

## Whole School Curriculum Overview

Egremont Primary School is a 1.5 form entry primary school and as such we have mixed-age classes. We have a two-year plan and our science and foundation subject curriculum is delivered on a cycle of Year A and Year B to ensure that there is full coverage of the statutory units of work in each phase.

[September 2021-July 2022 is Year A](#)

### Maths – National Curriculum (White Rose)

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Place Value – numbers to 5 Addition and Subtraction – sorting activities Place Value – comparing groups Measurement - time		Addition and Subtraction – numbers to 5 Place Value – numbers to 10 Addition - addition to 10 Geometry – shape and space		Geometry – exploring patterns Addition and Subtraction – count on and back Place Value – numbers to 20 Multiplication and Division – numerical patterns Measurement - measure	
Year 1	Number – Place Value (within 10) Number – Addition & Subtraction (within 10) Geometry – Shape Number – Place Value (within 20)		Number – Addition & Subtraction (within 20) Number - Place Value (within 50) Measurement – Length and Height, Weight and Volume		Number – Multiplication and Division Number – Fractions Geometry – Position and Direction Number – Place Value (within 100) Measurement – Money and Time	
Year 2	Number – Place Value Number – Addition & Subtraction Measurement – Money Number – Multiplication and Division		Number – Multiplication and Division Statistics Geometry – Properties of Shapes Number – Fractions Measurement – Length and Height		Geometry – Position and Direction Problem Solving – Efficient Methods Measurement – Time Measurement – Mass, Capacity and Temperature Investigations	
Year 3	Number – Place Value Number – Addition & Subtraction Number – Multiplication and Division		Number – Multiplication and Division Measurement – Money Statistics Measurement – Length and Perimeter Number - Fractions		Number – Fractions Measurement – Time Geometry – Properties of Shapes Measurement – Mass and Capacity	
Year 4	Number – Place Value Number – Addition & Subtraction Measurement – Length and Perimeter Number – Multiplication and Division		Number – Multiplication and Division Measurement – Area Number – Fractions Number - Decimals		Number – Decimals Measurement – Money and Time Statistics Geometry – Properties of Shapes Geometry – Position and Direction	

Year 5	Number – Place Value Number – Addition & Subtraction Statistics Number – Multiplication and Division Measurement – Area and Perimeter	Number – Multiplication and Division Number – Fractions Number – Decimals and Percentages	Number – Decimals Geometry – Properties of Shapes Geometry – Position and Direction Measurement – Converting Units Measurement - Volume
Year 6	Number – Place Value Number – Addition, Subtraction, Multiplication & Division Number – Fractions Geometry – Position and Direction	Number – Decimals Number – Percentages Number – Algebra Measurement – Converting Units Measurement – Perimeter, Area and Volume Number - Ratio	Geometry – Properties of Shapes Problem Solving Statistics Investigations

## Reading – National Curriculum

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><b>Reading - ELG: Comprehension</b></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.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>Reading - ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>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>					
Year 1	<p>Word Level</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> </ul>					

	<ul style="list-style-type: none"> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>○ being encouraged to link what they read or hear read to their own experiences</li> <li>○ becoming very familiar with key stories, fairy stories and traditional tales,</li> </ul> </li> <li>• retelling them and considering their particular characteristics <ul style="list-style-type: none"> <li>○ recognising and joining in with predictable phrases</li> <li>○ learning to appreciate rhymes and poems, and to recite some by heart</li> <li>○ discussing word meanings, linking new meanings to those already known</li> </ul> </li> <li>• understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>○ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>○ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>○ discussing the significance of the title and events</li> <li>○ making inferences on the basis of what is being said and done</li> <li>○ predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>
Year 2	<p>Word Level</p> <ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul>

	<ul style="list-style-type: none"> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>○ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>○ discussing the sequence of events in books and how items of information are related</li> <li>○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>○ being introduced to non-fiction books that are structured in different ways</li> <li>○ recognising simple recurring literary language in stories and poetry</li> <li>○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>○ discussing their favourite words and phrases</li> <li>○ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> </li> <li>• understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>○ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>○ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>○ making inferences on the basis of what is being said and done</li> <li>○ answering and asking questions</li> <li>○ predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>
Year 3&4	<p>Word Level</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p>Comprehension</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>

