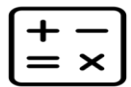




Woodfall Primary and Nursery School Whole School Curriculum Overview 2023-2024



An inclusive and supportive learning community which inspires and challenges everyone



Using the National Curriculum as the foundation for learning, we have developed our school curriculum to provide children with the essential knowledge and skills they will need in order to thrive and become successful citizens. Our curriculum is systematically planned and structured with progression in mind, being organised in such a way that prior learning is used as a baseline upon which to develop new learning, with plenty of opportunities to revisit and reapply content through the teaching and learning cycle in order that children are able to move knowledge from their working memory to their long term memory. Throughout each year of school, starting in Nursery, clear end points are mapped for children to work towards to enable accurate assessment of their progression within learning, and to provide opportunities for early intervention where this is required. We focus our curriculum around the rights of all, adopting a personalised approach to meet the needs of all pupils. Our curriculum intent and vision remains the same for all pupils, however its implemented is adapted for children who require this.

Inclusivity, equity of education and equality underpin our vision, and high expectations are held for every child, regardless of need. We place great emphasis upon a love of reading, understanding that enjoying this key skill is paramount to unlocking a child's full potential and imagination whilst accessing our curriculum. This begins in the first days of Nursery and continues throughout all year groups.

Throughout our curriculum, our teachers plan bespoke units of work for all curriculum subjects. These lessons follow a consistent structure throughout school, where prior knowledge is revisited before new concepts are introduced through active learning techniques which are grappled with individually and in groups. This new content is reinforced through high quality teaching. Where meaningful links can be made between subjects, this is actioned; however where links between subjects would be weak or diluted, these subjects are taught discretely. We aspire for children to discover and nurture academic passions which will last a life time; applying the knowledge, skills and understanding taught within their education at Woodfall to succeed in doing this.



Woodfall Primary and Nursery School

EYFS (22-60 mths) Curriculum Overview 2023-2024



An inclusive and supportive learning community which inspires and challenges everyone

The Early Years Foundation Stage at Woodfall Primary and Nursery School is split into Nursery 1, Nursery 2 and Reception. They follow a different framework to Years 1 - 6, in readiness to begin the National Curriculum in Year 1.

In Nursery and Reception, children follow the Early Years Foundation Stage framework and we support this using non statutory guidance from a resource named 'Development Matters'.

In Nursery and Reception, children work towards expected attainment known as Early Learning Goals (ELGs). There are 17 ELGs in total and how we move children towards achieving them, supported by Development Matters, is detailed on the next pages.

EYFS Areas of Learning

In total, there are 7 areas of learning for EYFS. These are split into prime and specific areas.

The prime areas are:

- Communication and language,
- Physical development,
- Personal, social and emotional development.



The four specific areas are:

- Literacy,
- Mathematics,
- Understanding the world,
- Expressive arts and design



Early Years Outcomes N1 22 to 36 months

Communication and language



Listening and attention

- Listens with interest to the noises adults make when they read stories.
- Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door
- Shows interest in play with sounds, songs and rhymes.
- Single channelled attention. Can shift to a different task if attention fully obtained-using child's name helps focus.

Understanding

- Identifies action words by pointing to the right picture e.g.
 'Who's jumping?'
- Understands more complex sentences, e.g. 'Put your toys away then we'll read a book.'
- Understands 'who', 'what', 'where' in simple questions (e.g. who's that? What's that? Where is?).
- Developing understanding of simple concepts (e.g. big/little).

Speaking

- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- Holds a conversation jumping from topic to topic.
- Learns new words very rapidly and is able to use them in communicating.
- Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'.
 Uses a variety of questions (eg: what, where, who).
- Uses simple sentences (e.g. Mummy gonna work).
- Beginning to use word endings (e.g. going, cats).

Physical development



Moving and handling

- Runs safely on whole foot.
- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
 - Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
 - Can kick a large ball.
- Turns pages in a book, sometimes several at once.
 - Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- Beginning to use three fingers (tripod grip) to hold writing tools.
- Imitates drawing simple shapes such as circles and lines.
- Walks upstairs or downstairs holding onto a rail two feet to a step.
- May be beginning to show preference for dominant hand.

Health and self-care

- Feeds self competently with spoon.
 - Drinks well without spilling.
- Clearly communicates their need for potty or toilet.
- Beginning to recognise danger and seeks support of significant adults for help.
- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.
- Beginning to be independent in self-care, but still often needs adult support.

PSE development



Self-confidence and self-awareness

- Separates from main carer with support and encouragement from a familiar adult.
- Expresses own preferences and interests.

