Newhampton Church of England Schools Federation Curriculum Overview "Let Your Light Shine"

Early Years Foundation Stage

There are seven areas of learning and development that shape our EYFS educational programme. All areas of learning and development are important and inter-connected.

We consider the individual needs, interests, and development of every child in our care and use this information to plan challenging, enjoyable experiences for each child in respect of each of the areas of learning and development.

Three characteristics of effective teaching and learning are:

Playing and Exploring- Children investigate and experience things, and 'have a go'

Active Learning- Children concentrate and keep on trying if they encounter difficulties, and enjoys achievements

Creating and Thinking Critically- Children have and develop their own ideas, make links between ideas, and develop strategies for doing things

FVFC			Сус	le A			Cycle B						
EYFS 2 Year Rolling Plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Quality Text	The Something	Star in the Jar	Little Red	The Extraordinary Gardener	Juniper Jupiter	The Storm Whale	The Something	Star in the Jar	Little Red	The Extraordinary Gardener	Juniper Jupiter	The Storm Whale	
Driver	The Something industrial data	STAR JAR	Little	EXTRAORDINARY GARDENER	THE LEASE OF THE L	THE STORM WHALE AND THE STORY	The Something	STAR JAR	Red	EXTRAORDINARY - GARDEIER - GARDEI	HAPER	THE STORM WHALE IN	
Steps to Read	Friendship and Animals	Stars and Space	Traditional Tales	Growing	Superheroes	Seaside	Friendship and Animals	Stars and Space	Traditional Tales	Growing	Superheroes	Seaside	
	Understand how	to listen	Articulate their ideas and		Listen to and talk about texts to		Understand how to listen		Articulate their idea	as and thoughts	Listen to and talk about texts		
	carefully and wh	y listening is	thoughts in well-formed		build familiarity and		carefully and why listening is		in well-formed sent	tences.	to build familiarity and understanding.		
	important	portant		sentences.		understanding.		important		Connect one idea on estimate			
									Connect one idea o	r action to			
	Engage in story t	imes	Connect one ide	a or action to	•	once they have	Engage in story tir	mes	another using a ran	ge of	Retell the story		
			another using a range of		developed a deep familiarity with		Dovolon social phrases		connectives.		have developed	•	
	Develop social p	Develop social phrases		connectives.		the text; some as exact repetition		Develop social phrases				the text;	
					and some in their own words and				Describe events in some detail		some as exact repetition and		
	Children will kno		Describe events	in some detail	ideas.		Children will know and retell				some in their own words and		
Communication	Something (Autu		Llas talleta hala e		Children will know and retell The		The Something (Autumn 1) and Star in the Jar (Autumn 2)		Use talk to help wo	•	ideas.		
and Language	in the Jar (Autun	nn 2)	Use talk to help problems and or			ardener (Summer	Star in the Jar (Au	tumn 2)	and organise thinki explain how things	_	Children will kno	w and rotall	
			and activities exp	_	-	n Whale (Summer			they might happen.		Juniper Jupiter (S		
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			happen.	ey mgm					Children will know	and retell Little	(Summer 2)	, marc	
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			Children will kno	w and retell					Gardener (Spring 2)	•			
			Little Red (Spring	g 1) and The					, , ,				
			Extraordinary Ga	ardener (Spring									
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Children will know our school rules and values – Be ready, Be safe, Be respectful Children will know our school rules and values – Be ready, Be safe, Be respectful		Children will know ou	r school rules and values – Be ready	, Be safe, Be respectful	Children will know our school rules and values – Be ready, Be safe, Be respectful					
Children will know and talk about different factors that support their overall health and wellbeing Children will know and talk about different factors that support their overall health and wellbeing		Children will know and talk about	out different factors that support th	neir overall health and wellbeing	Children will know and talk a	bout different factors that support their	overall health and wellbeing			
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Golden Threads To understand a range of emotions, recognising challenges they might face and how to overcome them To understand a range of emotions, recognising challenges they might face and how to overcome them	Golden Threads	To understand a range of emot		might face and how to overcome	To understand a range of emo		nt face and how to overcome			
To know ways to keep healthy To know ways to keep healthy			To know ways to keep healthy			To know ways to keep healthy				
Further develop the skills they Further develop and refine a Combine different movements Further develop the skills they Further develop and refine a range Combine different		Further develop the skills they	Further develop and refine a	Combine different movements	Further develop the skills they	Further develop and refine a range	Combine different			
need to manage the school day range of ball skills including with ease and fluency need to manage the school day of ball skills including throwing, movements with ease and		need to manage the school day	range of ball skills including	with ease and fluency	need to manage the school day	of ball skills including throwing,	movements with ease and			
successfully: lining up, queuing, throwing, catching, kicking, successfully: lining up, queuing, catching, kicking, batting, fluency		,	throwing, catching, kicking,			catching, kicking, passing, batting,	fluency			
mealtimes personal hygiene passing, batting, and aiming. Develop the foundations of a mealtimes personal hygiene and aiming.	Dharing		passing, batting, and aiming.	•		and aiming.				
Develop the foundations of a	· ·	carames, personal hygiene		_ ,	medianies, personal hygiene		Develop the foundations of a			
Povise and refine the	Development	Revise and refine the	•	accurate and efficient	Revise and refine the					
fundamental movement skills precision, and accuracy when fast, accurate and efficient							fast, accurate and efficient			
they have already acquired: accuracy when engaging in Confidently and safely use a they have already acquired: engaging in activities that involve a										
activities that involve a ball range of large and small they have already acquired. ball Confidently and safely use a			Lactivities that involve a hall	war an af lawar and amall	thou have already acquired:					

