

# Sandford Primary School Curriculum Overview EYFS

Our goal is a nurturing community that expects respect, encourages creativity and embraces aspiration.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>FOCUS DAYS</b>	#hellowyellow Black History Month	Number Day World Book Day Comic Relief Science Week		#hellowyellow Black History Month	Number Day World Book Day Comic Relief Science Week	SPORTS DAY
<b>Learning Powers &amp; British Values</b>	RESPECT COOPERATION  Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY  Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION  TBC	RESPECT COOPERATION  Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY  Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION  TBC
<b>Topic/Theme:</b>	<b>TOYS TODAY TOYS TOMORROW</b>  <b>WHO AM I? LET'S CELEBRATE!</b>		<b>ANIMAL ANTICS</b>  <b>NURTURING NURSES</b>		<b>Life on the Ocean Waves</b>  <b>QUEENS AND QUESTS</b>	
<b>KEY CONCEPTS</b>	IDENTITY UNIQUENESS TRADITION		NURTURE SIMILARITIES DIFFERENCES ASPIRATION		QUEST SUCCESSION POWER	
<b>Possible Themes</b>	All about me – photos Our Local area Autumn Seasonal changes Harvest Family Growing up –generations	Diwali Bonfire Night Christmas/Father Christmas story Christmas around the world Remembrance Day	Winter Seasonal changes Hot and cold places/habitats Chinese New Year Charles Darwin Animals Healthy Living	Pancake Day Easter Lent Mary Seacole, Edith Cavell, Florence Nightingale	Spring-Summer Seasonal changes Local Area Growth and change Planting/Gardening Bristol's Blackbeard, Calico Jack & his Crew Queen Elizabeth II and the Royal family	Planting/Gardening/Spring Jack and the bean stalk Rockpools Mary Anning/Fossils The Queen and the Royal Family London Sports Day
<b>Personal, Social and Emotional Development</b>	See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs.					
	Jigsaw-Being Me in My World	Jigsaw- Celebrating differences	Jigsaw- Dreams and Goals	Jigsaw- Healthy Me!	Jigsaw-Relationships	Jigsaw- Changing Me.
<b>Physical Development (gross motor and fine motor)</b>	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene					
	<ul style="list-style-type: none"> <li>• Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene, toileting, washing hands, drink from a cup, washing up, scrape plates after lunch, peel fruit, open milk carton, use a knife and fork</li> <li>• Be curious to try new foods/eat hot school meals</li> <li>• Learn to sit crossed legged on the floor. Sit at the table with two feet on the floor</li> <li>• Roll a ball to a target</li> <li>• Successfully operate a quad or tricycle</li> <li>• Flat stepping stones</li> <li>• Follow a pathway</li> <li>• Be able to jump and hop, walk upstairs using alternate feet</li> <li>• Walk along the pavement safely</li> <li>• Healthy eating-shared snack time, talk about the importance of sleep</li> <li>• Large scale mark making- chalks/paint brushes/squirt bottles</li> <li>• Free form snips in paper using scissors</li> <li>• Use tweezers</li> <li>• Large construction, fishing</li> <li>• Simple floor puzzles</li> <li>• Light weight hammers/playdough golf tees</li> <li>• Craft punches large</li> <li>• Cutting playdough, magnetic shapes, Velcro food</li> <li>• Develop a tripod grip</li> <li>• With a tool, colour within the lines, draw a circle/enclosed space</li> </ul>	<ul style="list-style-type: none"> <li>• Kick a ball to a target</li> <li>• Operate a balance bike</li> <li>• Operate a bike with stabilisers</li> <li>• Raised stepping stones</li> <li>• Follow a pathway going over and under</li> <li>• Walk along the pavement safely</li> <li>• Use pipettes</li> <li>• Simple floor puzzles</li> <li>• Light weight hammers, playdough golf tees</li> <li>• Weaving large scale</li> <li>• Cutting playdough, magnetic shapes, Velcro food</li> </ul>	<ul style="list-style-type: none"> <li>• Throw and catch a ball</li> <li>• Flat balance beams</li> <li>• Follow a pathway around in and out</li> <li>• Be able to skip</li> <li>• Road safety role play</li> <li>• Teeth brushing, (disclosing tablet!)</li> <li>• Screen time – talk about timers for ipads</li> <li>• Heavy hammers wood and nails</li> <li>• Explore different tools to make marks in materials such as paint/playdough/ sand/cornflour</li> </ul>	<ul style="list-style-type: none"> <li>• Batting and passing a ball.