Managing feelings and behaviour





- Seeks comfort from familiar adults when needed.
- Can express their own feelings such as sad, happy, cross, scared, worried.
 - Responds to the feelings and wishes of others.
 - Aware that some actions can hurt or harm others.
- Tries to help or give comfort when others are distressed.
 - Shows understanding and cooperates with some boundaries and routines.
 - Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
- Growing ability to distract self when upset, e.g. by engaging in a new play activity.

Making Relationships

- Interested in others' play and starting to join in.
 - Seeks out others to share experiences.
- Shows affection and concern for people who are special to them.
- May form a special friendship with another child.

Early Years Outcomes

N1 22 to 36 months

Literacy	Mathematics	Understanding the world	Expressive arts and design
			
<p>Reading</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • 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 ...' <p>Writing</p> <ul style="list-style-type: none"> • Distinguishes between the different marks they make. 	<p>Numbers</p> <ul style="list-style-type: none"> • Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. <ul style="list-style-type: none"> • Recites some number names in sequence. • Creates and experiments with symbols and marks representing ideas of number. • Begins to make comparisons between quantities. • 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. <p>Shape, space and measure</p> <ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures. <ul style="list-style-type: none"> • Beginning to categorise objects according to properties such as shape or size. • Begins to use the language of size. • Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. • Anticipates specific time-based events such as mealtimes or home time 	<p>People and communities</p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. <ul style="list-style-type: none"> • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from, others. <p>The world</p> <ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment. <p>Technology</p> <ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. 	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> • Joins in singing favourite songs. • Creates sounds by banging, shaking, tapping or blowing. • Shows an interest in the way musical instruments sound. <ul style="list-style-type: none"> • Experiments with blocks, colours and marks. <p>Being imaginative</p> <ul style="list-style-type: none"> • Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' • Beginning to make-believe by pretending.

Communication and Language

Listening, attention
and understanding
Speaking

3 & 4 year olds will be learning to...

Enjoy listening to longer stories and can remember much of what happens
Pay attention to more than one thing at a time, which can be difficult,
Use a wider range of vocabulary,
Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
Sing a large repertoire of songs.
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
Develop their pronunciation but may have problems saying:

- some sounds: r, j, th, ch, and sh
- multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.

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. Start a conversation with an adult or a friend and continue it for many turns.
Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Children in reception will be learning to...

Understand how to listen carefully and why listening is important.
Learn new vocabulary.
Use new vocabulary through the day.
Ask questions to find out more and to check they understand what has been said to them.
Articulate their ideas and thoughts in well-formed sentences.
Connect one idea or action to another using a range of connectives.
Describe events in some detail.
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
Develop social phrases
Engage in story times
Listen to and talk about stories to build familiarity and understanding.
Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
Use new vocabulary in different contexts.
Listen carefully to rhymes and songs, paying attention to how they sound.
Learn rhymes, poems and songs.
Engage in non-fiction books.
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Early Learning Goal

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions,

Make comments about what they have heard and ask questions to clarify their understanding,

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary,

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

Physical Development

Gross Motor

Fine Motor

3 & 4 year olds will be learning to...

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Start taking part in some group activities which they make up for themselves, or in teams.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

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.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Children in reception will be learning to...

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor

Combine different movements with ease and fluency.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, co-ordination and agility.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Further develop the skills they need to manage the school day successfully: lining up, mealtimes.

Early Learning Goal

Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others;

Demonstrate strength, balance and coordination when playing;

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases,

Use a range of small tools, including scissors, paint brushes and cutlery;

Begin to show accuracy and care when drawing

Personal, Social & Emotional Development

Managing Self Self-Regulation Building Relationships

3 & 4 year olds will be learning to...

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Develop their sense of responsibility and membership of a community.

Become more outgoing with unfamiliar people, in the safe context of their setting.

Show more confidence in new social situations

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Increasingly follow rules, understanding why they are important

Remember rules without needing an adult to remind them.

Develop appropriate ways of being assertive.

Talk with others to solve conflicts

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'

Understand gradually how others might be feeling

Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly

Make healthy choices about food, drink, activity and tooth brushing.

Children in reception will be learning to...

See themselves as a valuable individual.

Build constructive and respectful relationships.

Express their feelings and consider the feelings of others.

Show resilience and perseverance in the face of challenge.

Identify and moderate their own feelings socially and emotionally

Think about the perspectives of others.

Manage their own needs: personal hygiene

Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity
- healthy eating
- Tooth brushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian

Early Learning Goal

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge,

Explain the reasons for rules, know right from wrong and try to behave accordingly;

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Work and play cooperatively and take turns with others;

Form positive attachments to adults and friendships with peers;

Show sensitivity to their own and to others' needs.

