


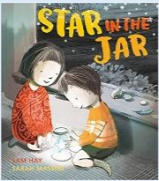

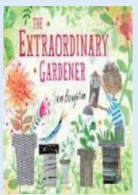

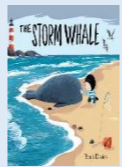

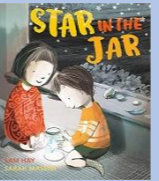



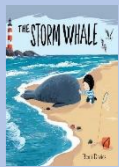
Newhampton Church of England Schools Federation Curriculum Overview

“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

EYFS 2 Year Rolling Plan	Cycle A						Cycle B					
	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 Driver	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
												
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
Communication and Language	Understand how to listen carefully and why listening is important Engage in story times Develop social phrases Children will know and retell The Something (Autumn 1) and Star in the Jar (Autumn 2)		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 explain how things work and why they might happen. Children will know and retell Little Red (Spring 1) and The Extraordinary Gardener (Spring 2)		Listen to and talk about texts 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 and ideas. Children will know and retell The Extraordinary Gardener (Summer 1) and the Storm Whale (Summer 2)		Understand how to listen carefully and why listening is important Engage in story times Develop social phrases Children will know and retell The Something (Autumn 1) and Star in the Jar (Autumn 2)		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 explain how things work and why they might happen. Children will know and retell Little Red (Spring 1) and The Extraordinary Gardener (Spring 2)		Listen to and talk about texts 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 and ideas. Children will know and retell Juniper Jupiter (Summer 1) and the Storm Whale (Summer 2)	

	<p>Learn new vocabulary Use new vocabulary in different contexts Listen carefully to rhymes and songs, paying attention to how they sound Use new vocabulary throughout the day Learn rhymes, poems, and songs Ask questions to find out more and to check understanding Engage in arrange of genres</p>			<p>Learn new vocabulary Use new vocabulary in different contexts Listen carefully to rhymes and songs, paying attention to how they sound Use new vocabulary throughout the day Learn rhymes, poems, and songs Ask questions to find out more and to check understanding Engage in arrange of genres</p>		
Golden Thread	To engage in conversations with adults and peers using a rich range of vocabulary			To engage in conversations with adults and peers using a rich range of vocabulary		
Personal, Social and Emotional Development	See themselves as a valuable individual	Show resilience and perseverance in the face of challenge	Think about the perspectives of others	See themselves as a valuable individual	Show resilience and perseverance in the face of challenge	Think about the perspectives of others
	Build constructive and respectful relationships	Identify and moderate their own feelings socially and emotionally	Manage their own needs	Build constructive and respectful relationships	Identify and moderate their own feelings socially and emotionally	Manage their own needs
	Express their feelings and consider the feelings of others	Children will know how regular toothbrushing is important for their health	Children will know about the importance of a good sleep routine for their health	Express their feelings and consider the feelings of others	Children will know how regular toothbrushing is important for their health	Children will know about the importance of a good sleep routine for their health
	Children will know how regular exercise is important for their health	Children will know what a sensible amount of screen time is and why this important for their health	Children will know how to be a safe pedestrian and why this important	Children will know how regular exercise is important for their health	Children will know what a sensible amount of screen time is and why this important for their health	Children will know how to be a safe pedestrian and why this important
	Children will now how healthy eating is important for their health			Children will now how healthy eating is important for their health		
	<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year</i>			<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year</i>		
	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 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		
Golden Threads	To be able to build good relationships with adults and peers			To be able to build good relationships with adults and peers		
	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		
	To know ways to keep healthy			To know ways to keep healthy		
Physical Development	Further develop the skills they need to manage the school day successfully: lining up, queuing, mealtimes, personal hygiene	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.	Combine different movements with ease and fluency	Further develop the skills they need to manage the school day successfully: lining up, queuing, mealtimes, personal hygiene	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.	Combine different movements with ease and fluency
	Revise and refine the fundamental movement skills they have already acquired:	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	Revise and refine the fundamental movement skills they have already acquired:	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
		Confidently and safely use a range of large and small			Confidently and safely use a	

