



Newhampton Church of England Schools Curriculum Masterplan

Nursery Curriculum

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Quality Text Driver						
Reading	<p>We Are Going On A Bear Hunt</p> <p>Traction man Paper Dolls Monkey Puzzle</p> <p>Talk Time Good Night Gorilla</p>	<p>Owl Babies</p> <p>Can't you sleep little Bear Lost and Found Twinkl Twinkl little star</p> <p>Talk Time Peace at Last</p>	<p>The Three Billy Goats Gruff</p> <p>Little Red riding hood The Three Little Pigs Goldilocks</p> <p>Talk Time Chapatti Moon</p>	<p>A Seed is Sleepy</p> <p>Hello Mr Dinosaur Hello Mr Elephant Ready Steady Grow</p> <p>Talk Time Lulu Loves Flowers</p>	<p>Super Duck</p> <p>Supertato Nat Fantastic Super duper me</p> <p>Talk Time Bee and Me</p>	<p>Commotion In The Ocean</p> <p>Sharing a Shell One Tiny Turtle</p> <p>Talk Time Mr Grumpy's Motor Car</p>

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Newhampton Golden Thread/s

To engage in extended conversations, using talk to organise themselves and their play and learn new vocabulary

<p>Communication and Language</p> <p>Children will:</p> <p>Take part in talking time story activities to retell stories and engage in back-and-forth small world / imaginative play</p> <p>Engage with talk boost</p> <p>Play listening games</p> <p>Listen to stories</p> <p>Opportunities to think about objects using who? what? where? when? Questions – Daily routine, snack time & circle time.</p> <p>Talking about myself and my family</p> <p><u>Learn the nursery rhymes:</u></p>	<p>Children will</p> <p>Use story language – use small world areas and props</p> <p>Place objects in different positions – learning prepositions</p> <p>Answer questions about a character</p> <p>Create their own characters - describing</p> <p>Develop their understanding of information carrying words – make teddy jump, give bear the apple and the pear</p> <p><u>Learn the nursery rhymes:</u></p> <p>5 current buns Goldilocks and the three bears</p>	<p>Children will</p> <p>Use talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver"</p> <p>Focuses on a chosen activity for at least ten minutes</p> <p>Sits quietly and listen for fifteen minutes</p> <p>Be able to talk about thoughts even when they disagree and can discuss this using words and actions</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p><u>Learn the nursery rhymes:</u></p> <p>Leo the Lion</p>
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If your happy and you know it Wind the Bobbin up 5 little ducks Twinkle Twinkle Little Star The Grand Old Duke of York	Tiny Turtle Sleeping Bunnies 5 little men in a flying saucer	Miss Polly had a Dolly Humpty Dumpty Old McDonald had a Farm Baa Baa Black Sheep
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Following Super Fun Sounds Pre-Phonics Activities

Learn to make match and copy everyday sounds	Learn to make, match and copy lots of sounds with our voices and bodies	Break words into syllables by playing with rhythm	Break spoken words into chunks by hearing, copying and making rhymes	Learn to hear the similarities and differences in spoken sounds at the start of words	Say separate sounds in words, ready for making and reading words when school starts
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3-4 Checkpoint

By the age of 3 a child should be able to shift attention from one task to another if you get their attention e.g. Jason you need to stop now. We are tidying up. At the age of three a child should be able to understand action words by pointing to the right picture in a book e.g. 'who's jumping?' At the age of 4 a child should use sentences of 4-6 words e.g. I want to play with cars. They should join up sentences using conjunctions like or / because / and. They should past and future tense e.g. I am going to the park. I went to the shop. They should be able to answer why questions.

Personal Social and Emotional

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Newhampton Golden Thread/s	To manage turn taking and sharing effectively – finding solutions to solve problems
	To develop their sense of responsibility and membership of the community

Personal, Social and Emotional	Children will: Separate from main carer to come into nursery.	Children will: Find solutions to conflicts and rivalries – for example accepting that not everyone can be spider man	Children will: Become increasingly independent in meeting their own care needs
	Know to wash and dry their hands before eating and after using the toilet.	Increasingly follow the rules and understand why they are important	Use stories and personalised situations to talk about how others might be feeling
	Know how to play alongside each other.	Have a sense of community and responsibility – church visits, local park visits, Community links – police	Play with one or more other children extending and elaborating on play ideas
	Talk about how they are feeling using words like 'happy' 'sad' 'angry' or 'worried'	Understand that exercise helps me stay healthy and strong	Remember rules without needing an adult to remind them
	Learn how to select and take care of the resources		Have a sense of community and responsibility – Community Links, Park Hall Farm visit
	Know our school rules and values – Be ready, Be safe, Be respectful		
Talk about how to keep their teeth healthy – dentist visit			

3-4 Checkpoint

By the age of 3 a child should sometimes manage to take turns with adult guidance, understanding yours / mine. Around the age of 4 a child should be able to play alongside others, take part in pretend play with different roles, being the Gruffalo, for example. A child should also be able to generally negotiate conflicts in their play.

Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, coordination, and positional awareness through play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies, and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<p>Newhampton Golden Thread/s</p>	<p>To develop overall body-strength, balance, co-ordination and agility To become increasingly independent in their self-care</p>		
<p>Physical Development</p>	<p>Children will:</p> <p>Engage with Squiggle early writing sessions</p> <p>Explore malleable materials</p> <p>Use a range of different fastenings</p> <p>Use large muscle movements to wave flags and streamers, paint and make marks</p> <p>With support collaborate with others to manage large items, such as knowing how to move a long plank safely, carry large hollow blocks.</p> <p>Holds a knife and fork in a comfortable grip</p> <p>Make snips in paper using loop scissors - pre-scissor skills, scissor grip, snips.</p>	<p>Children will:</p> <p>Hold a pencil between fingers and thumb and use it with good control.</p> <p>Eat independently and use a knife and fork</p> <p>Make snips in paper with regular scissors – straight lines</p> <p>Effectively uses one-handed tools and equipment, for example, uses screwdrivers and hammers - forest school</p>	<p>Children will:</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Begin to use a tripod grip to hold a pencil and use it with good control</p> <p>Begin to show a preference for dominant hand</p> <p>Uses scissors to make more purposeful cuts in paper – curved lines and shapes</p> <p>Begin to be increasingly independent as they get dressed and undressed, for example, doing up zips.</p> <p>Use a comfortable grip when holding pens & pencils</p>
	<p>Agility & Coordination</p> <p>Squat with steadiness and rise to feet without using hands.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Move in different ways eg. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping.</p> <p>Develop spatial awareness.</p> <p>Cooperation games – parachute.</p> <p>Cycle handling and awareness – trikes and scooters.</p> <p>Climbing on outdoor equipment</p>	<p>Gymnastics & Dance</p> <p>Explore different ways of travelling on and around obstacles.</p> <p>Recognise how to do this safely.</p> <p>Jump off an object and land appropriately.</p> <p>Move in a range of ways.</p> <p>Copy and perform basic dance movements. Move creatively to music using whole body</p>	<p>Ball skills and Team Games</p> <p>Kick a large ball.</p> <p>Catch a large ball.</p> <p>Aim at target.</p> <p>Show good awareness of personal space. Develop fundamental gross motor movements (including running, jumping, throwing).</p> <p>Control fundamental movement skills (stop and start on command, walk, and run safely).</p> <p>Listen to, understand and follow some basic games rules</p>