	rolling, crawling, walking, jumping, running, hopping, skipping, climbing Begin to hold a pencil effectively in preparation for fluent writing Develop the overall both	Hold a pencil securely and effectively in preparation for fluent writing – using the tripod grip in most cases	apparatus indoors and outside, alone and in a group Swimming Hold a pencil effectively in preparation for writing in Year 1. Begin to show accuracy and care when drawing	rolling, crawling, walking, jumping, running, hopping, skipping, climbing Begin to hold a pencil effectively in preparation for fluent writing Develop the overall b	Hold a pencil securely and effectively in preparation for fluent writing – using the tripod grip in most cases	range of large and small apparatus indoors and outside, alone and in a group Swimming Hold a pencil effectively in preparation for writing in Year 1. Begin to show accuracy and care when drawing ad agility needed to engage			
	successfully with future	physical education sessions and other dance, gymnastics, sport and switch		successfully with future	e physical education sessions and other dance, gymnastics, sport and swimm				
	·	or skills so that they can use a range cools: pencils for drawing and writin forks and spoon		·	or skills so that they can use a range of tols: pencils for drawing and writing, pain and spoon				
	Use their core muscle stre	ngth to achieve a good posture whe	en sitting at a table or sitting on the	Use their core muscle strength to achieve a good posture when sitting at a table or sitting floor					
	Develop overa	ll body-strength, balance, co-ordina	ation and agility	Develop overa	all body-strength, balance, co-ordination	n and agility			
Golden Thread	To use gro	oss and fine motor skills with contr	ol and confidence	To use gross and fine motor skills with control and confidence					
	Read individual letters by saying the sounds for them	Read some letter groups that each represent one sound and	Form lower-case and capital letters correctly	Read individual letters by saying the sounds for them	Read some letter groups that each represent one sound and say sounds	Form lower-case and capital letters correctly			
	Children will begin to form lower-case and capital letters	say sounds for them Read simple sentences made up	Spell words by identifying the sounds and then writing the	Children will begin to form lower-case and capital letters	for them Read simple sentences made up of	Spell words by identifying the sounds and then writing the			
	Children will know how to write their name	of words with known letter - sound correspondences and, where necessary, a few	sound with letter/s Write short sentences with	Children will know how to write their name	words with known letter - sound correspondences and, where necessary, a few exception words	sound with letter/s Write short sentences with			
Literacy	Blend sounds into words to read short words made up of known letter-sound correspondences	exception words	words with known letter-sound correspondences using a capital letter and full stop	Blend sounds into words to read short words made up of known letter-sound correspondences	necessary, a rew exception words	words with known letter- sound correspondences using a capital letter and full stop			
	Read a few common exception words matched to the school's phonic programme		Re-read what they have written to check that it makes sense	Read a few common exception words matched to the school's phonic programme		Re-read what they have written to check that it makes sense			
	Read simple phrases made up of words with known letter - sound			Read simple phrases made up of words with known letter - sound					

	correspondences necessary, a few words					correspondences necessary, a few e words							
Ready Steady Phonics	Phase 1 assessment Phase 2	Phase 2 Phase 3	Phase 3	Phase 3 Phase 4	Phase 4	Phase 1 assessment Phase 2	Phase 2 Phase 3	Phase 3	Phase 3 Phase 4	Phase 4			
	Children will re		words by identifying known letter selection of books developing fluer		g and enjoyment								
		Red	ading: To enjoy reading a range of	texts			Red	ading: To enjoy reading a range of tex	rts				
	To understan	d and talk about	a range of texts, including fiction,	non-fiction, rhyn	nes and poems	To understand	d and talk about	a range of texts, including fiction, no	n-fiction, rhymes a	and poems			
Golden Threads		To decode	unfamiliar words and recognise fa	miliar words			To decode	unfamiliar words and recognise fami	liar words				
	Writ	ing: To articulate	what they want to write and to sp	pell words phone	tically	Writi	ing: To articulate	what they want to write and to spel	l words phonetical	lly			
		То	enjoy writing for a variety of purp	oses		To enjoy writing for a variety of purposes							
Mathematics	Numbers to 5 Comparing group 2D and 3D shape Change within 5 Number bonds w Spacial awarenes	rithin 5	Numbers to 10 Comparing numbers within 10 Addition to 10 Measure – Length, height and weight Number bonds to 10 Subtraction	rotate shape) Measure (Volun Sorting	_	Numbers to 5 Comparing groups within 5 2D and 3D shape Change within 5 Number bonds within 5 Spacial awareness		Measure – Length, height and weight Number bonds to 10 Subtraction	Counting on and of Numbers to 20 Numerical pattern Shape (Compose, and rotate shape) Measure (Volume Sorting	ns decompose			
		Chi	Exploring patterns Idren will develop the ability to sub	Time pitise			Ch	Exploring patterns ildren will develop the ability to subition	Time se				
	V	erbally count bey	ond 20 recognising the pattern of to the common to the com	the counting syste	em	Verbally count beyond 20 recognising the pattern of the counting system Link the number symbol with its cardinal number value							
			ecall number bonds for number 0-5					ecall number bonds for number 0-5 a					
Golden Threads			To understand numbers to ten ge of maths, including space, shap king about and exploring numbers,					To understand numbers to ten ge of maths, including space, shape a king about and exploring numbers, sh					
	Cl	nildren will know	how they have changed from being	g a baby to being	4/5	Ch	nildren will know	how they have changed from being a	baby to being 4/5				
Understanding The World		Childre	en will know things have changed o	ver time			Childre	en will know things have changed over	time				
Past and		Children will	know the past is anything before th	ne present day		Children will know the past is anything before the present day							
Present		Chil	dren will know that houses are diffe	erent			Chi	dren will know that houses are differe	ent				
		Comme	nt on images of familiar situations i	n the past		Comment on images of familiar situations in the past							
Understanding	Children will reco	_	Recognise some similarities	Know that there		Children will reco		Recognise some similarities	Know that there a				
The World People, Culture and	people have differ celebrate special different ways: I Remembrance, C	times in Diwali, Harvest,	between life in this country and life in other countries	countries in the place names wh		people have different beliefs and celebrate special times in different ways: Diwali, Harvest, Remembrance, Christmas between life in this country and life in other countries			countries in the w place names wher Talk about differe	re possible.			

