance about how to live our lives?	Christianity (God) How have some people served God?	Islam Why is the Prophet Mohammad an example for all Muslims?	Hindu Dharma Why is family important to Hindu life?	Christianity (Jesus) What does it mean to be a disciple?	Christianity (Church) What do Christians mean by the Holy Spirit?	Sikhism Why are Gurus important to Sikhs?
Science	Plants	Light	Animals inc. humans (Catch up from Year 2 unit)	Animals inc. humans(skeletons and movement spr1) Health and Nutrition	Forces and Magnets	Rocks
VBE	Friendship	Determination	Love	Empathy	Co-operation	Fairness



Year 4 Curriculum Overview 2020 -2021

Our school values of independence and confidence, creativity, equality of opportunity as well as aspirations and ambition underpin the whole curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Investigating Number Systems Pattern Sniffing Solving Calculation Problems	Generalising Arithmetic Exploring Shape Reasoning with Measures	Time Money Reasoning with Fractions	Solving Number Problems Investigating Statistics	Visualising Shape Exploring Change Proportional Reasoning	Describing Position Measuring and Estimating
English	Based around the theme of the Loch Ness Monster. They will write a non-fiction article for a children's magazine. Followed by producing a narrative based on a new Lock Ness monster!	Fairy Tales Classic Narrative Poetry	Mission Impossible- By Kat Pennington – Fiction Chocolate Cake- Poetry/Charlie and the Chocolate Factory- Fiction Amazing Aliens- By Maria Richards-Non-Fiction.	Recount: Newspapers	Stories with a Theme – The Mousehole Cat Information Booklets	Folk Tales Debate Poems on a theme
Art	Pablo Picasso Portraits Photography linked to Black History	Collage linked to Diwali	George Seurat Painting pointillism		Alberto Giacometti Sculpture	
Computing	Programming	Data Handling	Programming	Multimedia (Sound/Blogs) Online Safety	Computer Networks Online Safety	Multimedia (PowerPoint)
Design Technology	Electrical Systems			Textiles		Cooking
French	All Around Town	On The Move	Gone Shopping	Where in the World?	What's the Time?	Holidays and Hobbies

Geography		Mountains, volcanoes and earthquakes. Mapwork, physical and human geography.		Contrasting Region European Study. (Italy)	Rivers	
History			The Great Plague		Ancient Egypt	
Music	Violins – Lancashire Music Service	Violins – Lancashire Music Service	Violins – Lancashire Music Service	Violins – Lancashire Music Service	Violins – Lancashire Music Service	Violins – Lancashire Music Service
PE	Baseline Unit: Lost & Found FMS- Catching unit (may alter depending upon assessment)	Dance Activities- Fire, Fire	Joe Wicks HiiT (High Intensity Interval Training)	FMS Unit 10points hoops Core Task	FMS Unit Catching/ Bouncing Core Task	Athletic Activities Honeypot Core Task
	FMS- bouncing a ball	Gymnastics Activities Making Shapes Core Task	Premier League Primary Stars Challenges	Dance Activities- Robots	FMS Unit Overarm throw unit Core Task	Athletic Activities Honeypot Core Task
PSHE	Health and Wellbeing		Living in the Wider World		Relationships	
RE Where can we find guidance about how to live our lives?	Hindu dharma What might a Hindu learn through celebrating Diwali?	Christianity (God) How and why might Christians use the Bible?	Sikhism How do Sikhs express their beliefs and values?	Christianity (Jesus) Is sacrifice an important part of religious life?	Islam Why do Muslims fast during Ramadan?	Christianity (Church) What does 'love your neighbour' really mean?
Science	Electricity	Animals including Humans	Plants.	Material Properties and Material Changes	Sound	Living Things and their Habitats
VBE	Friendship	Determination	Love	Empathy	Co-operation	Fairness



Year 5 Curriculum Overview 2020 -2021

Our school values of independence and confidence, creativity, equality of opportunity as well as aspirations and ambition underpin the whole curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Investigating number systems Pattern Sniffing Solving Calculation Problems	Generalising Arithmetic Exploring Shape Reasoning with Measures	Discovering Equivalence Reasoning with Fractions	Solving Number Problems Investigating Statistics	Visualising Shape Exploring Change Proportional Reasoning	Describing Position Measuring and Estimating
English	Based on the novel The Lion, the witch and the wardrobe by C.S. Lewis. They will write a non-chronological report on a mythological creature and develop an extended narrative based upon The Lion, The Witch and The Wardrobe.	Stories with a historical setting – Legend of Gelert	Narrative – The Game Non-chronological report – Meet the Rhiswanozebtah Narrative and Poetry - One chance Persuasive Text – Wizards	Persuasive Advert – Blackpool Zoo	Picture book as a theme – The Lost Thing Settings, character descriptions, recount (newspaper), blending action, description and dialogue Magazine: information text hybrid	Myths Reports Poems with Figurative Language
Art	Access art Anglo Saxons Sketching and recording observations, creating a diorama, design techniques using paint. Art linked to Black History.	Stephen Brown Art linked to Diwali and RE – Rangoli designs and Mehndi patterns		Monet		Henri Rousseau