3-4 Checkpoint

Most children should be dry in the day by the age of 4. Support children struggling in partnership with parents. Discuss sensitively with parents children who appear overweight or have poor dental health, if this has not been picked up at a health check previously.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

<p>Newhampton Golden Thread/s</p>	<p>Reading: To know eight nursery rhymes. To be able to listen carefully</p>
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Writing: To enjoy mark making for a variety of purposes, drawing freely to express themselves. Written letters have personal meaning – the letters in my name

Literacy	<p>Writing focus Children will:</p> <p>Participates in a wide range of gross and fine motor activities inside and outside, becoming increasingly confident with different movements</p> <p>Draw and scribble.</p> <p>Pretend to write.</p> <p>Make controlled marks in sand, using large chalk, paint, gloop, glitter and rice.</p> <p>Know how to draw horizontal and vertical lines.</p> <p>Enjoy drawing freely.</p>		<p>Writing focus Children will:</p> <p>Participates in a wide range of gross and fine motor activities inside and outside, becoming increasingly confident with different movements</p> <p>Add some marks to their drawings, which they give meaning to. For example: “That says mummy” or to stand for their name</p> <p>Know how to draw circles and diagonal lines</p> <p>Engage with name writing opportunities.</p>		<p>Writing focus Children will:</p> <p>Participates in a wide range of gross and fine motor activities inside and outside, becoming increasingly confident with different movements</p> <p>Use some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy</p> <p>Write some letters accurately.</p> <p>To write most or all of their name</p>	
	<p>Reading focus Children will</p> <p>Engage with story sacks and props for retelling stories. – Talk time</p> <p>Handle books carefully and turn pages one at a time.</p> <p>Begin to understand books have words and pictures.</p> <p>Point to a picture in a book.</p> <p>Point to a named character in a familiar book.</p> <p>Listen to a simple story and understand what is happening with the help of the pictures.</p> <p>Enjoy sharing books with an adult.</p> <p>Understand a few of the five key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • Print can have different purposes 		<p>Reading focus Children will</p> <p>Shares their own ideas about a book. Repeat words from familiar stories.</p> <p>Have favourite books and seeks them out, to share with an adult or to look at alone.</p> <p>Begin to recognise name with picture support</p> <p>Understand some of the five key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • Print can have different purposes • We read English text from left to right and from top to bottom 		<p>Reading focus Children will</p> <p>Ask questions about the book.</p> <p>Makes comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • Print can have different purposes • We read English text from left to right and from top to bottom • The names of the different parts of a book • Page sequencing 	
	<p>Super Fun Sounds</p> <p>Develop their listening and attention skills through auditory and visual discrimination activities</p> <p>Handle books with care, engage in</p>	<p>Super Fun Sounds</p> <p>Match Familiar musical Sounds</p> <p>Matching familiar shape/object</p> <p>Copying and matching noises</p>	<p>Super Fun Sounds</p> <p>Rhythm, beat and movement.</p> <p>Rhyme</p> <p>Join in with stories songs and rhymes and can turn the</p>	<p>Super Fun Sounds</p> <p>Alliteration</p> <p>Copying, matching and sequencing patterns of actions and sounds matched to visual images</p>	<p>Super Fun Sounds</p> <p>Reading and recognise the letters in own name and in other situations.</p> <p>Creating own patterns and symbols matched to words and actions</p>	<p>Super Fun Sounds</p> <p>Find the beginning, end in a book and talk about a known story</p> <p>Oral Segmenting</p>

	storytelling/music making activities	and sounds	pages from front to back		Oral Blending	
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Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes

Newhampton Golden Thread/s	To enjoy investigating, talking about and exploring numbers, shape, space and measures
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Maths	<p>Children will: Number 1 & 2</p> <p>Number Listen to counting rhymes and show enjoyment Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Fast recognition of up to 1 objects, without having to count them individually ('subitising')</p> <p>Place Value Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3</p> <p>Counting Say one number for each item in order: 1,2,3</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total 3 ('cardinal principle')</p> <p>Space Complete inset puzzles. Combine objects like stacking blocks and cups</p>	<p>Children will: Number 3 & 4</p> <p>Number Take part in finger rhymes with numbers Experiment with their own symbols and marks as well as numerals.</p> <p>Fast recognition of up to 2 objects, without having to count them individually ('subitising')</p> <p>Subitise to 4 Show 'finger numbers' up to 4</p> <p>Place Value Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 4</p> <p>Counting Recites numbers past 5</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total 4 ('cardinal principle').</p> <p>Say one number for each item in order: 1,2,3,4</p> <p>Shape Build with a range of resources.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Measures Explores objects and relate to size, length, weight and capacity.</p>	<p>Children will: Number 5</p> <p>Number Compare amounts, saying 'lots', 'more' or 'same'. Show 'finger numbers' up to 5.</p> <p>Recite numbers up to 10.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Place Value Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Counting Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.</p> <p>React to changes of amount in a group of up to three items.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total 5 ('cardinal principle').</p> <p>Say one number for each item in order: 1,2,3,4,5</p> <p>Shape Notice patterns and arrange things in patterns.</p> <p>Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using some informal and mathematical language.</p> <p>Extend ABAB patterns – stick, leaf, stick, leaf.</p> <p>Space Discuss routes and locations, using words like 'in front of' and 'behind'.</p>
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		<p>Space Climb and squeezing selves into different types of spaces.</p> <p>Explores 2D shapes (for example, circles, rectangles, triangles) during play</p>	<p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Time Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p> <p>Measures Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’</p> <p>Mental Recall Fast recognition of up to 3 objects, without having to count them individually (‘subitising’)</p>
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Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Newhampton Golden Thread/s	<p>Past and Present: To enjoy talking about memories, making sense of their own life history</p> <p>People, Cultures and communities: To develop positive attitudes towards and respect the difference of others</p> <p>The Natural world: To respect and care for the environment and world around them</p>
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Understanding the world Past and present	<p>Children will Begin to talk about key events in their life, e.g. birthdays, weddings, Eid etc...</p> <p>Begin to make sense of their own life-story and family history – being a baby and starting nursery.</p> <p>Learn about key events in history – bonfire night and remembrance</p>	<p>Children will Begin to understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</p> <p>Retell past events in correct order - -Weekend/holiday news -New siblings, birthdays, celebrations -refer to floorbook and the content showing what we have completed so far this year</p> <p>Learn about key events in history - Space travel using photos and videos</p>	<p>Children will Talking about key past and present events. Identify similarities and differences between ourselves and others -Special events in family life -transition to next year group & reflecting on previous year -refer to content of floorbook</p> <p>Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</p>
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Understanding the World People, Culture and community	<p>Children will: Develop positive attitudes about the differences between people and know that there are different countries in the world and can talk about them.</p> <p>Find out how people in different communities celebrate events / festivals -Diwali, Harvest and Christmas, Bonfire night, Remembrance day, birthdays</p>	<p>Children will: Know that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families such as <i>Easter, Chinese New Year, Ramadan</i></p> <p>Know that different countries around the world have different ways to celebrate <i>Easter, Chinese New Year, Ramadan</i></p> <p>Explain some similarities and differences between life in this country and</p>	<p>Children will: Know some similarities and differences between religious and cultural communities in this country. -create books and displays about children’s families around the world or holidays they have been on. - Encourage children to talk about each other’s families and ask questions. Use a diverse range of props, puppets, dolls and books to notice and talk about similarities and differences.</p> <p>Know some religious stories</p>
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	<p>Celebrate Black History Month with a focus on Africa. -What is life like to different areas of Africa, how do they travel to school, what is the weather like, where do they live? -Link to the story Handa's Noisy Night.</p> <p>Describe their immediate environment using knowledge from observation, discussion, photographs, stories and nonfiction texts and maps.</p> <p>Learn about the local area their school is in - Use google maps / streetview to identify popular local sights eg shops, library, pool, park</p>	<p>life in other countries -Forest School -Link to rumble in the jungle (jungles around the world) explore gardens around the world and creatures that may inhabit people's gardens eg Africa, Australia, America</p> <p>Create a simple map representation of the school environment using marks on a page to represent features of the school -Walk around school, link to The 3 little pigs, who do we see on our journey? Key vocab as well -journey from home to school, how do they get to school, create a map.</p> <p>Begin to show an interest in the jobs in our local community -Visits from police, fire service, doctors, dentist, RAF – Visit to RAF Cosford</p>	
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<p>Understanding the World</p> <p>The Natural World</p>	<p>Children will:</p> <p>Use all their senses in hands on explorations of natural materials – Forest School Messy play</p> <p>Begin to understand the need to respect and care for the natural environment and all living things. Forest School</p> <p>Talk about the differences between material and the changes they notice. -shadow puppets Enquiry: Which material is the most suitable? -Cooking – cooling / heating</p> <p>Understand some important processes and changes in the natural world around them. -Changing seasons – Autumn walks / nature hunt -pumpkin decay experiment</p> <p>Making observations and drawing pictures of animals -Nocturnal animals such as owls / owl visit, what does this mean? What makes them special? Why are they nocturnal?</p>	<p>Children will:</p> <p>Know some similarities and differences between the natural world around them and contrasting environments -Use Google Maps to look at different regions of the world including local areas</p> <p>Changes states of matter -Winter walk / ice exploration / snow</p> <p>Understand some important processes and changes in the natural world around them. -Changing seasons – Spring walks / hunt</p> <p>Know that seeds can turn into plants and begin to understand how it takes time to grow fruit and vegetables - Plant and grow a fruit/vegetables/herbs. Life cycle of a plant – seed, shoot, plant, and that things decay over time.</p> <p>Explore and talk about forces including magnets, floating/sinking and stretching.</p>	<p>Children will:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants -seasonal walk – signs of summer, -draw the life process stages of caterpillars</p> <p>Know that a butterfly comes from an egg.</p> <p>Understand some important processes and changes in the natural world around them. -Changing seasons – Summer walks / hunt</p> <p>Know the names of body parts: heads, arms, hands, legs, feet, neck.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments -where do we find pets, minibests and farm animals -look at pictures / videos of different places around the world, these can be specific places to the children for example where family / friends may live</p>
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EYFS Working Scientifically Skills

I have my own ideas, I test my ideas, I notice similarities and differences, I can use my senses and look closely, I use equipment and tools carefully, I can create simple representations of people and objects, I can talk about things like plants, animals, natural and found objects, I begin to use science words, I question why things happen

Expressive Art and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.