Communities		Know some similarities and	local environment		Know some similarities and	own local environment
oon manage	Children will describe their	differences between different		Children will describe their	differences between different	
	immediate environment using	religious and cultural	Be introduced to the use of	immediate environment using	religious and cultural	Be introduced to the use of
	knowledge from observation,		symbols, which might be a grey	knowledge from observation,		symbols, which might be a grey
	discussion, stories and maps	communities in this country (eg:	colour for a road and a building	discussion, stories and maps	communities in this country (eg:	colour for a road and a building
	, i	Easter Chinese New Year,	shape for a house, to make their	, ,	Easter Chinese New Year,	shape for a house, to make
	Negotiate pathways through	Ramadan)	own maps of routes or places	Negotiate pathways through areas	Ramadan)	their own maps of routes or
	areas of school, naming different		that they know	of school, naming different		places that they know
	features. (Eg: Photos of items	Know some similarities and	·	features. (Eg: Photos of items	Know some similarities and	
	around the school, children to	differences between religious	Know that there are different	around the school, children to	differences between religious	Know that there are different
	locate them, walk around	and cultural communities in this	countries in the world and use	locate them, walk around school)	and cultural communities in this	countries in the world and use
	school)		place names where possible	Talk about the differences		place names where possible
	Talk about the differences	country, drawing on their		between people around them	country, drawing on their	
	between people around them	experiences and what has been	Children will talk about people		experiences and what has been	Children will talk about people
		read in class (Link to Handa's	that they have come across in	Use the local area for exploring	read in class (Link to Handa's	that they have come across in
	Use the local area for exploring	Surprise)	their community such as fire	both the built and the natural	Surprise)	their community such as fire
	both the built and the natural		service, doctors, dentists	environment.		service, doctors, dentists
	environment.	Discuss and explain similarities			Discuss and explain similarities	
		and differences between life in		Express their opinions on natural	and differences between life in	
	Express their opinions on natural	this country and life in other		and built environments (Eg: Forest	this country and life in other	
	and built environments (Eg:	•		School sessions, walk around		
	Forest School sessions, walk	countries drawing from stories,		school)	countries drawing from stories,	
	around school)	non- fiction texts and maps		Talk about differences within own	non- fiction texts and maps	
	Talk about differences within			local environment		
	own local environment	Know that there are different			Know that there are different	
		countries in the world and use			countries in the world and use	
		place names where possible			place names where possible	
		Use stories and non-fiction texts			Use stories and non-fiction texts	
		to find out about life in different			to find out about life in different	
		place			place	
	Children will note and record the	Children will name common	Children will know how they have	Children will note and record the	Children will name common	Children will know how they
	weather	materials	changed from being a baby to	weather	materials	have changed from being a
			being 4/5			baby to being 4/5
	Children will access a range of	Children will recognise objects		Children will access a range of	Children will recognise objects by	
	texts about the changing	by their material	Children will draw and label parts	texts about the changing seasons	their material	Children will draw and label
	seasons		of the human body including			parts of the human body
		Children will explain how	elbows, ankles and some internal	Children will observe how animals	Children will explain how	including elbows, ankles and
	Children will observe how	materials feel and suggest why	body parts	behave differently as the seasons	materials feel and suggest why	some internal body parts
Understanding	animals behave differently as	they are used to make specific		change	they are used to make specific	
The World	the seasons change	objects	Children will name and identify		objects	Children will name and identify
			each sense with their	Children will name and describe		each sense with their
The Natural	Children will name and describe	Children will group objects	accompanying body	some plants and animals	Children will group objects based	accompanying body
World	some plants and animals	based on their physical			on their physical properties	
	2	properties	Children will comment on things	Children will recognise and name		Children will comment on
	Children will recognise and name	a	they have seen whilst outside	some plants and animals	Children will observe and	things they have seen whilst
	some plants and animals	Children will observe and	including plants and animals		interact with natural processes	outside including plants and
		interact with natural processes	0.11	Children will group animals to	and materials (eg: build bed for	animals
	Children will group animals to	and materials (eg: build bed for	Children will name and describe	their own criteria	Goldilocks, house for the three	Children ill
	their own criteria	Goldilocks, house for the three	some plants and animals	Children will a server at	little pigs, bridge for the	Children will name and describe
		little pigs, bridge for the		Children will comment on	Gingerbread Man)	some plants and animals