	<ul style="list-style-type: none"> <li>• discussing words and phrases that capture the reader’s interest and imagination</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>▪ understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>○ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>○ asking questions to improve their understanding of a text</li> <li>○ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>○ predicting what might happen from details stated and implied</li> <li>○ identifying main ideas drawn from more than one paragraph and summarising these</li> <li>○ identifying how language, structure, and presentation contribute to meaning</li> </ul> <p>▪ retrieve and record information from non-fiction</p> <p>▪ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
Year 5&6	<p>Word Level</p> <p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Comprehension</p> <p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• learning a wider range of poetry by heart</li> <li>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>• understand what they read by: <ul style="list-style-type: none"> <li>○ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>○ asking questions to improve their understanding</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>○ predicting what might happen from details stated and implied</li> <li>○ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li>   <li>○ identifying how language, structure and presentation contribute to meaning</li> </ul> <ul style="list-style-type: none"> <li>● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>● distinguish between statements of fact and opinion</li> <li>● retrieve, record and present information from non-fiction</li> <li>● participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously</li> <li>● explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>● provide reasoned justifications for their views.</li> </ul>
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## Writing – National Curriculum

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	ELG Writing  Children will:  Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					
Year 1	write sentences by: <ul style="list-style-type: none"> <li>▪ saying out loud what they are going to write about</li> <li>▪ composing a sentence orally before writing it</li> <li>▪ sequencing sentences to form short narratives</li> <li>▪ re-reading what they have written to check that it makes sense</li> <li>▪ discuss what they have written with the teacher or other pupils</li> <li>▪ read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>					
Year 2	develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>● writing narratives about personal experiences and those of others (real and fictional)</li> <li>● writing about real events</li> <li>● writing poetry</li> </ul>					

	<ul style="list-style-type: none"> <li>• writing for different purposes</li> </ul> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>○ planning or saying out loud what they are going to write about</li> <li>○ writing down ideas and/or key words, including new vocabulary</li> <li>○ encapsulating what they want to say, sentence by sentence</li> </ul> <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>
Year 3&4	<p>Transcription</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p>Composition</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p>proof-read for spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>

Year 5&6	<p>Transcription</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul> <p>Composition</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>proof-read for spelling and punctuation errors</p>
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## Science – National Curriculum

Children must have regular opportunities to work scientifically across all units of study. Working scientifically must be progressive in skill and knowledge within the year and across all year groups.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Understanding the World – ELG: The Natural World Children will: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter					
Year 1	Animals, including humans  Seasonal Changes (Autumn)	Animals, including humans  Seasonal Changes (Winter)	Plants Living things and their habitats	Plants  Seasonal Changes (Spring)	Everyday Materials	Everyday Materials  Seasonal Changes (Summer)
Year 2	Animals, including humans	Living things and their habitats	Living things and their habitats	Plants	Uses of Everyday Materials	Uses of Everyday Materials
Year 3&4 Year A	Animals, including humans	Light	Plants	Plants	Rocks	Forces and magnets
Year 3&4 Year B	Animals, including humans	Sound	Living things and their habitats	Living things and their habitats	Electricity	States of Matter
Year 5	Earth and Space	Forces	Properties of materials	Changes of materials	Animals and the human life cycle.	Studying living things.
Year 6	Evolution and inheritance	Light	Living things and their properties	Animals including human	Animals including blood and heart	Electricity

## History – National Curriculum

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Understanding The world - ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>					
Year 1&2 Year A	Significant events in the locality	Events beyond living memory – Gunpowder Plot Remembrance Day	Events beyond living memory – Great Fire of London	Events beyond living memory – Great Fire of London	Lives of significant people – Christopher Columbus and Neil Armstrong	Lives of significant people – Christopher Columbus and Neil Armstrong
Year 1&2 Year B	Lives of significant people – Rosa Parks (Black History Month)	Lives of significant people – L.S Lowry	Changes in living memory	Changes in living memory	Significant events, people and places in our own locality	Significant events, people and places in our own locality
Year 3&4 Year A	Local History (Pirates, Mother Redcaps, significant individuals)	Local History (Pirates, Mother Redcaps, significant individuals)	Roman Empire	Roman Empire	Stone Age to Iron Age	Stone Age to Iron Age
Year 3&4 Year B	Anglo Saxons/Scots	Anglo Saxons/Scots	Vikings	Vikings	Ancient Egyptians	Ancient Egyptians
Year 5&6 Year A	World War 2 (Beyond 1066)	World War 2 (Beyond 1066)	Crime and Punishment past to present (including BV – rule of law)	Crime and Punishment past to present – Leaders over time	Local History (The River Mersey)	Local History (The River Mersey)
Year 5&6 Year B	Civil Rights	Ancient Greeks	Victorians (Beyond 1066)	Victorians (Beyond 1066)	Non-European Study – Mayans, Benin or Islamic Civilization	Non-European Study – Mayans, Benin or Islamic Civilization