Literacy

Comprehension

Reading

Writing

3 & 4 year olds will be learning to...

Understand the five key concepts about print:

- print has meaning,
- print can have different purposes,
- we read English text from left to right and from top to bottom,
- the names of the different parts of a book,
- page sequencing

Develop their phonological awareness, so that they can:

- spot and suggest rhymes,
- count or clap syllables in a word,
- recognise words with the same initial sound, such as money and mother

Engage in extended conversations about stories, learning new vocabulary.

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.

Write some or all of their name.

Write some letters accurately

Children in reception will be learning to...

Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

Early Learning Goal

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

Anticipate – where appropriate – key events in stories;

Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.

Say a sound for each letter in the alphabet and at least 10 digraphs;

Read words consistent with their phonic knowledge by sound-blending;

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Write recognisable letters, most of which are correctly formed;

Spell words by identifying sounds in them and representing the sounds with a letter or letters;

Write simple phrases and sentences that can be read by others.

Mathematics

Number Numerical Patterns

3 & 4 year olds will be learning to...

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5.

Say one number for each item in order: 1,2,3,4,5.

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Show 'finger numbers' up to 5.

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like 'in front of' and 'behind'.

Make comparisons between objects relating to size, length, weight and capacity.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.

Combine shapes to make new ones – an arch, a bigger triangle, etc.

Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc

Extend and create ABAB patterns – stick, leaf, stick, leaf.

Notice and correct an error in a repeating pattern

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...')

Children in reception will be learning to...

Count objects, actions and sounds.

Subitise

Link the number symbol (numeral) with its cardinal number value.

Count beyond ten.

Compare numbers.

Understand the 'one more than/one less than' relationship between consecutive numbers.

Explore the composition of numbers to 10.

Automatically recall number bonds for numbers 0–5 and some to 10.

Select, rotate and manipulate shapes to develop spatial reasoning skills.

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Continue, copy and create repeating patterns.

Compare length, weight and capacity.

Early Learning Goal

Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

Past and Present
People, Culture
and Communities
The Natural World

3 & 4 year olds will be learning to...

Use all their senses in hands-on exploration of natural materials.
Explore collections of materials with similar and/or different properties.
Talk about what they see, using a wide vocabulary.
Begin to make sense of their own life-story and family's history.
Show interest in different occupations.
Explore how things work.
Plant seeds and care for growing plants
Understand the key features of the life cycle of a plant and an animal.
Begin to understand the need to respect and care for the natural environment and all living things.
Explore and talk about different forces they can feel.
Talk about the differences between materials and changes they notice.
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.

Children in reception will be learning to...

Talk about members of their immediate family and community.
Name and describe people who are familiar to them.
Comment on images of familiar situations in the past.
Compare and contrast characters from stories, including figures from the past.
Draw information from a simple map.
Understand that some places are special to members of their community.
Recognise that people have different beliefs and celebrate special times in different ways.
Recognise some similarities and differences between life in this country and life in other countries.
Explore the natural world around them.
Describe what they see, hear and feel whilst outside.
Recognise some environments that are different from the one in which they live.
Understand the effect of changing seasons on the natural world around them.

Early Learning Goal

Talk about the lives of the people around them and their roles in society;
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
Understand the past through settings, characters and events encountered in books read in class and storytelling.
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
Explore the natural world around them, making observations and drawing pictures of animals and plants;
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Creating with
Materials

Being Imaginative and
Expressive

3 & 4 year olds will be learning to...

Take part in simple pretend play, using an object to represent something else even though they are not similar

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

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

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

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

Join different materials and explore different textures.

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

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

Use drawing to represent ideas like movement or loud noises

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Explore colour and colour mixing.

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

Listen with increased attention to sounds

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

Remember and sing entire songs.

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

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

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

Play instruments with increasing control to express their feelings and ideas

Children in reception will be learning to...

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Explore and engage in music making and dance, performing solo or in groups.

Early Learning Goal

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

Share their creations, explaining the process they have used;

Make use of props and materials when role playing characters in narratives and stories.

Invent, adapt and recount narratives and stories with peers and their teacher;

Sing a range of well-known nursery rhymes and songs;




Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.