	Children will comment on different animals they have seen whilst outside	Gingerbread Man) Children will be encouraged to make focused observations of the natural world Children will describe and talk about what plants need to grow Children will recognise trees compared to plants compared to flowers Children will understand and talk about the life cycle of a sunflower	Children will understand and talk about the life cycle of a butterfly Children will understand how to care for different animals and what they need	different animals they have seen whilst outside	·				
	Describe Explore the natural world aro	ct of changing seasons on the nature what they see, hear and feel whils und them Name and describe peembers of their immediate family a	t outside cople who are familiar to them	Describe Explore the natural world arou	of changing seasons on the natural what they see, hear and feel whilst on them. Name and describe peopers of their immediate family and	outside ple who are familiar to them			
		nat change happens and there are	•	To know that change happens and there are reasons why					
		ask questions and explore ways to			sk questions and explore ways to a				
Golden Threads		ferent people have different belief know things have happened in the			erent people have different beliefs a				
		arities and differences of our locali		To compare similar					
Expressive Arts and Design Creating With Materials	Exploring mark making through different drawing materials Develop the use of tools and joining techniques Explore sculptural and malleable materials, and natural objects Design and make clay animal sculptures	Exploring paint and painting techniques through nature, music and collaborative work Developing creativity through child-led exploration of mixed-media, making collages and transient art Explore various types of permanent and temporary joins	Develop cutting, threading, joining and folding skills Explore the differences between fruits and vegetables Prepare fruit kebabs	Exploring mark making through different drawing materials Develop the use of tools and joining techniques Explore sculptural and malleable materials, and natural objects Design and make clay animal sculptures	Exploring paint and painting techniques through nature, music and collaborative work Developing creativity through child-led exploration of mixed-media, making collages and transient art Explore various types of permanent and temporary joins	Develop cutting, threading, joining and folding skills Explore the differences between fruits and vegetables Prepare fruit kebabs			
Expressive Arts and Design Being Imaginative and Expressive	Begin to draw from observation using faces, self-portraits and plants as a stimulus Develop storylines in pretend play	Use a combination of materials and joining techniques in the junk modelling area Repeat simple rhythms Play instruments finding the	Design a fruit kebab Listen attentively, move to and talk about music, expressing their feelings and responses Watch and talk about dance and	Begin to draw from observation using faces, self-portraits and plants as a stimulus Develop storylines in pretend play Sing in a group or on their own,	Use a combination of materials and joining techniques in the junk modelling area Repeat simple rhythms Play instruments finding the beat	Design a fruit kebab Listen attentively, move to and talk about music, expressing their feelings and responses Watch and talk about dance			

	Sing in a group or on their own,	beat of a piece of music,	performance art, expressing their	increasingly matching the pitch	of a piece of music, sometimes	and performance art,			
	increasingly matching the pitch and following the melody	sometimes with support	feelings and responses	and following the melody	with support	expressing their feelings and responses			
	and renewing the melecy			Sing a range of well-known					
	Sing a range of well-known			nursery rhymes					
	nursery rhymes								
		a variety of artistic effects to expre			a variety of artistic effects to expre				
		in music making and dance, perfori		Explore and engage in music making and dance, performing solo or in groups					
	Return to and build on their prev	vious learning, refining ideas and de	eveloping their ability to represent	Return to and build on their previous learning, refining ideas and developing their ability to rep					
		them		them					
		laboratively sharing ideas, resource		Create collaboratively sharing ideas, resources and skills					
	<u> </u>	in in with rhymes and poems about		Sing songs and join in with rhymes and poems about the natural world					
Golden Thread		elves using imagination and creative truct with a purpose, using and ref		To express themselves using imagination and creativity through the arts To design and construct with a purpose, using and refining as they explore					
	Invite parent / baby into school	Make a bird feeder	Invite people from across their	Invite parent / baby into school	Make a bird feeder	Invite people from across their			
	Walk around the village	Visit to a farm	community such as fire service,	Walk around the village	Visit to a farm	community such as fire service,			
	Harvest celebration	Visit a garden centre	doctors, dentists, librarian	Harvest celebration	Visit a garden centre	doctors, dentists, librarian			
	Diwali – Food tasting, Bollywood	Trip to Park Hall Farm	Travel on a train	Diwali – Food tasting, Bollywood	Trip to Park Hall Farm	Travel on a train			
	dancing, Rangoli patterns	Frogspawn	Catch a bus	dancing, Rangoli patterns	Frogspawn	Catch a bus			
	Nursery Rhyme Week	World Book Day	Aquarium	Nursery Rhyme Week	World Book Day	Aquarium			
	Pantomime	Post an Easter card	Visit a beach	Pantomime	Post an Easter card	Visit a beach			
Cultural Capital	Christmas – Church visit,	Teams call city school	Post a postcard	Christmas – Church visit, Nativity,	Teams call city school	Post a postcard			
Trips Visitors	Nativity, Carols at Old Folks'	Send an email	Zoo trip	Carols at Old Folks' Home	Send an email	Zoo trip			
Enrichment	Home	Visit Victorian town	Class pet	Select a Christmas tree	Visit Victorian town	Class pet			
Ideas	Select a Christmas tree	Enginuity	Watch a butterfly life cycle	Visit a reindeer	Enginuity	Watch a butterfly life cycle			
lacus	Visit a reindeer	Inspire Day	Pond dipping	British Ironworks Centre	Inspire Day	Pond dipping			
	British Ironworks Centre	Class collective worship	Visit county town	Post a Christmas card	Class collective worship	Visit county town			
	Post a Christmas card		Visit a temple / synagogue /	Teams call partner school		Visit a temple / synagogue			
	Teams call partner school		mosque	Inspire Day		mosque			
	Inspire Day		Teams call international school	Class collective worship		Teams call international school			
	Class collective worship		Inspire Day			Inspire Day			
	llea a mahila	library. Visit a library. Visit a muse	Class collective worship	Lisa a mahila	ihrany Vicit a library Vicit a museu	Class collective worship			
	Use a mobile	ilbi ai y. visit a ilbi ai y. visit a muse	uiii. visit a tity	Use a mobile library. Visit a library. Visit a museum. Visit a city					