## Geography – National Curriculum

Key Stage One: Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage Two: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Understanding the World – ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <ul style="list-style-type: none"> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</li> </ul>					
Year 1&2 Year A	Our School and Our Local Area (HPG/vocab)		The United Kingdom and its surrounding seas (LK)		Seasonal weather patterns in UK and hot and cold areas of the world – Equator, North and South Poles (HPG)	
Year 1&2 Year B	Geographical similarities and differences (human and physical geography) between the Wirral and Reno, Nevada.		Continents and Oceans (LK)		Our Local Area (HPG) On the Farm and at the Port/Harbour	
Year 3&4 Year A	Villages, Towns and Cities		Mountains, Volcanoes and Earthquakes		Water, Weather and Climate	
Year 3&4 Year B	Rivers		Migration		Natural Resources	
Year 5&6 Year A	Population		Energy and Sustainability		Local Field Study	
Year 5&6 Year B	Slums		Biomes		Globalisation	

## Art – National Curriculum

NB: KS2 – Children should be building up a sketchbook/journal to document their observations, record their experimentation and ideas

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Expressive Arts and Design – ELG: Creating with Materials					
	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.					
	<ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</li> </ul>					
Year 1&2 Year A	Using colour and texture	Drawing and sketching focus	Artist Study – Vincent Van Gogh	Artist study – Arcimboldo (portraits of explorers studied in history)		
			Art work outcomes linked to science topic on plants/Van Gogh's Sunflowers			
Year 1&2 Year B	Artist Study: L S Lowry		Self-portraits and observational drawings		Printmaking using everyday materials	
Year 3&4 Year A	Artist Study: Andy Goldsworthy (Sculpture)	Artist Study: Andy Goldsworthy	Mosaic Designs	Sculpture – Roman monuments	Stone Age Cave Art	Stone Age Cave Art
Year 3&4 Year B	History of street art/graffiti	Artist Study: Banksy	Norse Art	Norse Art	Canopic Jar design work	Hieroglyphics/ Papyrus work
Year 5&6 Year A	Using colour and texture – representing the Blitz	Henry Moore – WW2 art (sketching)	Architecture – local/historical	Architecture – local/modern	Seurat - Pointillism	Seurat - Pointillism
Year 5&6 Year B	Artist Study: Alekos Fassianos	Ancient Greek designs – vase art and sculpture	Artist Study: William Morris (linked to Victorian topic in history)		Gakonga or Islamic art (history linked)	Gakonga or Islamic art (history linked)

## DT – National Curriculum

Throughout each unit, the children will have opportunities to design, make, evaluate and develop technical knowledge (TASC wheel may be utilised to support the full process)

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Expressive Arts and Design – ELG: Creating with Materials  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</li> </ul>					
Year 1&2 Year A	Design product: Puppets/moving pictures		Where does our food come from? Product: Healthy Picnic		Design product: Space buggy models	
Year 1&2 Year B	Where does our food come from? Product: Healthy snacks		Design product: Toys from the past		Design product: Land Ahoy – floating vessels	
Year 3&4 Year A	Local Food: Farming and Agriculture. Where does our food come from? Food- Local produce growing		Design Project: 3D printing		Design product: Tool pouch- sewing	
Year 3&4 Year B	Seasonal food: Product: Winter veg inspired savoury dish		Design product: Viking long boat		Design Project: Shaduf and Canopic Jars	
Year 5&6 Year A	Design project: Air Raid Shelter		Design Project: Wind Turbines		Design Project: Local project	
Year 5&6 Year B	Design product: Prison Barge		Design Project: Brunel's Bridges		Traditional Asian/African foods (history topic dependent) Product: Preparing and making a traditional savoury dish.	