	<p>rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Begin to hold a pencil effectively in preparation for fluent writing</p>	<p>Hold a pencil securely and effectively in preparation for fluent writing – using the tripod grip in most cases</p>	<p>apparatus indoors and outside, alone and in a group</p> <p>Swimming</p> <p>Hold a pencil effectively in preparation for writing in Year 1.</p> <p>Begin to show accuracy and care when drawing</p>	<p>rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Begin to hold a pencil effectively in preparation for fluent writing</p>	<p>Hold a pencil securely and effectively in preparation for fluent writing – using the tripod grip in most cases</p>	<p>range of large and small apparatus indoors and outside, alone and in a group</p> <p>Swimming</p> <p>Hold a pencil effectively in preparation for writing in Year 1.</p> <p>Begin to show accuracy and care when drawing</p>
	<p>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</p> <p>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 spoon</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Develop overall body-strength, balance, co-ordination and agility</p>			<p>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</p> <p>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 spoon</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Develop overall body-strength, balance, co-ordination and agility</p>		
Golden Thread	To use gross and fine motor skills with control and confidence			To use gross and fine motor skills with control and confidence		
Literacy	<p>Read individual letters by saying the sounds for them</p> <p>Children will begin to form lower-case and capital letters</p> <p>Children will know how to write their name</p> <p>Blend sounds into words to read short words made up of known letter-sound correspondences</p> <p>Read a few common exception words matched to the school's phonic programme</p> <p>Read simple phrases made up of words with known letter - sound</p>	<p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read simple sentences made up of words with known letter - sound correspondences and, where necessary, a few exception words</p>	<p>Form lower-case and capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Read individual letters by saying the sounds for them</p> <p>Children will begin to form lower-case and capital letters</p> <p>Children will know how to write their name</p> <p>Blend sounds into words to read short words made up of known letter-sound correspondences</p> <p>Read a few common exception words matched to the school's phonic programme</p> <p>Read simple phrases made up of words with known letter - sound</p>	<p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read simple sentences made up of words with known letter - sound correspondences and, where necessary, a few exception words</p>	<p>Form lower-case and capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense</p>

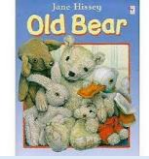





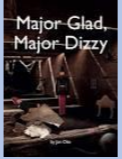
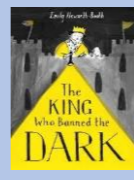