</li> <li>• Operate a scooter</li> <li>• Raised balance beams</li> <li>• Follow a pathway in and out</li> <li>• Be able to skip and climb</li> <li>• Road safety role play</li> <li>• Small scale threading</li> <li>• Be confident mark making/writing using a pencil</li> <li>• Demonstrate a firm tripod grip when using pencils or crayons</li> </ul>	<ul style="list-style-type: none"> <li>• Operate a twin walker</li> <li>• Moving balance beam</li> <li>• Wobble boards</li> <li>• Trim trail rope walk</li> <li>• Follow a pathway involving all skills: over, under, through, around, in and out.</li> <li>• Be able to combine movements of skipping, climbing, moving, jumping, hopping</li> <li>• Cross the road outside of school</li> <li>• Small lego</li> <li>• Sewing- binka</li> <li>• Demonstrate accuracy when cutting around a shape using scissors</li> <li>• Be able to confidently talk about the importance of a healthy diet and the need for exercise</li> <li>• Use tools for a purpose to make marks in/on materials to achieve a desired effect</li> </ul>	<ul style="list-style-type: none"> <li>• Gross Motor Skills</li> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>• Fine Motor Skills</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
<b>Communication and Language (Listening and attention, understanding and speaking)</b>	Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.					

	<ul style="list-style-type: none"> <li>Understanding and obeying class and school rules and expectations.</li> <li>Answer the register, learn how to sign "Good morning..."</li> <li>Join in with stories that contain physical actions eg: We're going on a Bear Hunt.</li> <li>Social phrases – Good morning, please may I go to the toilet, please can I have it after you, yes in a moment.</li> <li>This term we would like to hear them using expert language like: please, thank you, help, first, one, two, three, four, five, six, seven, eight, nine, ten, family, mum, dad, brother, sister, baby, friend, share, sorry, subtitising, count, reception, class, Sandford Primary School, Human, animal, alive.</li> <li>Learn songs/rhymes: alphabet, 1,2,3,4,5, old MacDonald, days of the week, hey diddle diddle, weather song, head shoulders knees and toes, five current buns, five speckled frogs, five little ducks, five little monkeys</li> <li>Poems: rain, rain go away, The sun has got his hat on...</li> </ul>	<ul style="list-style-type: none"> <li>Understanding and obeying class and school rules and expectations.</li> <li>Answer the register learn how to sign "Good afternoon..."</li> <li>Join in with stories that contain physical actions eg: We're going on a Bear Hunt.</li> <li>Social phrases – Good morning, please may I go to the toilet, please can I have it after you, yes in a moment, good afternoon</li> <li>Learn songs/rhymes: alphabet, 1,2,3,4,5, old MacDonald, days of the week, hey diddle diddle, weather song, head shoulders knees and toes, five current buns, five speckled frogs, five little ducks, five little monkeys, if you are happy and you know it.</li> <li>Poems: rain, rain go away, The sun has got his hat on...</li> </ul>	<ul style="list-style-type: none"> <li>Describe where something is using prepositions</li> <li>Using and/because in sentences</li> <li>Ask questions- who, what how, why</li> <li>This term we would like to hear them using expert language like: choose, retell, find information, characters, predict, segment, blend, decode, and, common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to the person speaking, understanding the need to put up their hand to share information</li> <li>Participate in small or larger group discussion</li> <li>Put forward their own ideas and suggestions/thoughts</li> </ul>	<ul style="list-style-type: none"> <li>Stick to the main theme of conversation and respond accordingly</li> <li>Explain their understanding clearly to others within a group</li> <li>Use full, clear sentences when speaking, demonstrating an understanding of past and present tenses</li> <li>Speak confidently to include the use of conjunctions with/without support</li> <li>This term we would like to hear them using expert language like: express, participate, discuss, I can explain my thinking, this is because, past, present moment, before, recently, a while ago, introduce.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking</li> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</li> <li>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.</li> </ul>
<b>Literacy &amp; Comprehension</b>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>					