## Music – National Curriculum

At Egremont, we follow the Charanga music scheme.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Expressive Arts and Design - ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Children will explore a range of musical instruments and an insight into new musical worlds. Create WOW moments by inviting musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
Year 1&2 Year A	Animals songs Making an untuned instrument	A creative performance	Keeping the beat	Creating a performance for a growing flower	Different types of music	How music makes us feel
Year 1&2 Year B	Friendship Song	Zoo Time / Performance	I Wanna Play in a Band	Ho Ho Ho	Hands Feet Heart	Reflect, Review, Replay
Year 3&4 Year A	Local music artists – celebrating local music	Local music artists – celebrating local music. (Making drums)	3 Little Birds	The Dragon Song	Bring Us Together	Reflect, Review, Replay
Year 3&4 Year B	Stop	Blackbird	Mama Mia	Reflect, Review, Replay	Glockenspiel Stage 2	Reflect, Review, Replay
Year 5&6 Year A	World War 2 songs – sing songs in tune, sing songs with expression, sings songs confidently. Dance with a tune.		Local bands		Fresh Prince of Bel Air	
Year 5&6 Year B	I'll be There	Jazz Stage 2	New Year Carol	I'll be There	Jazz Stage 2	

## PE – National Curriculum

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Physical Development - ELG: Gross Motor Skills  Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing. <ul style="list-style-type: none"> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>					
Year 1&2 Year A	Team games Dance – animal movements		Team games Gymnastics		Team games Athletics – running and jumping	
Year 1&2 Year B	Team games Gymnastics		Team games – Athletics – running and jumping		Team games Dance – moving to the sounds of nature	
Year 3&4 Year A	Competitive games – hockey Gymnastics		Competitive games – netball Swimming		Athletics Gymnastics	
Year 3&4 Year B	Athletics Dance – street style		Competitive games – cricket Gymnastics		Swimming Dance – Like an Egyptian	
Year 5&6 Year A	Athletics Dance –Jive		Competitive games – rounders Dance – Stavros Flatley/Greek dancing Jazz dancing		Competitive games – basketball Gymnastics	
Year 5&6 Year B	Competitive games - hockey Dance - freestyle		Competitive games - netball Gymnastics		Athletics Competitive games - football	

## Computing – National Curriculum Teach computing

NB: Throughout all sessions, KS1 children will be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Throughout KS2, children will be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<ul style="list-style-type: none"> <li>Children will select and use technology safely and where it has online capability eg iPads, will use sensibly in line with our school rules. Children will be taught what to do if they see something they don't like. Children will be taught about sensible amounts of screen time in relation to the impact on their wellbeing. Children will be confident to try new activities and show independence, resilience and perseverance in the face of challenge. They will use a variety of tools and techniques experimenting with colour, design, texture and function eg IWB drawing apps.</li> </ul>					
Year 1&2 Year A	Online Safety and Technology around us	Digital painting	Moving a robot	Group data	Digital writing	Programming animations
Year 1&2 Year B	Online Safety and Information technology around us	Digital photography	Robot algorithms	Pictograms	Making Music	An introduction to quizzes
Year 3&4 Year A	Computer systems – Connecting computers		Creating media – Animation	Creating media – Desktop publishing	Data and information – Databases	Programming A – Sequence in music
Year 3&4 Year B	Computing systems – The internet		Creating media – Photo editing	Creating media – audio editing	Data and information – Data logging	Programming A – Repetition in shapes
Year 5&6 Year A	Computer systems – Sharing information		Creating media – video editing	Creating media – vector drawing	Data and information – flat-file databases	Programming A - selection of physical computing
Year 5&6 Year B	Computer systems – Communication		Creating media – Web page creation	Creating media – 3d modelling	Data and information – spreadsheets	Programming A – variable in gaming

## Languages – National Curriculum (Spanish)

Throughout each unit the children will orally rehearse vocabulary, listen and respond, read and write as appropriate to the unit of work.