					Year	1 & Year 2						
2 Year Rolling			Cycle	A					Cycle	В		
Plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Old Bear	Bog Baby	There's a Tiger in the Garden	Night Gardener	Jack and the Baked Beanstalk	Grandad's Island	Major Glad, Major Dizzy	The King who Banned the Dark	Rapunzel	A River	The Last Wolf	Rosie Revere Engineer
Quality Text Driver	Old Bear	Bog Baby	TIGER ORDER	NIGHT GARDENER	E ACL BERNSTHER BERNSTHER	GRANDAD'S ISLAND	Major Glad, Major Dizzy	The KING two Baued the DARK	Rapurtel	Nie j	The List Wolf	ROSIE REVERE: ENGINEER
Writing (Literacy Counts- Read to Write)	Finding Narrative and Letter	Finding Narrative and Instructions	Return Narrative and Instructional Writing	Setting Narrative and Recounts	Friendship story and information	A Return narrative and Explanation	Discovery Narrative and Recounts	Mistake Narrative and Information	Traditional Narrative and Instructions	Circular Narrative and Information Texts	Hunting Narrative and Instructions	Invention Narrative and Explanation
Reading (Steps to Read)	Living Memory - Toys (Y1)	Great Fire of London (Y2)	Fairy Tales (Y1)	Locality (Y1)	Traditional Tales and Poetry (Y2)	Stories and Plays and Poetry (Y2)	Stories and Poems (Y1)	Science - Animals including humans (Y1)	Fairy Stories (Y2)	Traditional Tales and Poems (Y1)	Living things (Y2)	Rivers and Seas (Y2)
Maths (Power Maths)			Power Maths 1B 0 10 ithin 10 hin 10 ithin 10 hin 10 ithin 10 thapes 2 ths 2A 2 10 and and bit 1 bit action 2 Power Maths 2B Money Multiplication & Division 1 Multiplication & Division 2		Power Maths 2C Multiplication and Division Fractions Position and Direction Numbers to 100 Money Time Year 2 Power Maths 2C Fractions Time Problem-Solving and efficient methods Position and Direction Statistics		Yea Power 1/ Number Part Whole Addition of Subtraction 2D and 3I Yea Power 2/ Numbers Addition Subtrac Addition Addition and Subtrac Properties	Maths A rs to 10 e within 10 within 10 o within 10 D Shapes or 2 Maths A s to 100 on and ction 1 Subtraction 2	Power Addition and Addition and Aumbe Length a Mass and Yec Power Mc Multiplicatio Multiplicatio Length a	ar 1 Maths LB ers to 20 d Subtraction ers to 50 nd Height d Capacity ar 2 Maths LB Dney n & Division 1 n & Division 2 nd Height and Temperature	Yea Power 2 Multiplication Fract Position an Number Mo Tir Yea Power 2 Fract Tir Problem-Solving an Position an Stati	Maths C and Division ions d Direction s to 100 ney ne Tr 2 Maths C ions ne d efficient methods d Direction
Humanities (Pearson)	Hist The Great Fir	•	Geogra Hot and Co		History Travel and Transport		Geography Weather and Fieldwork Skills		How Should \	tory Ve Remember ontas?	Geography Comparing Countries in th	
PE + swim	Multi-Skills leading to Rugby	Multi-Skills leading to Field Athletics	Dance	Multi-Skills leading to Netball	Multi-Skills leading to Track Athletics	Multi-Skills leading to Diamond Cricket	Multi-Skills leading to Rugby	Multi-Skills leading to Field Athletics	Dance	Multi-Skills leading to Netball	Multi-Skills leading to Track Athletics	Multi-Skills leading to Diamond Cricket
+ SWIIII	Multi-Skills leading to Football	Multi-Skills leading to Gymnastics	Outdoor Adventurous Activities	Multi-Skills leading Hockey	Multi-Skills leading to Rounders	Multi-Skills leading to Racquet Skills	Multi-Skills leading to Football	Multi-Skills leading to Gymnastics	Outdoor Adventurous Activities	Multi-Skills leading to Hockey	Multi-Skills leading to Rounders	Multi-Skills leading to Racquet Skills
Computing	Grouping data	Digital writing	Programming animations	Pictograms	Digital music	Programming quizzes	Technology around us	Digital painting	Moving a Robot	Information Technology around us	Digital Photography	Robot algorithms
PSHCE (Kapow)	Families and F	Relationships	Health and	wellbeing	Safety and the	changing body	Citize	nship	Families and	Relationships	Health and	well being
RE (Shropshire Agreed Syllabus and	Creation Who made the world?	Incarnation 1:3 Why does Christmas matter to Christians?	Who is Muslim and how do they live?	Why does Easter matter to Christians? Digging Deeper	Who is Muslim and where do they live?	What makes some places scared to Christians?	What is the good news that Jesus brings?	Why does Christmas matter to Christians? (CORE)	Who made the world?	SALVATION 1:2 Why does Easter matter to Christians?	How should we care for the world and others and why	1:10 What does it mean to belong to a Christian