	<p>Phase 1 Phase 2. s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ss (23 sessions) Discrete teaching: Teach letter sets. Practise all previously learned letters and sounds learned. Briefly practise oral blending and segmentation. Teach blending with letters (blending for reading). Practise blending for reading. Introduce common exception words to/the/i/go/no/into</p> <ul style="list-style-type: none"> <li>Orally retell familiar stories and sequence using pictures</li> <li>Answer simple retrieval questions</li> <li>Writing their name</li> <li>Write words using the correct initial sound</li> </ul> <p>Phase 1/2</p>	<p>Phase 2. s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ss (23 sessions) Discrete teaching: Teach letter sets. Practise all previously learned letters and sounds learned. Briefly practise oral blending and segmentation. Teach blending with letters (blending for reading). Practise blending for reading. Introduce common exception words to/the/i/go/no/into</p> <ul style="list-style-type: none"> <li>Orally retell familiar stories and sequence using pictures</li> <li>Answer simple retrieval questions</li> <li>Writing their name</li> <li>Write words using the correct initial sound</li> </ul> <p>Phase 2</p>	<p>Phase 2. s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ss (23 sessions) Discrete teaching: Teach letter sets. Practise all previously learned letters and sounds learned. Briefly practise oral blending and segmentation. Teach blending with letters (blending for reading). Practise blending for reading. Introduce common exception words to/the/i/go/no/into</p> <ul style="list-style-type: none"> <li>Create a personal narrative- story square</li> <li>Read the common exception words: to/the/i/go/no/into</li> <li>Segment and blend cvc words from phase 2</li> </ul> <p>Phase 2</p>	<p>Phase 2. s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ss (23 sessions) Discrete teaching: Teach letter sets. Practise all previously learned letters and sounds learned. Briefly practise oral blending and segmentation. Teach blending with letters (blending for reading). Practise blending for reading. Introduce common exception words to/the/i/go/no/into</p> <ul style="list-style-type: none"> <li>Read the common exception words: to/the/i/go/no/into</li> <li>Write cvc words from phase 2</li> <li>Describe different elements in stories</li> </ul> <p>Phase 2/3</p>	<p>Phase 3. j/v/w/x/qu/y/z/zz/sh/ch/th/ng /ai/ee/igh/oa/oo/ar/or/ur/ow/oi/air /ear/ure/er(26 sessions) Discrete teaching: Teach phase 3 letters. Practise all previously learned letters and sounds learned. Briefly practise oral blending and segmentation. Teach blending with letters (blending for reading). Practise blending for reading. Teach Common exception words he/she/we/me/was/my/be/you/her /they/all/are</p> <ul style="list-style-type: none"> <li>Predict what might happen next in the story/suggest how a story might end</li> <li>Discuss understanding of new vocabulary within a text</li> <li>Spell words by identifying the sounds and then writing the sound with letters.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Write a simple phrase using their phonic knowledge from phase 2/3</li> <li>Form lower-case and capital letters correctly.</li> <li>Write the common exception words: to/the/i/go/no/into</li> <li>Read a simple sentence containing phase 2 graphemes</li> <li>Read common exception words: he/she/we/me/was/my/be/you/her/they/all/are</li> </ul> <p>Phase 3</p>	<p>Phase 3. — j/v/w/x/qu/y/z/zz/sh/ch/th/ng /ai/ee/igh/oa/oo/ar/or/ur/ow/oi/air /ear/ure/er(26 sessions) Discrete teaching: Teach phase 3 letters. Practise all previously learned letters and sounds learned. Briefly practise oral blending and segmentation. Teach blending with letters (blending for reading). Practise blending for reading. Teach Common exception words he/she/we/me/was/my/be/you/her /they/all/are</p> <p>Phase 4. Learning to read and spell cvc, cvcc words and common exception words through segmenting and blending. (25 sessions) Discrete teaching: Consolidate phase 2/3. Practise all previously learned letters and sounds learned. Briefly practise oral blending and segmentation. Teach blending with letters (blending for reading). Practise blending for reading. Teach Common exception words: said have like so some come were there little one do when out what</p> <p>Comprehension</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> <li>Word Reading</li> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number;</li> <li>Subitise (recognise quantities without counting) up to 5;</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts;</li> <li>Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>					