Year group	Autumn	Spring	Summer
Year 3	<p><u>How are you?</u></p> <p><u>Basic greetings and questions about self.</u></p> <ul style="list-style-type: none"> <li>Hola/ como te llamas/tengo</li> <li>Use of question marks and exclamation marks.</li> <li>Conjunction – y</li> <li>Name – llamarse (to be called) me llamo (my name is) sun ombre is (their name is)</li> <li>Estar (to be) Es (to be)</li> </ul> <p><u>Numbers</u></p>	<p><u>Days</u></p> <ul style="list-style-type: none"> <li>No capital letters for the days of the week.</li> <li>lunes, martes. miercoles, jueves, viernes, sabado, domingo.</li> <li>Prepositions – antes (before) depues (after)</li> </ul> <p><u>Months</u></p> <ul style="list-style-type: none"> <li>No capital letters for months of the year.</li> <li>Enero, febrero, marzo, abril, mayo, junio, julio, Agosto, septiembre, octubre, noviembre, diciembre.</li> </ul>	<p><u>Where do you live?</u></p> <ul style="list-style-type: none"> <li><u>Use of question marks.</u></li> <li><u>Vivir (to live) vivo (I live)</u></li> <li><u>Es (to be)</u></li> <li><u>Donde (where)</u></li> </ul> <p><u>Colours</u></p>
Year 4	<p><u>Birthday</u></p> <ul style="list-style-type: none"> <li>Look at difference between possessive adjectives of mi, tu and su</li> <li>Es (to be) tener (to have)</li> </ul> <p><u>Family</u></p> <ul style="list-style-type: none"> <li>Gender</li> </ul> <p>Singular and plural</p>	<p><u>Animals and pets</u></p> <ul style="list-style-type: none"> <li>Tener (to have) gustar (to like)</li> <li>Adjectival agreement with gender and use of possessive adjectives.</li> </ul>	<p><u>Classroom</u></p> <p>Conjunction – pero (but)</p>
Year 5	<p><u>Food</u></p> <p><u>Fruit and veg</u></p> <p><u>To be able to name order and buy food.</u></p>	<p><u>Sport</u></p> <ul style="list-style-type: none"> <li>Jugar (to play)</li> <li>Practicar (to practice)</li> <li>Gustar (to like)</li> </ul>	<p><u>All about the body</u></p> <ul style="list-style-type: none"> <li>Use of imperative verbs</li> </ul> <p>Single and plural – el, los, la and las.</p>

	<ul style="list-style-type: none"> <li>• Ir (to go)</li> <li>• Gustar (to like)</li> <li>• Comprar (to buy)</li> </ul>		
Year 6	<p><u>Weather and seasons</u></p> <p><u>To be able to describe the weather in simple terms.</u></p> <ul style="list-style-type: none"> <li>• Es (to be)</li> <li>• Hacer (to make)</li> <li>• Llevar (to wear)</li> <li>• Hay (there is/there are)</li> </ul>	<p><u>In the town and directions (link to geography map work)</u></p> <ul style="list-style-type: none"> <li>• <u>Ivir (to live)</u></li> <li>• <u>Hay (there is/there are)</u></li> <li>• <u>Tomar (to take)</u></li> <li>• <u>Ser (to be)</u></li> <li>• <u>Prepositional phrases – hasta (until), cerca (near), lejos (far)</u></li> </ul>	<p><u>Jobs and hobbies</u></p>

## RE – Wirral agreed Syllabus

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Understanding the World - ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Eg Christmas, Diwali, Chinese New Year, Eid</p> <ul style="list-style-type: none"> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>					
Year 1&2 Year A	Stories and people: What do Christians believe?	Celebrations: Christianity - Christmas	Lifestyles: Who is a Muslim and what do they believe?	Believes and ideas: Why is Jesus special to Christians?	Ethics/values/issues: What can we learn from sacred books?	Community: What happens in a church community?
Year 1&2 Year B	Stories and people: Who is Jewish and what do they believe?	Celebrations: How and why do we celebrate special times?	Lifestyles: What does it mean to belong to a faith community?	Believes and ideas: What does the Tanakh say?	Ethics/values/issues: How should we care for the world and why does it matter?	Community: Why is a family important?
Year 3&4 Year A	Celebrations: Why is the Bible important to Christians?	Stories and people/ Teaching and Authority: What do people believe about God?	Lifestyle: Why is Jesus inspiring to some people?	Believes and questions: Why do people pray?	Why are festivals important to religious communities?	
Year 3&4 Year B	Celebrations: What does it mean to be a Christian in Britain today?	Stories and people/ Teaching and Authority: Why do some people think life is a journey?	Lifestyle: What does it mean to be a Hindu in Britain today?		What can we learn from religion about right and wrong?	
Year 5&6 Year A	Stories and people/ Teaching and Authority:	Celebrations: Christmas in art	Lifestyle: Judaism and Easter in art		If God is everywhere, why do people go to a place of worship? Islam and memories	