Understanding Christianity)												does it matter? (C and NR)	community? (C and NR)
Music (Shropshire Music Service)	Si	Starting nging and			t & Rhythm Composing	Dynamics Musical Structures		Starting Out Singing and Playing		Beat & Rhyt Class Compo		Dyna Musical S	
Art & Design (Kapow)	Sculptures and Collages		d Collages	Formal I	Formal Elements of Art		Art and Design Skills		man Forms	Sculpture and Mix	ed Media	Landscapes using different n	
Design Tech (Kapow)	Textiles Puppets		Mechanisms Wheels and Axles		Cooking and Nutrition Preparing Fruit and Vegetables		Textiles Pouches		Structures: Baby Bears Chair		Cooking and Nutrition A Balanced Diet		
Science (Collins- Snap Science)	Animal Antics Animals including Humans (Y1)		ensing Seasons r Changing World (Y1)	Good Choices Everyday Materials (Y2)	The Apprentice Gardener Plants (Y2)	Growing Up Animals including Humans (Y2)	What is in your Habitat? Living Things and their Habitats (Y2)	Looking at Animals Animals including Humans (Y1)	Using Our Senses Animals including Humans (Y1)	Shaping Up! Materials (Y2)	Plant Detectives Plants (Y1)	Our Changing World Living Things and their Habitats (Y2)	Take Care Animals including Humans (Y2)

					Υ	ear 3 & Ye	ar 4					
2 Year Rolling			Cycl	e A					Cycl	e B		
Plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Return	The Journey	Egyptology	Leaf	Starbird	Seen and Not Heard	The Iron Man	The Whale	Fox	Manfish	Into the Forest	Lost Happy Endings
Quality Text Driver	RETURN	J O U R N E Y	Service C	Jeof Control of the C	* Starbird	Senzy Heard	REMAIN THE MAN	∞ whale	FOX	MANFISH		The Lost trappy endings endings
Writing (Literacy Counts- Read to Write)	Setting Narrative and information Letters	Refugee Narrative and Recounts	A Return Narrative and Letter Writing	A Banning Narrative and Letter Wring	A Setting Narrative and Information Leaflets	Lost Narrative and Newspaper Reports	Finding Narrative and Instructional Writing	Invention Narrative and Explanation Texts	Approach Threat Narrative and Explanation Texts	Fable Narrative and Information Texts	Setting Narrative and Diary Entries	Egyptian Mystery Narrative and Reports
Reading (Steps to Read)	Stories and Plays and Poetry	Traditional Tales and Poems	Fairy Stories and Poetry	The Great Fire of London	Mountains and Rivers	Stories Different Forms	Living things Habitats / Animals	Stories and Plays & Poetry	Forces, Magnets and Rocks	Rivers and Seas	Fairy Stories and Poetry Classics	Egyptians
Maths (Power Maths)			Multiplication & Division 3 Length and perimeter Fractions Mass Capacity Year 4 Power Maths 4B Multiplication & Division (2) Length and perimeter Fractions (1) Fractions (2)		Year 3 Power Maths 3C Fractions Money Time Angles and properties of shapes Statistics Year 4 Power Maths 4B Decimals (2) Money Time Geometry- angles and 2D Shapes Statistics Geometry- position and direction		Powe Place Va Addition & Addition and Multiplication Multiplication Multiplication Place Value Place Value Meas	ear 3 r Maths 3A lue to 1000 Subtraction 1 d Subtraction 2 on & Division 1 on & Division 2 ear 4 r Maths 4A e - 4 digits (1) e - 4 digits (2) ure-area n & Division (1)	Power Multiplicatio Length and Fract M Cap Yel Power Multiplication Length and Fracti Fracti	ar 3 Maths BB n & Division 3 d perimeter tions ass acity ar 4 Maths BB n & Division (2) d perimeter ons (1) ons (2) nals (1)	Yea Power 3 Fract Mon Tin Angles and prop Statis Yea Power 4 Decim Mon Tin Geometry- angle Statis	Maths C ions hey he erties of shapes stics r 4 Maths B als (2) hey he s and 2D Shapes stics
Geography (Pearson)	Villages, Towns and Cities		Mountains, Volcanoes and Earthquakes		Water and weather		Rivers		Migration		Natural Resources	
History (Pearson)		Prehistoric Britain		Shang Dynasty		Ancient Greece		Roman Britain		Anglo-Saxons		Vikings
PE + cwim	Tag Rugby	Field Athletics	Dance	Netball	Track Athletics	Kwik Cricket	Tag Rugby	Field Athletics	Dance	Netball	Track Athletics	Kwik Cricket
+ swim	Football	Gymnastics	Outdoor Adventure	Hockey	Rounders	Tennis	Football	Gymnastics	Outdoor Adventure	Hockey	Rounders	Tennis
Computing	Branching Databases	Desktop Publishing	Repetition in Shapes	Data Logging	Photo Editing	Repetition in Games	Connecting	Stop Frame	Sequencing	The Internet	Audio Production	Events and Actions