Woodfall Primary and Nursery School Year 1-6 Curriculum Overview 2023-2024






An inclusive and supportive learning community which inspires and challenges everyone

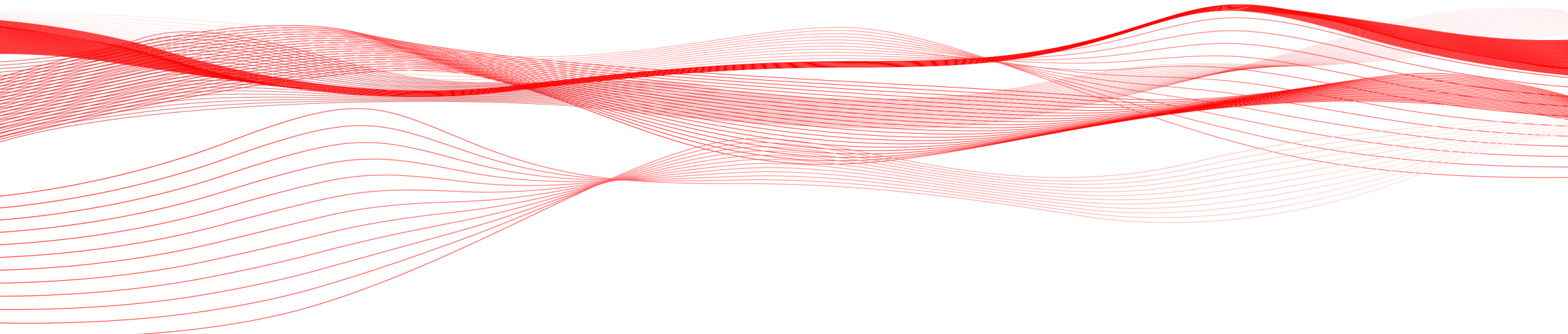
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science 	Everyday Materials Seasonal Changes Animals incl. humans Plants	Living Things Everyday Materials Animals incl. humans Plants	Rocks Light Animals incl. humans Forces and Magnets Plants	Sound States of Matter Electricity Living things and Habitats Animals incl. humans	Properties and changes of materials Living things and Habitats Earth and Space Animals incl. humans	Evolution and Inheritance Living things and Habitats Forces and Gravity Light Electricity
Computing 	E-Safety is taught both discretely to each year group but also taught as part of every new unit					
	Piccollage Beebots Scratch Junior Saving and Retrieving photos	We are programmers We are researchers We are communicators We are gametesters	We are communicators We are programmers We are bugfixers We are presenters We are opinion pollsters We are network engineers	We are software developers We are toy designers We are musicians We are co-authors We are meteorologists	We are game developers We are architects We are artists We are cryptographers	Stop Motion Animation Website Coding Real Love Rocks Research for STEM
History 	Toys and Games Changes in the Home The Seaside & Grace Darling Local Study: Ladies Day	The Great Fire of London Explorers past and present Living History Day Local Study: Mining in Little Neston	Earliest Civilizations Ancient Egypt Changes in Britain from Stone to Iron Age	Invaders From the Celts to the time of Edward the Confessor (Celts, Romans, Anglo-Saxons, Picts and Scots and Vikings)	Ancient Greece Maya Civilization Local Study: Neston during WW1	Transport Independent study of an aspect/theme in British history that extends pupils' chronological knowledge beyond 1066

An inclusive and supportive learning community which inspires and challenges everyone

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geography 	What is geography? The UK and surrounding seas The Seaside The weather in the UK	Countries, Continents and Oceans around the World Hot and Cold regions around the World Delamere - Local locality	Why settle here? Our country.	Where in the world is Europe? Volcanoes Barmouth – UK locality	How can computing aid us with our Geography Skills? Rivers Mountains in North America and Canada	Norths and South America
MFL (French) 	Numbers and toys Commands and colours Shapes and Zoo animals Fruits and body parts Family and actions Sea creatures	Numbers and farm animals Transport and colours Days and months Clothes and musical instruments Weather and food Minibeasts and habitats	A new start! In Paris! Calendar and celebration In the classroom The hungry giant Living in France	Talking about me! Animals and description Months and birthdays In my carnival Fashion show! In Europe!	French speaking world Activities in Quebec Celebration and Family In the city French paintings Music and Success	Back to school School in France French food Café culture restaurants Playing and enjoying sport Hobbies and 14th of July
Art 	Drawing Explore Mark Making Painting & mixed media Mixing Primary Colours Sculpture and 3D Experimenting with clay Craft and design Animal Collage	Drawing Portraits Painting & mixed media Pointillism Sculpture and 3D Recycled Sculptures Craft and design Map it out	Drawing Botanical Shading Painting & mixed media Prehistoric Paintings Sculpture and 3D Autumnal Faces Craft and design Egyptian Scrolls	Drawing Powerprints Painting & mixed media Tints and Shades Sculpture and 3D Bee Project Craft and design Lantern Workshop	Drawing The Space Race Painting & mixed media The Great Wave Sculpture and 3D Frida Kahlo Installations Craft and design Printing	Drawing Self-Portraits Painting & mixed media Snowflakes Sculpture and 3D Natural Sculptures Craft and design Pointillism
DT 	Textiles Fish toy design. Mechanics - Wheels Moving vehicles Free Standing Structures Zoo Pop-up scenes	Textiles Puppets Mechanics – Sliders Whole School Project Structures Bird Feeders	Mechanics - Levers and Linkages Pop-up Christmas book/cards Food and Nutrition Eating Seasonally Construction- Shell Structures Containers	Textiles 2D/3D Gift Bags Mechanics - Pneumatics Making Monsters Electronics Electricity Torches	Food & Nutrition Greek inspired soup Mechanics - Cams Physiotherapy equipment 3D Frame Structures Treehouses	Textiles Hats Mechanics - Gears and Pulleys Exploring and experimenting Electronics/Electricity Fairground Rides