	The Natural world			
Year 5&6 Year B	Stories and people/ Teaching and Authority: Is it better to express religion through art and architecture or in charity and generosity? Christian and Muslim study.		Lifestyle: What matters most to Christians and humanists?	What difference does it make to believe in ahimsa grace and ummah community?

## PSHE- Heartsmart

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Personal, social and emotional development – Heartsmark and Christopher Winters project RSE  Making relationships <ul style="list-style-type: none"> <li>• Children play co-operatively, taking turns with others.</li> <li>• They take account of one another's ideas on how to organise their activity.</li> <li>• They show sensitivity to other's needs and feelings.</li> <li>• They form positive relationships with adults and other children.</li> </ul> Self-confidence and Self-awareness <ul style="list-style-type: none"> <li>• Children are confident to try new activities and say why they like activities more than others.</li> <li>• They are confident to speak in a familiar group.</li> <li>• They will talk about their idea and will choose the resource they need for their chosen activities.</li> <li>• They say when they do or don't need help.</li> </ul> Managing Feelings and Behaviour <ul style="list-style-type: none"> <li>• They talk about how they and others show feelings</li> <li>• They talk about their own and others' behaviour and its consequences and know that some of it is unacceptable.</li> <li>• They work as part of a group or class and understand the rules.</li> <li>• They adjust their behaviour to different situations and take changes of routine in their stride.</li> </ul>					

Year 1&2	Getting Heartsmart!	Don't forget to let love in!	Too much selfie isn't healthy!	Don't rub it in rub it out!	Fake is a mistake!	'No Way Through' isn't true.
	Internet Safety – Y1 – Y6  PANTS	Drugs and Alcohol Y1 -Y6  PSHE Association	RSE F2- Y6  Christopher Winters Project.	First aid What to do in an emergency. Phoning 999	Mental Health Y1- y6  PSHE Association	Money Matters  <a href="https://www.valuesmoneyandme.co.uk/">https://www.valuesmoneyandme.co.uk/</a>
Year 3&4	Getting Heartsmart!	Don't forget to let love in!	Too much selfie isn't healthy!	Don't rub it in rub it out!	Fake is a mistake!	'No Way Through' isn't true.
	Internet Safety – Y1 – Y6  PANTS	Drugs and Alcohol Y1 -Y6  PSHE Association	RSE F2- Y6  Christopher Winters Project.	First Aid Y3 – Bites and Stings Y4 – Asthma	Mental Health Y1-Y6  PSHE Association	Money Matters  <a href="https://www.valuesmoneyandme.co.uk/">https://www.valuesmoneyandme.co.uk/</a>
Year 5&6	Get Heartsmart!	Don't forget to let love in!	Too much selfie isn't healthy!	Don't rub it in rub it out!	Fake is a mistake!	'No way through' isn't true.
	Internet Safety – Y1 – Y6  Google be internet legends. PANTS	Drugs and Alcohol Y1 -Y6  PSHE Association	RSE F2- Y6  Christopher Winters Project.	First Aid Y5 – Bleeding Y6 – Choking / Basic life skills.	Mental Health Y1-Y6  PSHE Association	Money Matters  <a href="https://www.valuesmoneyandme.co.uk/">https://www.valuesmoneyandme.co.uk/</a>