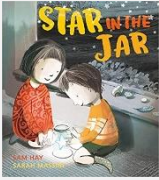
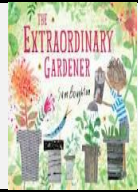
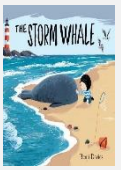
Newhampton Golden Thread/s

To express themselves through movement, song, music and art

To explore different material freely to plan and construct			
<p>Expressive Art and Design</p> <p>Creating with Materials</p>	<p>Children will: Explore making marks. -use resources such as pens, chalk, paint and brushes to see how the marks differ</p> <p>Self-portraits using pens and add detail to show emotions.</p> <p>Develop simple patterns by using objects and hands / feet -Autumn colour mixing and printing with leaves.</p> <p>Handle tools and equipment safely -become familiar with learning areas inc. creative area, malleable area, outdoor areas, use tools and equipment</p>	<p>Children will: Draw with increasing complexity and detail such as representing a face with a circle and adding detail</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with design and function. -To design a new basket for little red riding hood using recyclable materials</p> <p>Experiment with applying paint -Spring colour mixing - adding white to primary colours to produce a tonal range (light to dark).</p> <p>Look at the work of Wassily Kandinsky -Explore works by Kandinsky especially 'concentric circles' and use different media to create own version</p>	<p>Children will: Join different materials and explore different textures</p> <p>Explore existing, plan own and create own models. Create freestanding structures -piece of playground equipment (DT)</p> <p>Know the importance for good health and a healthy diet -Design a fruit salad -Create a fruit kebab for a picnic</p>
<p>Expressive Art and Design</p> <p>Being Imaginative and Expressive</p>	<p>Children will: Use drawing to represent ideas like movement or loud noises</p> <p>Sing a range of well-known nursery rhymes</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Develop complex stories using small world equipment like animal sets, dolls and dolls houses</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>Children to take part in pretend play, using objects to represent something else.</p>	<p>Children will: Repeat simple rhythms</p> <p>Play instruments finding the beat of a piece of music, sometimes with support</p> <p>Develop complex stories using small world equipment like animal sets, dolls and dolls houses</p>	<p>Children will: Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Create own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express feelings and ideas.</p> <p>Develop complex stories using small world equipment like animal sets, dolls and dolls houses</p>
<p>Technology</p>	<p>Use technology to interact with age-appropriate computer software</p> <p>Develop digital literacy skills by being able to access understand and interact with a range of technologies</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them</p> <p>Can create content such as video recording, stories and / or draw picture on a screen</p>		
<p>Newhampton Golden Thread/s</p>	<p>To know that information can be retrieved from digital devices and the internet</p>		
<p>Cultural Capital / Trips / Visitors / Enrichment Ideas</p>	<p>Invite parent / baby into school</p> <p>Invite people from across their community such as fire service, doctors, dentists, librarian</p> <p>Walk around school</p> <p>Harvest celebration</p> <p>Diwali – Food tasting, Bollywood dancing, Rangoli patterns</p> <p>Pantomime</p> <p>Christmas – Church visit, Nativity, Carols at Old Folks' Home</p> <p>Select a Christmas tree</p> <p>British Ironworks Centre</p> <p>Post a Christmas card</p> <p>Teams call partner school</p> <p>Inspire Day</p> <p>Class collective worship</p>	<p>Make a bird feeder</p> <p>Visit to a farm</p> <p>Visit a garden centre</p> <p>Post an Easter card</p> <p>Teams call city school</p> <p>Send an email</p> <p>Inspire Day</p> <p>Class collective worship</p> <p>Visit a temple / synagogue / mosque</p> <p>Use a mobile library</p> <p>Museum visit</p>	<p>Travel on a train</p> <p>Trip to Park Hall Farm</p> <p>Catch a bus</p> <p>Post a postcard</p> <p>Watch a butterfly life cycle</p> <p>Pond dipping</p> <p>Visit county town – Shrewsbury</p> <p>Teams call international call</p> <p>Inspire Day</p> <p>Visit Wittington Castle</p> <p>Class collective worship</p> <p>Use a mobile library</p>

	Use a mobile library		
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Reception Curriculum

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Quality Text Driver						
Read to Write and Steps to Read Focus Texts	The Something Steps to Read The Tiger Who Came to Tea	Star in the Jar Steps to Read How to Catch a Star	Little Red Steps to Read The Three Little Pigs (Jane Goulbourne)	The Extraordinary Gardener Steps to Read Seed to Plant (National Geographic Kids)	Juniper Jupiter Steps to Read Superbat	The Storm Whale Steps to Read A First Book of the Sea
Wider Reading	Autumn 1 Aunt Amelia – Rebecca Cobb The Everywhere Bear – Rebecca Cobb A first book of animals – Nicola Davies and Peter Horacek Stuck – Oliver Jeffers Autumn 2 Laura’s Star – Klaus Baumgart The Fox and the star – Coralie Bickford-Smith Whatever Next – Jilly Murphy The Awesome Night Sky – Kay Barnham Maddie frost How to Catch a Star – Oliver Jeffers		Spring 1 The Great Fairy Tale Disaster – David Conway and Melanie Williamson Jack and the Bean Stalk – Nick Sharratt and Stephen Tucker Paws and Claws – All about Wolves of the World – Bobo’s Little Brainiac Book The Three billy Goats Gruff – Nick Sharrat and Stephen Tucker Spring 2 The Magic Paintbrush – Julia Donaldson The Tiny Seed – Eric Carle The Secret Sky Garden – Linda Sarah and Fiona Lumbers Matisse’s Magical trail – Tim Hopgood		Summer 1 Superworm – Julia Donaldson Can I Be Your Dog? – Troy Cummings The day the Crayons Quit – Oliver Jeffers Supertato – Sue Hendra Summer 2 Dear Greenpeace – Simon James The Snail and The Whale – Julia Donaldson Grandma Bird – Benji Davies Paper Planes – Jeff Helmore and Richard Jones	

Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Newhampton Golden Thread/s	To engage in conversations with adults and peers using a rich range of vocabulary
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Communication and Language	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <ul style="list-style-type: none"> Seasonal walk Autumn celebrations: Harvest, Remembrance, Diwali, Bonfire Night, Christmas Continuous provision - Make comments about what they have heard and ask questions to clarify their understanding. Stories Role playing Review time Whole class discussions 	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <ul style="list-style-type: none"> Learn a collection of Nursery Rhymes and songs Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Continuous Provision Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <ul style="list-style-type: none"> Talk Time Modelling sentences with a conjunction- ‘because, or, and.’ 	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <ul style="list-style-type: none"> Recount visits Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Continuous Provision Daily interactions Adults asking a range of closed/ open ended questions. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
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<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <ul style="list-style-type: none"> • Continuous Provision • Daily interactions • Adults asking a range of closed/ open ended questions. <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> • Talk Time • Use the future and past tense • Respond to why questions. • Blank Level 2- Describing characteristics of objects for example What size, colour shape is it? <p>Children will know and retell The Something (Autumn 1) and Star in the Jar (Autumn 2)</p>	<ul style="list-style-type: none"> • Use the future and past tense accurately • Respond to how and why questions. • Blank level 3 questions- What will happen next? How are these the same? <p>Children will know and retell Little Red (Spring 1) and The Extraordinary Gardener (Spring 2)</p>	<ul style="list-style-type: none"> • Talk Time • Modelling sentences with a conjunction- 'because, or, and.' • Use the future and past tense accurately • Respond to how and why questions. • Blank level 4 questions-- Reasoning about perception- What would happen if.../ why could... <p>Children will know and retell Juniper Jupiter (Summer 1) and the Storm Whale (Summer 2)</p>
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Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Newhampton Golden Thread/s	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 know ways to keep healthy						
PSED (Kapow)	<p>Self-Regulation - My feelings</p> <p>Explore and understand feelings, identify when they may be feeling something and begin learning how to communicate and cope with their feelings and emotions</p>	<p>Building Relationships - Special Relationships</p> <p>Explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as a valuable individual and explore diversity through thinking about similarities and differences</p>	<p>Managing Self – Taking on Challenges</p> <p>Why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies and to learn new skills that will help them show resilience and perseverance in the face of challenge</p>	<p>Self-Regulation - Listening to and Following Instructions</p> <p>Learn why it is important to be an honest, thoughtful, and resilient active listener who can respond to instructions and how they can become one</p>	<p>Building Relationships – My Family and Friends</p> <p>Learn how we all have different beliefs and celebrations, what characteristics make a good friend and how we need to listen to one another</p>	<p>Managing Self – My Wellbeing</p> <p>Learn how to look after wellbeing through exercise, meditation, a balanced diet and to care for themselves</p>

Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁶. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies

and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Newhampton Golden Thread/s **To use gross and fine motor skills with control and confidence**

Physical Development	<p>Gross Motor: Negotiate space and obstacles</p> <p>Progress towards a more fluent style of moving, with developing control and grace. (Diwali dancing and familiarise yourself with your classroom space).</p> <p>Demonstrate strength and balance and coordination when playing.</p> <p>Refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • Rolling • Crawling • Walking • Jumping • Running • Hopping <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Fine Motor Skills: Begin to hold a pencil effectively in preparation for fluent writing.</p> <p>Develop their small motor skills so that they can use a range of tools, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons.</p>		<p>Gross Motor: Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Revise and refine fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • Rolling • Crawling • Walking • Jumping • Running • Hopping • Skipping <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Fine Motor Skills: Hold a pencil securely and effectively in preparation for fluent writing - using the tripod grip in most cases.</p> <p>Refine their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons.</p>		<p>Gross Motor: Negotiate space and obstacles- Riding scooters and bikes, using wheelbarrows.</p> <p>Develop confidence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Move energetically such as, running, jumping, dancing, hopping, skipping, climbing.</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, athletics.</p> <p>Fine Motor Skills: Hold a pencil effectively in preparation for writing in Year 1. Begin to show accuracy and care when drawing.</p>	
	PE Sessions	PE Sessions	PE Sessions	PE Sessions	PE Sessions	PE Sessions
Personal Challenges	Fine Motors	Locomotion	Target Games	Athletics	Invasion Games	
Fundamental Movement Skills – PE coaches	Object manipulation – PE coaches	Gymnastics – PE Coaches	Dance – PE coaches	Net & Wall Games – PE Coaches	Striking and Field Games – PE Games	

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Newhampton Golden Thread/s **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

Literacy	<p>Reading Read individual letters by saying the sounds for them – Phase 2 & Phase 3</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 from Ready Steady Phonics</p> <p>Demonstrate understanding of what has been read to them by talking about key events in stories and narratives.</p> <p>Occasionally uses recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>		<p>Reading Read some letter groups that each represent one sound and say sounds for them – Phase 3</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read simple sentences made up of words with known letter - sound correspondences and, where necessary, a few exception words</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words.</p> <p>Anticipate (where appropriate) key events in stories. - repeated refrains etc.</p> <p>Frequently use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p>		<p>Reading Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories. (Using known story structures)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	
	<p>Writing Children will begin to form lower-case and capital letters</p> <p>Children will know how to write their name</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. (initial and final sounds)</p> <p>Orally compose phrases and simple sentences and write some of the known GPC's they can hear</p>		<p>Writing Write short sentences (1/2) with words with known letter-sound correspondences.</p> <p>Write recognisable letters, some of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. (CVC words)</p>		<p>Writing Form recognisable lower-case and capital letters correctly</p> <p>Write short sentences with known letter-sound correspondences using a capital letters and full stops.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Re-read what they have written to check that it makes sense</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	

Phonics Ready Steady Phonics – refer to scheme	Phase 1 Assessment Phase 2	Phase 2 Phase 3	Phase 3	Phase 3	Phase 3 and Phase 4	Phase 4
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Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes

Newhampton Golden Thread/s	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		
Mathematics (Power Maths - refer to scheme planning)	Sorting 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) Time

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension

Newhampton Golden Thread/s	To know that change happens and there are reasons why		
	To observe, ask questions and explore ways to answer them		
	To know that different people have different beliefs and celebrations		
	To know things have happened in the past		
	To compare similarities and differences of our locality and other places		

Understanding the World Past and Present	My past	Things of the Past	Kings, Queens and Castles
	<p>Can you Guess Who? Talk about members of their immediate family and community.</p> <ul style="list-style-type: none"> Bring photos of their family members/pets Class discussions, naming people who live in their house. <p>Past and Present Identifying that things have happened in the past, relating to themselves and within living memory.</p> <p>Talk about key past and present events in my life and my family’s lives.</p> <ul style="list-style-type: none"> Class discussions Celebrations past and present Which photographs are from the past? How do you know? Which photographs are from the present? How do you know? <p>Begin to show some understanding of why the past was different.</p> <p>Simple understanding about not having electricity/batteries so candles were needed to be used for lighting / grandparents not having iPads when they were younger.</p>	<p>Toy Box Comment, describe and discuss on images of familiar situations in the past.</p> <ul style="list-style-type: none"> Talk about and describe toys of past and present Order toys in a chronology Link to Shrewsbury museum visit <p>Spot the Difference Similarity and difference of transport in the past/present.</p> <p>Transport Through Time Use of sources; photographs or items from parents/grandparents of transport they used in the past</p> <p>Understand that people in the local community have different roles in society.</p> <ul style="list-style-type: none"> Transport, local visitors, link to bus trip. Amelia Earhart. 	<p>My Achievements Identify that some things within living memory have changed and some things have stayed the same.</p> <ul style="list-style-type: none"> How have I changed Starting school to end of Reception Use floor book to review <p>Family Tree Identify that some things within living memory have changed and some things have stayed the same</p> <p>Talk about people in their family and how things have changed over time</p> <p>Royal family links:</p> <ul style="list-style-type: none"> Look at Royal Family tree Who was our queen? Who is king now? <p>Wearing the Crown Compare and contrast characters from stories, including figures from the past.</p>