Ready Steady Phonics	correspondences and, where necessary, a few exception words					correspondences and, where necessary, a few exception words				
	Phase 1 assessment Phase 2	Phase 2 Phase 3	Phase 3	Phase 3 Phase 4	Phase 4	Phase 1 assessment Phase 2	Phase 2 Phase 3	Phase 3	Phase 3 Phase 4	Phase 4
	Spell words by identifying known letter sounds Children will read and re-read a selection of books developing fluency, understanding and enjoyment					Spell words by identifying known letter sounds Children will read and re-read a selection of books developing fluency, understanding and enjoyment				
Golden Threads	Reading: To enjoy reading a range of texts					Reading: To enjoy reading a range of texts				
	To understand and talk about a range of texts, including fiction, non-fiction, rhymes and poems To decode unfamiliar words and recognise familiar words Writing: To articulate what they want to write and to spell words phonetically To enjoy writing for a variety of purposes					To understand and talk about a range of texts, including fiction, non-fiction, rhymes and poems To decode unfamiliar words and recognise familiar words Writing: To articulate what they want to write and to spell words phonetically To enjoy writing for a variety of purposes				
Mathematics	Numbers to 5 Comparing groups within 5 2D and 3D shape Change within 5 Number bonds within 5 Spatial awareness	Numbers to 10 Comparing numbers within 10 Addition to 10 Measure – Length, height and weight Number bonds to 10 Subtraction Exploring patterns	Counting on and counting back Numbers to 20 Numerical patterns Shape (Compose, decompose and rotate shape) Measure (Volume and capacity) Sorting Time	Numbers to 5 Comparing groups within 5 2D and 3D shape Change within 5 Number bonds within 5 Spatial awareness	Numbers to 10 Comparing numbers within 10 Addition to 10 Measure – Length, height and weight Number bonds to 10 Subtraction Exploring patterns	Counting on and counting back Numbers to 20 Numerical patterns Shape (Compose, decompose and rotate shape) Measure (Volume and capacity) Sorting Time				
	Children will develop the ability to subitise Verbally count beyond 20 recognising the pattern of the counting system Link the number symbol with its cardinal number value Automatically recall number bonds for number 0-5 and some to 10			Children will develop the ability to subitise Verbally count beyond 20 recognising the pattern of the counting system Link the number symbol with its cardinal number value Automatically recall number bonds for number 0-5 and some to 10						
Golden Threads	To understand numbers to ten To be able to use their knowledge of maths, including space, shape and measures, in the real world To enjoy investigating, talking about and exploring numbers, shape, space and measures					To understand numbers to ten To be able to use their knowledge of maths, including space, shape and measures, in the real world To enjoy investigating, talking about and exploring numbers, shape, space and measures				
Understanding The World	Children will know how they have changed from being a baby to being 4/5					Children will know how they have changed from being a baby to being 4/5				
	Children will know things have changed over time					Children will know things have changed over time				
Past and Present	Children will know the past is anything before the present day					Children will know the past is anything before the present day				
	Children will know that houses are different					Children will know that houses are different				
Understanding The World	Comment on images of familiar situations in the past					Comment on images of familiar situations in the past				
	Children will recognise that people have different beliefs and celebrate special times in different ways: Diwali, Harvest, Remembrance, Christmas	Recognise some similarities between life in this country and life in other countries	Know that there are different countries in the world and use place names where possible. Talk about differences within own	Children will recognise that people have different beliefs and celebrate special times in different ways: Diwali, Harvest, Remembrance, Christmas	Recognise some similarities between life in this country and life in other countries	Know that there are different countries in the world and use place names where possible. Talk about differences within				

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

	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	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
	Understand the effect of changing seasons on the natural world around them Describe what they see, hear and feel whilst outside Explore the natural world around them Name and describe people who are familiar to them Talk about members of their immediate family and community			Understand the effect of changing seasons on the natural world around them Describe what they see, hear and feel whilst outside Explore the natural world around them Name and describe people who are familiar to them Talk about members of their immediate family and community		
Golden Threads	<p>To know that change happens and there are reasons why</p> <p>To observe, ask questions and explore ways to answer them</p> <p>To know that different people have different beliefs and celebrations</p> <p>To know things have happened in the past</p> <p>To compare similarities and differences of our locality and other places</p>			<p>To know that change happens and there are reasons why</p> <p>To observe, ask questions and explore ways to answer them</p> <p>To know that different people have different beliefs and celebrations</p> <p>To know things have happened in the past</p> <p>To compare similarities and differences of our locality and other places</p>		
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

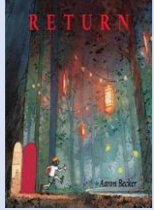
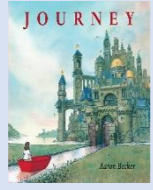
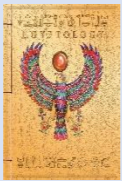








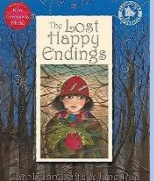
	Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes	beat of a piece of music, sometimes with support	performance art, expressing their feelings and responses	increasingly matching the pitch and following the melody Sing a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

Year 1 & Year 2

2 Year Rolling Plan	Cycle A						Cycle B					
	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 Driver	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
												