	<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Count objects, actions and sounds.</li> <li>This term we would like to hear them using expert language like: count, how many, amount, sort, digit, match,</li> </ul> <p><b>NUMBER SENSE</b></p> <ul style="list-style-type: none"> <li>Assess reading of dice patterns (standard patterns).</li> <li>Teach dice patterns not known.</li> <li>Start with numbers 1-3.</li> <li>Sentence stem "I used my eyes and subitised."</li> <li>Ensure children are confident seeing and saying the number of dots without counting. Ensure 80% of class can do with numbers 1-3 before moving on to 4 or 5. Using five frames only. Only start from the left when placing counters. Count counters placed on the five frame before counting on to the five frame.</li> <li>Subitise to 5.</li> </ul>	<ul style="list-style-type: none"> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> <li>Develop fast recognition of up to 5 objects, without having to count them individually ('subitising') Five frames to ten frames</li> </ul> <p><b>NUMBER SENSE</b></p> <ul style="list-style-type: none"> <li>Continue with reading standard dice patterns 1-5.</li> <li>Non-standard dot patterns (sets of 1 to 5 in different arrangements).</li> <li>Use five and ten frames to subitise.</li> <li>Sentence stem "I used my eyes and subitised."</li> <li>"I notice..."</li> <li>"Tell me how you see the ...3?"</li> <li>"I know because I've counted." Consolidate five frame then move to ten frame</li> <li>"Start with a five frame, have 6 counters. Can I put them on?"</li> <li>Add on the other 5 frame and change for a ten frame.</li> <li>"Repeat with numbers to 7</li> <li>Sentence stem "I can see ... counters and</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'</li> <li>This term we would like to hear them using expert language like: add, arrange, pattern, numerals, more than, less than, compare,</li> </ul> <p><b>NUMBER SENSE</b></p> <ul style="list-style-type: none"> <li>Continue with reading standard dice patterns 1-5.</li> <li>Non-standard dot patterns (sets of 1 to 5 in different arrangements).</li> <li>Use five and ten frames to subitise.</li> <li>Dominoes: Encourage children to play with dominoes and to recognise the total number of dots where possible (between 1 and 5 dots).</li> <li>Sentence stem "I used my eyes and subitised."</li> <li>"I notice..."</li> <li>"Tell me how you see the ...3?"</li> <li>"I know because I've counted."</li> </ul>	<ul style="list-style-type: none"> <li>Number bonds (composition of) 10</li> <li>Order numbers to 10</li> <li>Understand the one more/less than and equal to up to 10</li> <li>Continue, copy and create repeating patterns</li> <li>Number patterns up to 10</li> </ul> <p><b>NUMBER SENSE</b></p> <ul style="list-style-type: none"> <li>Continue with reading standard dice patterns 1-5.</li> <li>Non-standard dot patterns (sets of 1 to 5 in different arrangements).</li> <li>Use five and ten frames to subitise.</li> <li>Dominoes: Encourage children to play with dominoes and to recognise the total number of dots where possible (between 1 and 5 dots). Consolidate ten frame using numbers 1-10</li> <li>Sentence stem "I can see ... counters and ... spaces"</li> <li>"I can see the numbers ... and ... hiding in the number ..."</li> <li>Order flashcards to 10.</li> <li>Estimating using the five frame as a base.</li> <li>Show a number on the ten frame. Is it more or less as we know that 5 on the five frame looks like this?</li> <li>Sentence stem "How do you know?"</li> <li>"Tell me what can you see?"</li> </ul>	<ul style="list-style-type: none"> <li>Begin to count beyond 20</li> <li>Odd and even numbers</li> <li>Sharing quantities equally</li> <li>Compare length, weight and capacity. Consolidate numbers on a ten frame</li> <li>Estimating amounts on a ten frame</li> <li>Ordering flashcards to 10</li> <li>Using numicon and balances, explore how to make different numbers.</li> <li>Explore doubling and halving using numicon.