## Curriculum Overview 2021-2022: Early Years Foundation Stage

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me!	Fantastic Festivals	Terrific Tales	On The Farm	Life on the Ocean Waves	Happy Holidays!
Focus Texts	All Kinds of People, Only One You, You Be You Marvellous Me, My Hair So Much, The Colour Monster Elmer	Happy Birthday Maisy! Harry and The Dinosaurs have a Birthday Whatever Next The Christmas Story	The Three Little Pigs The Gingerbread Man Little Red Riding Hood Jack and the Beanstalk	The Enormous Turnip Farmer Duck What the Ladybird Heard Bog Baby	Rainbow Fish Commotion in the Ocean Sharing a Shell, A Fish who Could Wish, Supertato	Maisy Goes on Holiday Henry's Holiday Lucy and Tom at the Seaside Pirates Love Underpants
WOW moments	Visit from dental/school nurse	Birthday Party for Maisy Christmas nativity Christmas party	Character visits- hot seating traditional tale character Chinese New Year Supermarket Visit	Incubating chicken eggs Frogspawn Central Park Ranger Guided Walk -Link to Bog Baby	Guided Rock pool / coastal walk with Ranger	Black Pearl – Pirate Day
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , 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 <b>children can achieve at school and in later life</b> .					

<p>Managing Self</p> <p>Self - Regulation</p>	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals</p>	<p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
<p>Communication and Language</p> <p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in our setting.</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
<p>Daily Story Time</p> <p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language</p>	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them</p>	<p><b>Tell me a story!</b> Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts</p>	<p><b>Tell me why!</b> Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention – talk it!</p>	<p><b>Talk it through!</b> Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an</p>	<p><b>What happened?</b> Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and</p>	<p><b>Time to share!</b> Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current</p>

<p>interventions, EYFS productions, assemblies and weekly interventions.</p>	<p>What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>object: "What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>relate it to their own lives</p>	<p>topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
<p><b>Physical Development</b></p>	<p>Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. 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 <b>proficiency, control and confidence</b>.</p>					
<p><b>Fine Motor Skills</b> Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable /</p>

	whole hand grasp Pencil Grip		Holding Small Items / Button Clothing / Cutting with Scissors			Build things with smaller linking blocks, such as Duplo or Lego
Gross Motor Skills	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play-climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance
Literacy	It is crucial for children to develop <b>a life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . 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 <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories.	Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture	Stories from other cultures and traditions  Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.	Information leaflets about farm animals in the garden/plants and growing.  Re-read books to build up their confidence in word reading, their fluency and their	Can draw pictures of characters/ event / setting in a story  Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments,

	<p>print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds. Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Non-Fiction Focus</p> <p>Retelling of stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books</p>	<p>drawing/mark making for LAs.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read</p>	<p>Parents reading stories</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Role play area – book characters</p>	<p>understanding and enjoyment. World Book Day</p> <p>Timeline of how plants grow.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
Word Recognition	<p>Phonic Sounds: RWI</p> <p>Set 1 whole class</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</p> <p>Help children to read the sounds speedily. This will make sound-blending easier</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds: RWI</p> <p>Differentiated groups</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p> <p>Show children how to touch each finger as they say each sound.</p> <p>For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Phonic Sounds: RWI</p> <p>Differentiated groups / Ditties</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Phonic Sounds: RWI</p> <p>Differentiated groups</p> <p>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p> <p>Children should not be required to use other strategies to work out words.</p>	<p>Phonic Sounds: RWI</p> <p>Differentiated groups:</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet.</p> <p>Distinguishing capital letters and lower case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p>Phonic Sounds: RWI</p> <p>Differentiated groups</p> <p>Reading: Reading simple sentences with fluency.</p> <p>Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>