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)	Year 1 Power Maths 1A Numbers to 10 Part Whole within 10 Addition within 10 Subtraction within 10 2D and 3D Shapes Year 2 Power Maths 2A Numbers to 100 Addition and Subtraction 1 Addition and Subtraction 2 Properties of Shape		Year 1 Power Maths 1B Numbers to 20 Addition and Subtraction Numbers to 50 Length and Height Mass and Capacity Year 2 Power Maths 2B Money Multiplication & Division 1 Multiplication & Division 2 Length and Height Mass, capacity, and Temperature		Year 1 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		Year 1 Power Maths 1A Numbers to 10 Part Whole within 10 Addition within 10 Subtraction within 10 2D and 3D Shapes Year 2 Power Maths 2A Numbers to 100 Addition and Subtraction 1 Addition and Subtraction 2 Properties of Shape		Year 1 Power Maths 1B Numbers to 20 Addition and Subtraction Numbers to 50 Length and Height Mass and Capacity Year 2 Power Maths 2B Money Multiplication & Division 1 Multiplication & Division 2 Length and Height Mass, capacity and Temperature		Year 1 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	
	Humanities (Pearson)	History The Great Fire of London		Geography Hot and Cold Places		History Travel and Transport		Geography Weather and Fieldwork Skills		History How Should We Remember Pocahontas?		Geography Comparing Countries in the UK
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
	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 Relationships		Health and wellbeing		Safety and the changing body		Citizenship		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

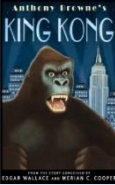

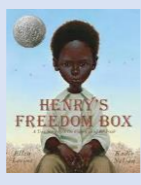


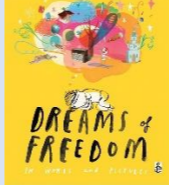

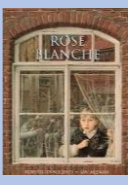
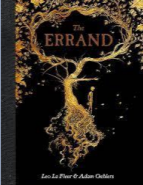

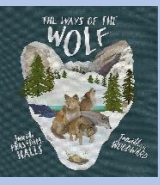
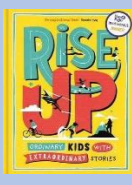
Understanding Christianity)											does it matter? (C and NR)	community? (C and NR)	
Music (Shropshire Music Service)	Starting Out Singing and Playing		Beat & Rhythm Class Composing		Dynamics Musical Structures		Starting Out Singing and Playing		Beat & Rhythm Class Composing		Dynamics Musical Structures		
Art & Design (Kapow)	Sculptures and Collages		Formal Elements of Art		Art and Design Skills		Human Forms		Sculpture and Mixed Media		Landscapes using different media		
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)	Sensing Seasons Our 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)

Year 3 & Year 4

2 Year Rolling Plan	Cycle A						Cycle B					
	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 Driver	Return	The Journey	Egyptology	Leaf	Starbird	Seen and Not Heard	The Iron Man	The Whale	Fox	Manfish	Into the Forest	Lost Happy 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)	<p>Year 3 Power Maths 3A Place Value to 1000 Addition & Subtraction 1 Addition and Subtraction 2 Multiplication & Division 1 Multiplication & Division 2</p> <p>Year 4 Power Maths 4A Place Value – 4 digits (1) Place Value – 4 digits (2) Measure-area Multiplication & Division (1)</p>		<p>Year 3 Power Maths 3B Multiplication & Division 3 Length and perimeter Fractions Mass Capacity</p> <p>Year 4 Power Maths 4B Multiplication & Division (2) Length and perimeter Fractions (1) Fractions (2) Decimals (1)</p>		<p>Year 3 Power Maths 3C Fractions Money Time Angles and properties of shapes Statistics</p> <p>Year 4 Power Maths 4B Decimals (2) Money Time Geometry- angles and 2D Shapes Statistics Geometry- position and direction</p>		<p>Year 3 Power Maths 3A Place Value to 1000 Addition & Subtraction 1 Addition and Subtraction 2 Multiplication & Division 1 Multiplication & Division 2</p> <p>Year 4 Power Maths 4A Place Value – 4 digits (1) Place Value – 4 digits (2) Measure-area Multiplication & Division (1)</p>		<p>Year 3 Power Maths 3B Multiplication & Division 3 Length and perimeter Fractions Mass Capacity</p> <p>Year 4 Power Maths 4B Multiplication & Division (2) Length and perimeter Fractions (1) Fractions (2) Decimals (1)</p>		<p>Year 3 Power Maths 3C Fractions Money Time Angles and properties of shapes Statistics</p> <p>Year 4 Power Maths 4B Decimals (2) Money Time Geometry- angles and 2D Shapes Statistics Geometry- position and direction</p>	
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 + swim	Tag Rugby	Field Athletics	Dance	Netball	Track Athletics	Kwik Cricket	Tag Rugby	Field Athletics	Dance	Netball	Track Athletics	Kwik Cricket
	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 well being		Safety and the changing body		Citizenship		Families and Relationships		Health and wellbeing	
RE (Shropshire Agreed Syllabus and Understanding Christianity)	What kind of world did Jesus want?	What is the Trinity?	How do festivals and worship show what matters to be a Muslim?	Salvation Why do Christians call the day Jesus dies Good Friday?	When Jesus left what was the impact of Pentecost?	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	LD BE How do people express their faith through the arts? (Spirited arts focus)	PEOPLE OF GOD 2a.1 What is it like to follow God? CORE
Music N (Shropshire Music service)	Percussion		Guitar		Blues and Pitch Skills		Ukuele		Sea Shanties Pitch Skills		Folk Whistle	
Music W (Shropshire Music service)	The Blues		Percussion		Guitar		Folk Whistle		Ukulele		Sea Shanties Pitch Skills	
Art & Design (Kapow)	Craft		Formal elements of art		Art and Design skills		Every picture tells a Story		Sculpture		Prehistoric Art	
Design Tech (Kapow)	Textiles Cushions		Mechanical Systems Making a Slingshot Car		Cooking and Nutrition Adapting a Recipe		Textiles 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)