</li> <li>Sort and explore odd and even numbers using numicon</li> <li>Have a deep understanding of number to 10, including the composition of each number</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> <li>Numerical Patterns</li> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul> <p><b>NUMBER SENSE</b></p> <ul style="list-style-type: none"> <li>Continue with reading standard dice patterns 1-5. Introduce 6.</li> <li>Non-standard dot patterns (sets of 1 to 6 in different arrangements).</li> <li>Use five and ten frames to subitise.</li> <li>Dominoes: Encourage children to play with dominoes and to recognise the total number of dots where possible (between 1 and 6 dots).</li> <li>Sentence stem "I used my eyes and subitised."</li> </ul>	<ul style="list-style-type: none"> <li>Using numicon and balances, explore how to make different numbers.</li> <li>Explore doubling and halving using numicon.</li> <li>Sort and explore odd and even numbers using numicon</li> <li>Have a deep understanding of number to 10, including the composition of each number</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> <li>Numerical Patterns</li> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul> <p><b>NUMBER SENSE</b></p> <ul style="list-style-type: none"> <li>Continue with reading standard dice patterns 1-5. Introduce 6.</li> </ul>
<b>Understanding the World (Past and Present) People, Culture and Communities (The Natural World)</b>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Draw information from a simple map.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside.</li> </ul>					

	<ul style="list-style-type: none"> <li>• Talk about Summer, observe seasons and discuss changes</li> <li>• Talk about and name and represent people in their immediate family</li> <li>• Wellie walk linked to 'Bear Hunt' – draw a map</li> <li>• Name our school</li> <li>• Explore our local area</li> <li>• Journey sticks</li> <li>• Talk about members of their immediate family and community.</li> <li>• Explore different roles within society-invite people in from our local community</li> <li>• Name and describe familiar roles of people within their community</li> <li>• Identify the weather</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about Autumn observe seasons and discuss changes</li> <li>• Compare toys from the past to present day</li> <li>• Fireworks</li> <li>• Diwali celebrations</li> <li>• Christmas</li> <li>• Remembrance Day</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about Winter observe seasons and discuss changes</li> <li>• Animals and habitats</li> <li>• Hot and cold places</li> <li>• Walk to the shop to post their letter to Father Christmas to say thank you</li> <li>• draw a map</li> <li>• Playing with ice, making ice and thawing ice</li> <li>• Easter -Chocolate cooking, solid and liquid</li> <li>• Baking</li> <li>• Shrove Tuesday</li> <li>• Easter</li> <li>• Chinese new year</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about Spring observe seasons and discuss changes</li> <li>• Studying wildlife, making observations and drawings</li> <li>• Talk about/explain changing states of matter (through experiments)- what do they notice?</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about Summer observe seasons and discuss changes</li> <li>• Contrast between Sandford and Weston</li> <li>• Contrast between Sandford and London</li> <li>• Visit to Thatcher's- draw a map</li> </ul>	<p>Past and Present</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• People, Culture and Communities</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <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> <li>• The Natural World</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<b>Expressive Arts and Design. (Creating with Materials. Being Imaginative &amp; Expressive)</b>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.</p> <p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.</p>					
	<ul style="list-style-type: none"> <li>• How to build a wall using the foam bricks</li> <li>• Explore colour and mixing using powder paints</li> <li>• 3D -Playdough</li> <li>• Performance-join in with familiar songs, stories rhymes and poems</li> <li>• Music-movement in response to music played</li> <li>• Draw- Line and pencil</li> <li>• Use props as part of their imaginative play</li> <li>• Explore mark making techniques</li> <li>• Painting freely with brushes</li> <li>• This term we would like to hear them using expert language like: make, build, create, cut, stick, mark, dab, press, print, pretend, act, retell</li> </ul>	<ul style="list-style-type: none"> <li>• Draw