PSHCE (Kapow)	Families and	Relationships	Health and	l well being	Safety and the	changing body	Citize	enship	Families and	Relationships	Health and	wellbeing
RE (Shropshire Agreed Syllabus and Understanding Christianity)	What kind of world did Jesus want?	What is the Trinity? and worship show what matters to call the day Jesus impact of make the world and worship show call the day Jesus impact of make the world and worship show what matters to call the day Jesus impact of		How and why do people try and make the world a better place?	CREATION 2a.1 What do Christians learn from the Creation Story? DIGGING DEEPER	INCARNATION 2a.3 What is The Trinity? DIGGING DEEPER	L2.10 How do festivals and family life show what matters to Jewish people?	SALVATION Why do Christians call the day Jesus died Good Friday? CORE	LDBE How do people express their faith through the arts? (Spirited arts focus) PEOPLE OF Go 2a.1 What is it like follow God CORE			
Music N (Shropshire Music service)	Perc	Percussion Guitar		Blues and Pitch Skills		Uk	uele	Sea Shanties Pitch Skills		Folk Whistle		
Music W (Shropshire Music service)	The Blues		Percu	ussion	Guitar		Folk Whistle		Ukulele		Sea Shanties Pitch Skills	
Art & Design (Kapow)	C	Craft Formal elements of art		ments of art	Art and Design skills		Every pictur	e tells a Story	Scul	oture	Prehist	oric Art
Design Tech (Kapow)		xtiles hions	Mechanic Making a S	•	_	ring and Nutrition Textiles apting a Recipe Fastenings		Structures Pavillions		Cooking and Nutrition		
MFL (Kapow))	French greetings with Puppets	French adjectives of colour, size, and shape	Playground games Numbers and Age	In a French Classroom	Bon Appetit!	Shopping for French Food	This Is Me	School Days	Birthday Celebrations	Colourful Creatures – Animals Colour and Size	Fabulous French Food	Gourmet Tour of France
Science Collins Snap Science	The Power of Forces Forces and Magnets (Y3)	In a State States of Matter (Y4)	Our changing world Living things and their Habitat (Y3)	Our changing world Living things and their Habitat (Y4)	Amazing Bodies Animals Including Humans (Y3)	Good Vibrations Sound (Y4)	Rock detectives Rocks (Y3)	Can you see me? Light (Y3)	Switched on! Electricity (Y4)	Where does all that food go? Animals Including Humans (Y4)	How does your garden Grow? Plants (Y3)	Who am I? Animals Including Humans (Y4)