	<p>My Life Timeline Identify that some things within living memory have changed and some things have stayed the same:</p> <ul style="list-style-type: none"> • How have I changed from a baby? Growing up, starting school, ordering own timeline. <p>Begin to identify that some things have happened before they were born:</p> <ul style="list-style-type: none"> • Relating to family such as parents and grandparents. • Reviewing Floor book of things that have happened in the past • Remembrance Day 		
<p>Understanding the World</p> <p>People, Culture and Communities</p>	<p style="text-align: center;">Our School & Festivals and Celebration</p> <p>Our School from Above To know what a map is Identifying features – what is a feature? Considering shapes and positions of features when making a map</p> <p>To negotiate pathways through areas of school, naming different features.</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>Let’s Build a Map To build and describe a model of a familiar place</p> <ul style="list-style-type: none"> • Walk around school, create a map from the office to your class. Vocab: hall, office, corridor, field. <p>To recognise that people have different beliefs and celebrate special times in different ways.</p> <ul style="list-style-type: none"> • Diwali, Harvest, Christmas <p>Talk about the differences between people around them. Book links</p> <ul style="list-style-type: none"> • ‘Super Duper Me’ • ‘In Every House On Every Street’ by Jess Hitchman 	<p style="text-align: center;">Travel and Transport</p> <p>Investigating Maps Describe their immediate environment using knowledge from observation, discussion, stories and maps.</p> <ul style="list-style-type: none"> • Photos of items around the school, children to locate them. • Different maps of the local area for children to examine <p>Making a Map To name and locate the different parts in the community e.g. streets, rivers, buildings.</p> <p>Talk about the differences within own local environment (School and Wem)</p> <ul style="list-style-type: none"> • Link to bus ride for history look for differences on our journey from school to town <p>Home or Away Recognise some environments that are different from the one in which they live.</p> <p>To describe some contrasting environments. Google Maps and non-fiction books to explore different regions of the world.</p> <p>Bears UK Travels Recognise some environments that are different from the one in which they live.</p> <p>Know some similarities and differences between different religious and cultural communities in this country. -Easter - Chinese New Year -Ramadan</p>	<p style="text-align: center;">Around the World</p> <p>Exploring World Landscapes Know that there are different countries in the world and use place names where possible.</p> <ul style="list-style-type: none"> • Snail and the Whale by Julia Donaldson <p>City or Countryside To name and locate the different parts in the community e.g. streets, rivers, buildings.</p> <p>Express their opinions on natural and built environments. – Write postcards to a city school to share the differences</p> <p>Desert Explorers 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>Polar Explorers 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 some similarities and differences between religious and cultural communities in this country. drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Link to Earth Day 22/4 • Handa’s Surprise.

<p>Understanding the World</p> <p>The Natural World</p>	<p>All about Me</p> <p>Who are my parents? Understand that some animals look different to their parents when they are born and some look the same</p> <p>What am I made of? Children will draw and label parts of the human body including elbows, ankles and some internal body parts.</p> <p>Science enquiry: Children will name and identify each sense with their accompanying body parts.</p> <p>Walk around school what senses are we using?</p> <p>Notice and describe the natural world around them</p> <ul style="list-style-type: none"> • Forest School, • Autumn walks, describe what they see, hear and feel outside. 	<p>Light and Dark</p> <p>What is the moon? Children will group objects based on their physical properties – light and shadows</p> <p>Science enquiry: make a shadow puppet</p> <p>What happens at night? Observe and interact with natural processes such as an object casting a shadow.</p> <p>Observe how animals behave differently as the seasons change</p> <p>Making observations and drawing pictures of animals.</p> <p>Nocturnal animals,</p> <ul style="list-style-type: none"> • Link to ‘The Something’ in Literacy <p>Notice and describe the natural world around them.</p> <ul style="list-style-type: none"> • Forest School • Autumn walks, describe what they see, hear and feel outside. 	<p>Everyday Objects</p> <p>What makes it move? Science Enquiry: Explore different forces they can feel such as, magnetic attraction and repulsion. -The tool box on the naughty bus is all mixed up, we need to help him find all the items that are magnetic</p> <p>Which hat is best to wear today? To name common materials</p> <p>Children will recognise objects by their material</p> <p>Science Enquiry: Which material is most suitable to keep teddy dry?</p> <p>Who lives here? Children will explain how materials feel and suggest why they are used to make specific objects.</p> <p>Identify man made and natural materials.</p> <p>Notice and describe the natural world around them.</p> <ul style="list-style-type: none"> • Forest School • Spring walks, describe what they see, hear and feel outside 	<p>In the garden</p> <p>Is all of the plant green? Children will name and describe some plants</p> <p>Children will be encouraged to make focused observations of the natural world</p> <p>Children will describe and talk about what plants need to grow</p> <p>Science Enquiry: Children will understand and talk about the life cycle of a sunflower</p> <p>What Does An Earthworm Do? To group animals to their own criteria</p> <p>Comment on different animals they have seen whilst outside. Notice and describe the natural world around them.</p> <ul style="list-style-type: none"> • Forest School • Spring walks, describe what they see, hear and feel outside 	<p>On the Farm</p> <p>Who has Stripes? will name and describe some animals</p> <p>What is inside an egg? Science Enquiry: Children will observe and talk about frog spawn – life cycle of a frog</p> <p>Science Enquiry: Children will understand and talk about the life cycle of a butterfly</p> <p>Children will understand how to care for different animals and what they need.</p> <p>Notice and describe the natural world around them.</p> <ul style="list-style-type: none"> • Forest School • Summer walks, describe what they see, hear and feel outside 	<p>We are Scientists</p> <p>What happens when you mix it? When mixing materials a change can occur</p> <p>What goes through? Some solids may dissolve when mixed with a liquid whereas some solids can be separated from a liquid.</p> <p>What melts? To talk about the differences between materials and changes they notice.</p> <p>Cooking – combining ingredients and cooling and heating.</p> <p>Science Enquiry: To explore changing states of matter</p> <p>Notice and describe the natural world around them.</p> <ul style="list-style-type: none"> • Forest School • Summer walks, describe what they see, hear and feel outside
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EYFS Working Scientifically Skills:

I have my own ideas, I test my ideas, I notice similarities and differences, I can use my senses and look closely, I use equipment and tools carefully, I can create simple representations of people and objects, I can talk about things like plants, animals, natural and found objects, I begin to use science words, I question why things happen

<p>Religious Education (Shropshire Agreed Syllabus and Understanding Christianity)</p>	<p>F4 Being Special: Where do we belong?</p> <p>Know that Christians:</p> <ul style="list-style-type: none"> • Appreciate everyone’s uniqueness • Appreciate Jesus was a special boy long ago 	<p>Incarnation: Why do Christians perform Nativity at Christmas?</p> <p>Christians believe God came to Earth in human form as Jesus</p> <p>Christians believe Jesus came to show that all people are precious and special to God</p>	<p>God: Why is the word God so important to Christians?</p> <p>Christians believe God came to Earth in human form as Jesus</p> <p>Christians believe Jesus came to show that all people are precious and special to God</p>	<p>Salvation: Why do Christians put three crosses in an Easter Garden?</p> <p>Christians remember Jesus’ last week at Easter</p> <p>Jesus’ name means ‘He saves’</p> <p>Christians believe Jesus came to</p>	<p>F5: What places are special and why?</p> <p>Know how special places make us feel special</p> <p>Know that families do special things together</p> <p>Church is a special place for</p>	<p>F6: What times / stories are special and why?</p> <p>Children will experience some stories about Jesus and his friends</p> <p>Children will understand stories about Jesus</p>
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<p>Jesus' uniqueness in his home and family</p> <p>Christians believe special things about Jesus</p> <p>Understand that some places are special to members of their community</p>				<p>show God's love</p>	<p>believers</p> <p>Learn about special Christian activities in the home</p> <p>Understand that some places are special to members of their community</p>	<p>Children will understand why these stories are special</p>
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Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Newhampton Golden Thread/s	To engage in music making and dance, performing solo or in groups
	To design and construct with a purpose, using and refining as they explore

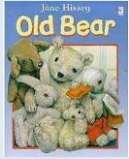
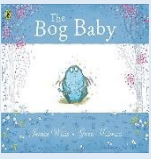










Expressive Arts and Design	Drawing-Marvellous Marks	Sculpture and 3D-Creation Station	Painting and Mixed Media	Structures: Junk Modelling	Craft and Design	Cooking and Nutrition
Creating With Materials	<p>Exploring mark making through different drawing materials</p> <p>Develop the use of tools and joining techniques</p> <p>Begin to draw from observation using faces, self-portraits and plants as a stimulus</p>	<p>Explore sculptural and malleable materials, and natural objects</p> <p>Design and make clay animal sculptures</p>	<p>Exploring paint and painting techniques through nature, music and collaborative work</p> <p>Developing creativity through child-led exploration of mixed-media, making collages and transient art</p>	<p>Explore various types of permanent and temporary joins</p> <p>Use a combination of materials and joining techniques in the junk modelling area</p>	<p>Develop cutting, threading, joining and folding skills</p>	<p>Explore the differences between fruits and vegetables</p> <p>Design a fruit kebab</p> <p>Prepare fruit kebabs</p>

Expressive Arts and Design	Starting out	Singing and Playing	Dynamics	Musical Structures – Verse & Chorus	Beat and Rhythm	Class composing
Being Imaginative and Expressive (W music sessions delivered by Shropshire Music Service)	<p>Develop storylines in pretend play</p> <p>Sing a range of well-known nursery rhymes</p> <p>Engage with action songs and finger rhymes</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Sing a range of well-known nursery rhymes</p>	<p>Repeat simple rhythms</p> <p>Sing a range of well-known nursery rhymes</p> <p>High and Low- Explore high and low using voices and sounds of characters in the songs.</p> <p>Listen to high and low pitch sounds using instruments such as a glockenspiel.</p> <p>Play it right – kindly rock</p>	<p>Sing a range of well-known nursery rhymes</p> <p>Sequence the musical pictures can they identify the verse and chorus</p> <p>Play our instruments in different ways for the verse vs the chorus</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Play instruments finding the beat of a piece of music, sometimes with support</p> <p>Sing a range of well-known nursery rhymes</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing a range of well-known nursery rhymes</p> <p>Compose a piece of music for a king/queen</p> <p>- Listen to royal music piece to inspire</p>

Newhampton Golden Thread/s	To know how to use technology and how it can enhance
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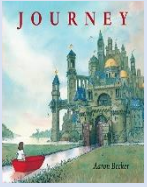
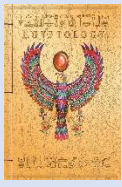








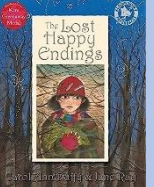
Computing Barefoot Computing & Kapow	Awesome Autumn		Springtime		Summer Fun
	Creating, Pattern, Logic, Algorithms, Decomposition, Collaborating		Abstraction, Tinkering, Creating, Collaborating, Algorithms, Persevering, Decomposition		Tinkering, Persevering, Patterns, Logic, Decomposition, Debugging, Collaborating, Algorithms
	Using a Computer	All About Instructions	Programming Bee Bots	Exploring Hardware	Data Handling
Cultural Capital Trips Visitors Enrichment Ideas	Invite parent / baby into school Walk around the village Harvest celebration Diwali – Food tasting, Bollywood dancing, Rangoli patterns Pantomime Christmas – Church visit, Nativity, Select a Christmas tree Visit a reindeer Post a Christmas card Teams call partner school Inspire Day Class collective worship	Make a bird feeder Visit a garden centre Travel on a train Catch a bus Post an Easter card Teams call city school Enginuity Inspire Day Class collective worship Visit a temple / synagogue / mosque Museum visit	Invite people from across their community such as fire service, doctors, dentists, librarian Trip to Park Hall Farm Frogspawn Post a postcard Zoo trip Class pet Watch a butterfly life cycle Pond dipping Visit county town Teams call international call Inspire Day Class collective worship		