Mathematics	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
White Rose Maths	<p><b>Getting to Know you</b></p> <p><b>Just like me!</b></p> <p>Place Value- numbers to 5 Addition and Subtraction- sorting activities Place Value- comparing groups Measurement – time Spatial reasoning – Circles and triangles</p>	<p><b>It's Me 1, 2, 3!</b></p> <p><b>Light and Dark</b></p> <p>Place Value- numbers to 5 Addition and Subtraction- sorting activities Place Value- comparing groups Measurement – time Spatial reasoning – Circles and triangles shape and spatial thinking – combining shapes</p>	<p><b>Alive in 5!</b></p> <p><b>Growing 6, 7, 8!</b></p> <p>Addition and subtraction – numbers to 5 Place value numbers to 10 Addition – to 10 Measurement – comparing mass and capacity Measurement – length and height Time</p>	<p><b>Building 9 and 10</b></p> <p><b>Consolidation</b></p> <p>Addition and subtraction – numbers to 5 Place value numbers to 10 Addition – to 10 Measurement – comparing mass and capacity Measurement – length and height Time Spatial reasoning - 3D shape</p>	<p><b>To 20 and Beyond</b></p> <p><b>First, then, now</b></p> <p>Place value – numbers to 20 Addition and Subtraction – count on and back Spatial reasoning – match, rotate, manipulate Compose and decompose</p>	<p><b>Find my pattern</b></p> <p><b>On the move</b></p> <p>Doubling, sharing and grouping Even and Odd Spatial reasoning – exploring patterns Visualise and build, mapping Measurement - measure</p>
Understanding the World	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. 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</p> <p>Developing Experts- Weather and Seasons – looks at different seasonal changes that occur across the year, developing understanding of growth, decay and changes over time.</p>					
Developing Experts	<p>Our Body x 6 The Senses x 4</p>	<p>Space x 2 Health+Safety x4</p>	<p>Food x 5 (2 lessons to Sp2)</p>	<p>Machines x 3 Plants x 3 Food – Chicken and Eggs lesson Easter/Lent lesson</p>	<p>Materials x 6</p>	<p>The Beach x 3 Forces x 2</p>

<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/objects within our learning environment.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>Long ago – How time has changed. Using cameras.</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</p>	<p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> <p>Introduce the children to NASA and America.</p> <p>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p> <p>Can children differentiate between land and water.</p>	<p>Listening to stories and placing events in chronological order. Share different cultures versions of famous fairy tales.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</p> <p>What can we do</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p>	<p>What can we do here to take care of animals in the jungle?</p> <p>Compare animals from a jungle to those on a farm.</p> <p>Explore a range of farm/jungle animals. Learn their names and label their body parts. Could include a trip to the Tam O'Shanter's.</p> <p>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</p> <p>Can children make comments on the weather, culture, clothing, housing.</p> <p>Change in living things – children to make observations and sense of changes in the chickens eggs during the hatching process.</p>	<p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</p> <p>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Can children talk about their homes and what there is to do near their homes?</p> <p>Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Can they differentiate between land and sea?</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</p> <p>Seasides long ago – Magic Grandad</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>
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<p>Expressive Art and Design</p>	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Superhero masks.</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function. Creating outer of space pictures</p> <p>Listen to music and make their own dances in response.</p> <p>Castle models</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Parties and Celebrations Role Play of The Nativity</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Collage owls / symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts Easter crafts Home Corner role play</p> <p>Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination.</p>	<p>Sand pictures / Rainbow fish collages Learn a traditional African song and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport on the ocean. Colour mixing – underwater pictures. Exploration of other countries – dressing up in different costumes. Retelling familiar stories Provide children with a range of materials for children to construct with.</p>	<p>Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Salt dough fossils Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father's Day Crafts</p>
<p>Assessment Opportunities</p>	<p>In-house - Baseline data on entry - Arbor <b>National Baseline data by end of term</b></p>	<p>On going assessments In-house Baseline analysis Parents open mornings/evening info</p>	<p>EYFS team meetings and internal moderations RWI assessments Pupil progress meetings</p>	<p>EYFS team meetings Pupil progress meetings Parents evening info RWI assessments EYFS team meetings EYFS Arbor Data</p>	<p>EYFS team meetings RWI assessments Pupil progress meetings</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings</p>

	<p>WELLCOMM assessment - Intervention groups          End A1 RWI Assessment 1 for Aut2 groupings          EYFS team meetings          Pupil progress meetings</p>	<p>EYFS team meetings          In house moderation          Midterm Assessments          RWI assessment          GLD projections          EYFS Arbor data          Pupil progress meetings</p>				<p>EYFS Arbor data          EOY data / EYFSP</p>
<p>Parental Partnerships</p>	<p>Staggered Start          Transition visits          Proud Clouds          Phonics workshop</p>	<p>Proud Clouds          Nativity          Maths workshop          Parents open morning/ Evening          Book at Bedtime</p>	<p>Proud Clouds          Share a story          Stay and Play          Stay and Read morning          Look at me! Talent show!</p>	<p>Proud Clouds          Parents Evening          Art workshop / Gallery          Share a story</p>	<p>Proud Clouds          Share a story          Maths Morning – Look how far we have come!</p>	<p>Proud Clouds          Share a story          Parent's Picnic</p>