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p>Music</p> 	<p>Pulse and rhythm Tempo Musical vocabulary Timbre and rhythmic patterns Pitch and tempo Vocal and body sounds</p>	<p>West African call and response song Orchestral instruments Musical me Dynamics, timbre, tempo and motifs On this island Myths and legends</p>	<p>Creating compositions Ballads <i>Instrumental scheme:</i> South Africa Pentatonic melodies and composition <i>Instrumental scheme:</i> Caribbean Traditional instruments and improvisation</p>	<p>Body and tuned percussion Rock and roll Changes in pitch, tempo and dynamics Haiku, music and performance Samba and carnival sounds and instruments Adapting and transposing motifs</p>	<p>Composition notation Blues South and West Africa Composition to represent the festival of colour Looping and remixing Musical theatre</p>	<p>Dynamics, pitch and tempo Songs of WW2 Film music Theme and variations Composing and performing a Leavers' Song Baroque</p>	
<p>PE</p> 	<p>Gymnastics (balances and jumping) /Ball skills Dance/Gymnastics (apparatus) Basketball/Games Multi-skills/SAQ Athletics/Football Tennis/Mini Olympics</p>	<p>Tag rugby Tri-golf Basketball Football Tennis Cricket – delivered by Mal Stocker Jones</p>				<p>Table tennis Gymnastics Hockey Netball Athletics Rounders (Catch Up Swimming)</p>	<p>Netball Dance/Pilates Hockey Gymnastics Athletics Rounders</p>
<p>RE</p> 	<p>What do we think about how the world was made and how should we look after it? What is the importance of the church and other Christian symbols? Why is Christmas celebrated by Christians? Stories that Jesus told. No Outsiders How and why are Allah and Muhammad (PBUH) important to Muslims? How do Muslims express new beginnings?</p>	<p>What do Jews believe about God? How do Jews show faith through practices and celebrations? Why is the Bible a special book for Christians? Who was Jesus and why is he important to Christians today? Why did Jesus teach people through stories? No Outsiders</p>	<p>How do Hindus view God and how is Diwali celebrated? No Outsiders How do Christians use the Bible to help them with their lives? What do I think about Jesus and how is he portrayed in art from around the world? What is my point of view about God and why do people have faith? How do Muslims worship?</p>	<p>How do Jews demonstrate their faith through their communities? Why do Christians think about Incarnation at Christmas? How did Jesus teach about God and values through parables? How can I understand different Easter concepts? No Outsiders How do Hindus worship?</p>	<p>Why are the Five Pillars important to Muslims? How is the Muslim faith expressed through family life? Why is community and equality important to Sikhs? Which concepts do we find hard to understand in Christianity? What is the Baha'i Faith How do people show their beliefs in action?</p>	<p>What can we learn from Christian religious buildings and music? How and why do Christians worship? How do Sikhs worship? What is Humanism? What are some of the differences and similarities within Christianity locally and globally? What is the Kingdom of God and what do Christians believe about the afterlife?</p>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PSHCE 	Living In the Wider World Health and Wellbeing Relationships incl. SRE	Living In the Wider World Health and Wellbeing Relationships incl. SRE	Living In the Wider World Health and Wellbeing Relationships incl. SRE	Living In the Wider World Health and Wellbeing Relationships incl. SRE	Living In the Wider World Health and Wellbeing Relationships incl. SRE	Living In the Wider World Health and Wellbeing Relationships incl. SRE
Global Learning 	Develop respect, responsibility and values Develop interest in other countries and cultures Broadening pupils' horizons Community participation (local, global and national) Sustainable development and environmental awareness Work towards social justice Improve understandings of economic, political and social contexts of the world Fair Trade Fortnight					



An inclusive and supportive learning community which inspires and challenges everyone