freely with a purpose in mind</li> <li>• Printing using fruit/vegetables</li> <li>• Performance-take part in a group performance</li> <li>• Music-movement in response to music played</li> <li>• Retell a familiar story in their own words</li> <li>• Use shapes to represent objects/props during play</li> <li>• Make and mould malleable resources</li> <li>• Explore instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Use drawing to represent ideas</li> <li>• Painting with different tools- sponges/utensils</li> <li>• Creating our own music and record it on the ipad</li> <li>• Take part in story square activities</li> <li>• Make and create their own props for play</li> <li>• Manipulate, shape and connect materials – malleable/cut and stick resources</li> <li>• Sing in a small group</li> <li>• Play an instrument to a beat</li> <li>• This term we would like to hear them using expert language like: design, join, slot, follow instructions, plan, connect, develop ideas, mix, thread, imagine, props, give instructions, perform</li> </ul>	<ul style="list-style-type: none"> <li>• Painting - still life</li> <li>• Use shape and colour to represent ideas through drawing/model making</li> <li>• Creating our own music and record it on the ipad</li> <li>• Design and describe their own picture/model/prop</li> <li>• Tell and act out their own stories through story square activities</li> <li>• Sing and dance in a group</li> <li>• Play an instrument with increasing control</li> </ul>	<ul style="list-style-type: none"> <li>• 3D -Clay modelling</li> <li>• Sculpting</li> <li>• Textiles</li> <li>• Perform with music and dance</li> <li>• Express feelings in response to music</li> <li>• Design and adapt and refine own creations and explain their reasonings</li> </ul>	<p>Creating with Materials</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> <li>• Being Imaginative and Expressive</li> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

# Sandford Primary School Curriculum Overview KS1

Our goal is a nurturing community that expects respect, encourages creativity and embraces aspiration.

	ASHTON: Year A			ASHTON: Year B			BRAEBURN: Year A			BRAEBURN: Year B		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
<b>FOCUS DAYS</b>	#hellowyellow Black History Month	Number Day World Book Day Comic Relief Science Week	SPORTS DAY	#hellowyellow Black History Month	Number Day World Book Day Comic Relief Science Week	SPORTS DAY	#hellowyellow Black History Month	Number Day World Book Day Comic Relief Science Week	SPORTS DAY	#hellowyellow Black History Month	Number Day World Book Day Comic Relief Science Week	SPORTS DAY
<b>Learning Powers &amp; British Values</b>	RESPECT COOPERATION  Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY  Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION  TBC	RESPECT COOPERATION  Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY  Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION  TBC	RESPECT COOPERATION  Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY  Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION  TBC	RESPECT COOPERATION  Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY  Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION  TBC
<b>English - WRITING</b>	Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument	Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument	Openings & Endings Settings Information	Character Recount (newspaper) Explanation	Action Balanced Argument	Openings & Endings Settings Recount (newspaper)	Character Information Explanation	Action Balanced Argument
<b>READING</b>	literal retrieval: multiple choice/ straight forward responses  discuss the significance of the title and events			literal retrieval: multiple choice/ straight forward responses  discuss the significance of the title and events			retrieval: matching up info/ order events/ info in a table  prediction – what might happen on the basis of what has been read  inference based on what is being said and done			retrieval: matching up info/ order events/ info in a table  prediction – what might happen on the basis of what has been read  inference based on what is being said and done		
<b>KEY HISTORICAL CONCEPTS</b>	IDENTITY UNIQUENESS TRADITION	GROWTH SIMILARITIES DIFFERENCES ASPIRATION	ACHIEVEMENT RESISTANCE JUSTICE	IDENTITY UNIQUENESS TRADITION	NURTURE SIMILARITIES DIFFERENCES ASPIRATION	QUEST SUCCESSION POWER	INVENTION DIVERSITY TECHNOLOGY	NURTURE INVASION SUSTAINABILITY	LEGACY RESILIENCE ASPIRATION	LEGACY RESILIENCE ASPIRATION	DISASTER LOSS CHARITY	POWER TYRRANY SUCCESSION