					Yea	ar 5 & Year 6						
2 Year Rolling			Сус	le A					Cycle	В		
Plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	King Kong	Origin of Species	Henry's Freedom Box	Anne Frank	Wild is the Wind	Dreams of Freedom	Farther	Rose Blanche	The Errand	A Story Like the Wind	The Ways of The Wolf	Rise Up
Quality Text Driver	KING KONG	ORIGIN SPECIES	HEARY'S FREEDOM BOX	anne Frank	Wild Wind Wan Wan Wan Wan Wan Wan Wan Wa	DREAMS & FREEDOM.	FAITHER		G. La Part P. Alan Collean	GILL LEWIS STORY LIKE THE VIEW And	WOLF WOLF	100 gg
Writing (Literacy Counts- Read to Write)	Dilemma Narrative and Balanced Arguments	Discovery Narrative and Explanation	Diary and Biography	Diary and Bravery award Speech	Endurance Narrative, Recounts and Magazine Articles	Letters and Freedom Narrative	Settings and Letters	Diary and Bravery Award Speech	Cliff-hanger Narrative and Instruction Manuel	Flashback Narrative and Newspaper Report	First Person Description, Suspense Narrative, Balanced Argument, Information Text	Newspaper Report
Reading (Steps to Read)	Modern Fiction (Y5)	Science- Evolution (Y6)	Victorians (Y5)	Traditional tales and poetry (Y6)	Geography America (Y5)	Traditional Tales and Poetry (Y6)	Space (Y5)	War (Y6)	Other Cultures and Traditions and Poetry (Y5)	Geography Coasts (Y6)	Literary Heritage Play and Poetry (Y6)	Modern Fiction (Y6)
Maths (Power Maths)	Year 5 Power Maths 5A Place Value within 1.000.000 (1) Place Value within 1.000.000 (2) Addition & Subtraction Multiplication & Division 1 Fractions (1) Fractions (2) Year 6 Power Maths 6A Place Value within 10.000.000 Four Operations (1) Four operations (2) Fractions (1) Fractions (2)		Power Maths 5A Yalue within 1.000.000 (1) Yalue within 1.000.000 (2) Yalue within 1.000.000 (2) Yalue within 2.000.000 (2) Yalue within 3.000.000 (2) Fractions (1) Fractions (2) Year 6 Power Maths 6A Value within 10.000.000 Four Operations (1) Four operations (2) Fractions (2) Fractions (3) Multiplication & Division (2) Fractions (3) Decimals and Percentages Perimeter and Area Graphs and Tables Year 6 Power Maths 6B Ratio and Proportion Algebra Decimals Four operations (2) Fractions (1) Percentages		Geometry Geometry- Positi Deci Negative Measure- Con Measure Yea Power 6 Stati Geometry-Prop Geometry-Positi Problem	Maths C of Shapes on and direction mals Numbers nverting units -Volume ar 6 Maths C stics erties of shapes on and Direction	Year S Power M 5A Place Value within Place Value within Addition & Sul Multiplication & Fractions Fractions Year Power M 6A Place Value within Four Operati Four operati Fractions Fractions Fractions Measure- Imperial and	aths 1.000.000 (1) 1.000.000 (2) otraction Division 1 (1) (2) 6 aths 1.0.000.000 ons (1) ons (2) (1) (2)	Multiplication Fractic Decimals and Perimete Graphs a Yei Power Ratio and Alg Deci Perce	Maths B & Division (2) ons (3) Percentages r and Area	Geometry Geometry- Posit Deci Negative Measure- Coi Measure Yea Power	Maths C of Shapes ion and direction mals Numbers nverting units -Volume ar 6 Maths C stics erties of shapes on and Direction
Geography (Pearson)	Slums		Biomes		Energy and Sustainability		Local Field Work		Population		Globalisation	
History (Pearson)		Industrial Revolution		Civil Rights		20 th Century Conflict		Benin Kingdom		Medieval Monarchs		Changing Britain
PE	Tag Rugby	Field Athletics	Dance	Netball	Track Athletics	Kwik Cricket	Tag Rugby	Field Athletics	Dance Outdoor	Netball	Track Athletics	Kwik Cricket
Commuting	Football	Gymnastics	Outdoor Adventure	Hockey	Rounders	Tennis	Football	Gymnastics	Adventure	Hockey	Rounders	Tennis
Computing	Flat File databases	Introduction to Vector Graphs	Selection in Quizzes	Introduction to Spreadsheets	3D Modelling	Sensing Movement	Systems and searching	Video Production	Selection in Physical computing	Communication and Collaboration	Webpage Creation	Variables in games
PSHCE (Kapow)	Families and relationships Health and wellbeing Safety and the changing body		changing body	Citizens	hip	Families and	relationships	Health and	well being			
RE (Shropshire Agreed Syllabus and Understanding Christianity)	Creation and science: conflicting or complimentary?	Was Jesus the Messiah?	What does it mean to be a Muslim in Britain today?	What did Jesus do to save human beings?	How do people express their faith through the arts?	How does faith help people when life gets hard?	PEOPLE OF GOD 2b.3 How can following God bring freedom and justice? CORE	U2.11 Why do some people believe in God and some people not? (C, NR)	U2.9 Why is the Torah so important to Jewish people?	SALVATION 2b.6 What difference does the resurrection make for Christians? CORE	LDBE How do people express their faith through the arts? (Spirited arts focus)	KINGDOM OF GOD 2b.8 What kind of King is Jesus? CORE

Music N	Percussion		Guitar		The Blues		Folk Whistle		Sea Shanties		Guitar	
Music W	The Blues		Percussion		Guitar		Sea Shanties		Folk Whistle		Ukulele	
Art & Design	Design for a Purpose		Art and Design Skills		Make my voice heard		Photography		Still Life		Every Picture tells a story	
Design Tech (Kapow)	Structures Bridges		Mechanical Systems Automata Toys		Cooking and Nutrition Come Dine with me		Textiles Stuffed Toys		Electrical Systems Steady Hand Game		Cooking and Nutrition	
MFL (Kapow)	Portraits Describing in French	Meet My French family	Clothes- getting dressed	French Weather	Exploring the French Speaking World	Planning a French Holiday	French Transport	In My French House	Music in France	French Verbs in a Week	Visiting a Town in France	French sport and the Olympics
Science (Collins Snap Science)	Reproduction in Plants and Animals Animals Including humans (Y5)	Get Sorted Materials (Y5)	Everything changes Animals Including humans (Y6)	Light up your World Light (Y6)	Danger Low Voltage Electricity (Y6)	Marvellous Mixtures (Y5)	Everyday Materials Materials (Y5)	The Earth and Beyond Earth and Beyond (Y5)	Feel the Force Forces (Y5)	The Nature Library Living Things and their Habitats (Y6)	Our Changing World Animals Including Humans (Y6)	Body Pump Animals Including Humans (Y6)