Year 5 & Year 6

2 Year Rolling Plan	Cycle A						Cycle B					
	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												
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)	<p>Year 5 Power Maths 5A</p> <p>Place Value within 1.000.000 (1) Place Value within 1.000.000 (2) Addition & Subtraction Multiplication & Division 1 Fractions (1) Fractions (2)</p> <p>Year 6 Power Maths 6A</p> <p>Place Value within 10.000.000 Four Operations (1) Four operations (2) Fractions (1) Fractions (2) Measure- Imperial and Metric M</p>		<p>Year 5 Power Maths 5B</p> <p>Multiplication & Division (2) Fractions (3) Decimals and Percentages Perimeter and Area Graphs and Tables</p> <p>Year 6 Power Maths 6B</p> <p>Ratio and Proportion Algebra Decimals Percentages Measure-Perimeter, area and volume.</p>		<p>Year 5 Power Maths 5C</p> <p>Geometry of Shapes Geometry- Position and direction Decimals Negative Numbers Measure- Converting units Measure-Volume</p> <p>Year 6 Power Maths 6C</p> <p>Statistics Geometry-Properties of shapes Geometry-Position and Direction Problem Solving</p>		<p>Year 5 Power Maths 5A</p> <p>Place Value within 1.000.000 (1) Place Value within 1.000.000 (2) Addition & Subtraction Multiplication & Division 1 Fractions (1) Fractions (2)</p> <p>Year 6 Power Maths 6A</p> <p>Place Value within 10.000.000 Four Operations (1) Four operations (2) Fractions (1) Fractions (2) Measure- Imperial and Metric Measure</p>		<p>Year 5 Power Maths 5B</p> <p>Multiplication & Division (2) Fractions (3) Decimals and Percentages Perimeter and Area Graphs and Tables</p> <p>Year 6 Power Maths 6B</p> <p>Ratio and Proportion Algebra Decimals Percentages Measure-Perimeter, area and volume.</p>		<p>Year 5 Power Maths 5C</p> <p>Geometry of Shapes Geometry- Position and direction Decimals Negative Numbers Measure- Converting units Measure-VolumE</p> <p>Year 6 Power Maths 6C</p> <p>Statistics Geometry-Properties of shapes Geometry-Position and Direction Problem Solving</p>	
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	Netball	Track Athletics	Kwik Cricket
	Football	Gymnastics	Outdoor Adventure	Hockey	Rounders	Tennis	Football	Gymnastics	Outdoor 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		Citizenship		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 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)