Year 1 & Year 2 Curriculum

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 (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		
	History (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	
Geography (Pearson)	Multi-Skills leading to Rugby and Football		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 and Football	Multi-Skills leading to Field Athletics	Dance	Multi-Skills leading to Netball	Multi-Skills leading to Track Athletics	Multi-Skills leading to Diamond Cricket
PE + swim	Multi-Skills leading to Rugby and 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	Multi-Skills leading to Rugby and 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	
PSHE (Kapow)	Families and Relationships		Health and Wellbeing		Safety and the Changing Body		Citizenship		Families and Relationships		Health and Wellbeing		
RE	Creation	Incarnation	Who is Muslim and	Why does Easter	Who is Muslim and	What makes some	What is the good	Why does	Who made the	Salvation	How should we	1:10 What does	



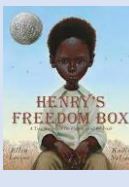
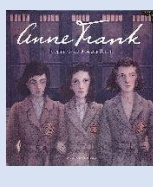
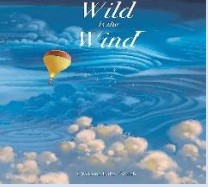
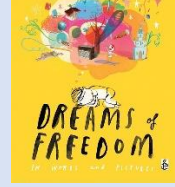

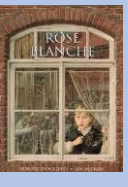
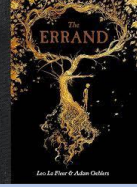

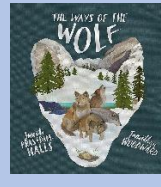
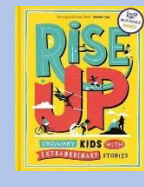
(Shropshire Agreed Syllabus and Understanding Christianity)	Who made the world?	1:3 Why does Christmas matter to Christians?	how do they live?	matter to Christians? Digging Deeper	where do they live?	places scared to Christians?	news that Jesus brings?	Christmas matter to Christians? (CORE)	world?	1:2 Why does Easter matter to Christians?	care for the world and others and why does it matter? (C and NR)	it mean to belong to a Christian 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 Technology (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)	Animals Animals including Humans (Y1)	Seasons Our Changing World (Y1)	Properties and Use of Materials Everyday Materials (Y1)	Growing Healthy Plants Plants (Y2)	Growing Up Animals including Humans (Y2)	Local Habitats Living Things and their Habitats (Y2)	Looking at Animals Animals including Humans (Y1)	Human Body and Senses (Y1)	Choosing Materials Materials (Y2)	Identifying Plants and their Parts. Plants (Y1)	Changing Materials (Y2)	Growing Healthy Plants Animals including Humans (Y2)

Year 3 & Year 4 Curriculum

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 (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

PSHE (Kapow)	Families and Relationships		Health and Wellbeing		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	LDBE 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		Ukulele		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 Technology (Kapow)		Textiles - Cushions		Mechanical Systems – Making a Slingshot Car		Cooking and Nutrition - Adapting a Recipe		Textiles – Fastenings		Structures - Pavilions		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)	Forces: Friction and Magnets Forces and Magnets (Y3)	Changes of State States of Matter (Y4)	Flowering Plants: Lifecycle (Y3)	Human Impact on the Environment (Y4)	Movement and Nutrition for the Human Body (Y3)	Sound Sound (Y4)	Rock, Soil and Fossils. Rocks (Y3)	Light and Shadows Light (Y3)	Electricity: Circuits Electricity (Y4)	Digestion and Food Chains? Animals Including Humans (Y4)	Flowering Plants and Plant Growth Plants (Y3)	Classification of Plants and Animals Animals Including Humans (Y4)

Year 5 & Year 6 Curriculum

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 (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 Manual	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) Measure- Imperial and Metric M		Year 5 Power Maths 5B Multiplication & Division (2) Fractions (3) Decimals and Percentages Perimeter and Area Graphs and Tables Year 6 Power Maths 6B Ratio and Proportion Algebra Decimals Percentages Measure-Perimeter, area and volume.		Year 5 Power Maths 5C Geometry of Shapes Geometry- Position and direction Decimals Negative Numbers Measure- Converting units Measure-Volume Year 6 Power Maths 6C Statistics Geometry-Properties of shapes Geometry-Position and Direction Problem Solving		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) Measure- Imperial and Metric Measure		Year 5 Power Maths 5B Multiplication & Division (2) Fractions (3) Decimals and Percentages Perimeter and Area Graphs and Tables Year 6 Power Maths 6B Ratio and Proportion Algebra Decimals Percentages Measure-Perimeter, area and volume.		Year 5 Power Maths 5C Geometry of Shapes Geometry- Position and direction Decimals Negative Numbers Measure- Converting units Measure-Volume Year 6 Power Maths 6C Statistics Geometry-Properties of shapes Geometry-Position and Direction Problem Solving	
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
PSHE (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)	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	U2.11 Why do some people believe in God and some people not?	U2.9 Why is the Torah so important to Jewish people?	Salvation 2b.6 What difference does the resurrection make for	LD BE How do people express their faith through the	Kingdom of God 2b.8 What kind of King is Jesus? CORE

Christianity)							justice? CORE	(C, NR)		Christians? CORE	arts? (Spirited arts focus)	
Music N	Percussion		Guitar		The Blues		Folk Whistle		Sea Shanties		Guitar	
Music W	The Blues		Percussion		Guitar		Sea Shanties		Folk Whistle		Ukulele	
Art & Design (Kapow)	Design for a Purpose		Art and Design Skills		Make my Voice Heard		Photography		Still Life		Every Picture Tells a Story	
Design Technology (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)	Plant and Animal Lifecycles (Y5)	Separating Mixtures and Sorting Materials (Y5)	Human Circulation (Y6)	What Light Does (Y6)	Electricity Changing Circuits (Y6)	Human Growth (Y5)	Properties and Use of Materials (Y5)	Earth and Space (Y5)	Forces and Mechanisms (Y5)	Classification of Living Things (Y6)	Evolution and Inheritance (Y6)	Body Help (Y6)