Computing	Data and databases	Internet and computer safety	Selecting and combining software use	Programming and debugging - Scratch	Animation	Programming and debugging - Scratch
Design Technology		Mechanical systems – An orrery		Food for festivals	Ancient Greek Theatre	
French	Gone shopping	Where in the world?	What's the time?	Holidays and hobbies	Getting to know you	All about ourselves
Geography		The UK Coasts		Natural Resources		Region in South America - Amazon Basin
History	The Anglos and the Scots come to Britain		Ancient Greece		The Maya Civilisation	
Music	Violins	Violins	Violins	Violins	Violins	Violins
PE	Invasion Games Core task	Invasion Games Core task	Joe Wicks HiiT Yoga Ninja training	OAA Orienteering	Net/ wall Core task	Athletics core task Three run, jump and throw activities
	Invasion Games Hockey	Invasion Games Core Task	Premier League Primary Star Challenges Dance	Gymnastics Acrobatics core task	Gymnastics Acrobatics core task	Striking / fielding Core task rounders
PSHE	Health and Wellbeing		Living in the Wider World		Relationships	
RE Where can we find guidance about how to live our lives?	Christianity (God) Why is it sometimes difficult to do the right thing?	Islam Why is the Qur'an so important to Muslims?	Hindu dharma What might Hindus learn from stories about Krishna?	Christianity (Jesus) What do we mean by a miracle?	Christianity (Church) How do people decide what to believe?	Judaism Do people need laws to guide them?
Science	Living Things and their habitats Life cycles, reproduction in animals and plants	Earth and Space Light and Astronomy	Forces Friction and air resistance and mechanisms	Properties and changes of materials Testing material properties	Properties and changes of materials Reversible changes	Properties and changes of materials irreversible changes
VBE	Friendship	Determination	Love	Empathy	Co-operation	Fairness



Year 6 Curriculum Overview 2020 -2021

Our school values of independence and confidence, creativity, equality of opportunity as well as aspirations and ambition underpin the whole curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place Value Addition Subtraction Multiplication Division Reasoning with the four operations	Pattern sniffing Fractions Percentages Reasoning with fractions and percentages	Fractions/percentages/decimals Algebra Calculating measure Reasoning with measure	Reasoning problems Describing position	Investigating statistics Proportional reasoning	Exploring and visualising shape Solving problems
English	Extended narrative based around the plot of <i>The Nowhere E mporium</i>	Novel as a theme – Running Wild by Michael Morpurgo	Range of text types/genres Treasure: Adventure stories Monsters: information texts Gadgets: Persuasive texts	Biography – Walt Disney	Older literature – Romeo and Juliet – William Shakespeare Newspaper, diaries, letters, poetry through lyrics, cartoon strip.	Recounts - Wonder by R J Palacio and end of year visit Debate – Wonder by R J Palacio
Art	Photography linked to Black History	Artwork linked to Diwali			Andy Warhol/Roy Lichtenstein Pop Art	William Morris
Computing	Digital Literacy	Digital Literacy (e safety)	Programming		Programming	Programming
Design Technology	Computer aided design – design an animal			Cooking – Make burgers	Structure /Moving parts - Making a fairground ride	
French	Let's visit a French town	Let's go shopping	Animals		This is France	All in a day
Geography		Trade			Fieldwork unit Human geography, land use, economic activity, OS mapwork	

History				Viking and Anglo-Saxon struggle for the Kingdom of England.	Crime and punishment	
Music	Happy	Classroom Jazz 2	Beat, pulse and rhythm	You've got a friend		Reflect, Rewind, Replay
PE	Invasion Games Y6 Core Task Invasion Games Y6 Core Task	Dance Gymnastics Core Task Group Dynamics	Fitness/ Health and well-being Joe Wicks Yoga Dance Outdoor walks	OAA Orienteering Health Related Fitness Unit	Net/Wall Core Task 2 Creative Games Calling the shots Core Task	Striking and Fielding Through a through core task (cricket) Athletic Activities Three run, jump and throw core task
PSHE	Health and Well-being		Children's mental health week SP1 / Living in the wider world		Relationships	
RE	Christianity (God How do Christians mark the 'turning points' on the journey of life?	Hindu dharma Is there one journey or many?	Islam What is Hajj and why is it important to Muslims? Judaism (Year 5) Do people need laws to guide them?	Christianity (Jesus) Why do Christians believe Good Friday is 'good'?	Buddhism What do we mean by a 'good life'?	Christianity (Church) If life is like a journey, what's the destination?
Science	Living things and their habitats Classification	Evolution and inheritance Adaptations	Forces (Year 5)	Animals including humans - Circulatory system	Light	Electricity
VBE	Friendship	Determination	Love	Empathy	Co-operation	Fairness