<b>History</b>	<b>TOYS TODAY TOYS TOMORROW</b>  What type of toys are played with the most?  Changes within living memory - related to personal history	<b>ANIMAL ANTICS</b> (David Attenborough)  Why is he so passionate about sharing the stories about our planet?  Events beyond living memory, contributing to national achievement	<b>LIFE ON THE OCEAN WAVES</b> (Victorian Seaside Fun Maya Gabeira - Brazilian Surfer Mary Anning)  What challenges did Mary Anning face?  Significant individual, national figure (think about gender equality)	<b>WHO AM I? LET'S CELEBRATE!</b>  Our Family Tree - personal history  What makes my family special?  Changes within living memory - related to personal history	<b>NURTURING NURSES</b> (Mary Seacole, Edith Cavell, Florence Nightingale)  Why was she known as the Lady with the Lamp?  Events beyond living memory, contributing to national achievement	<b>QUEENS AND QUESTS</b> (Queen Elizabeth II and the royal family)  Why a King next?  Significant individual, national figure (think about gender equality)	<b>BRISTOL BREAKTHROUGHS</b> How did Bristol become the city it is today?  Brunel, Suspension Bridge, SS Great Britain and current engineers shaping Bristol  HISTORY: History of our locality - significant events, people, places	<b>POLES APART</b> How could you survive at the Poles?  Expeditions: eg. Shackleton/ Ann Bancroft, melting ice caps, life in the Arctic Circle  HISTORY: Events beyond living memory, contributing to international achievement, Significant individual, international figure (think about gender equality)	<b>OLYMPIC ACHIEVEMENT</b> How does sport overcome barriers?  History of the Olympics, restrictions in place (ie. gender/race), specific individuals including paralympians  HISTORY: Events beyond living memory, contributing to international achievement, Significant individual, international figure (think about gender equality)	<b>AERONAUTIC EXPLORERS</b> How has flight changed over time?  Development of flight, focusing on key individuals  HISTORY: Events beyond living memory, contributing to international achievement	<b>WE'RE ROAMING IN THE RAINFOREST</b> Why are rainforests so important?  Structure of rainforests and their impact on the World, including deforestation  Focus on David Attenborough or Adeline Tiffanie Suwana  HISTORY: Significant individual, international figure (think about gender equality)	<b>AXBRIDGE: THE HEART OF A TOWN</b> What makes a town special?  UK geography, map and compass skills, how Axbridge has changed over time (buildings and Town Square)  HISTORY: History of our locality - significant events, people, places
<b>Geography</b>	<b>GEOGRAPHY SKILLS AND FIELDWORK:</b> Our Local Area	<b>WEATHER:</b> What is Weather? Our Frozen Planet  <b>PLACE KNOWLEDGE:</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting UK location.	<b>LOCATIONAL KNOWLEDGE:</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  <b>GEOGRAPHY SKILLS AND FIELDWORK:</b> Use simple compass directions	<b>GEOGRAPHY SKILLS AND FIELDWORK:</b> Our Local Area	<b>LOCATIONAL KNOWLEDGE:</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  <b>GEOGRAPHY SKILLS AND FIELDWORK:</b> Use simple compass directions	<b>WEATHER:</b> What is Weather? Weather Dangers (dangerous/adverse weather) in the context of the UK weather.  <b>PLACE KNOWLEDGE:</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting UK location.	<b>GEOGRAPHY:</b> Name, locate and identify characteristics of UK countries, capital cities and seas [Map and compass reading skills]	<b>GEOGRAPHY:</b> Name and locate world's seven continents and five oceans. Understand geographical similarities / differences through studying the human and physical geography of a small area of UK and a contrasting non-European country  <b>POLES APART</b> (Shackleton's Expedition to Antarctic / Melting ice caps)	<b>GEOGRAPHY:</b> Name and locate world's seven continents and five oceans	<b>GEOGRAPHY:</b> Name and locate world's seven continents and five oceans	<b>GEOGRAPHY:</b> Understand geographical similarities / differences through studying the human and physical geography of a small area of UK and a contrasting non-European country	<b>GEOGRAPHY:</b> Name, locate and identify characteristics of UK countries, capital cities and seas [Map and compass reading skills]
<b>Science</b>	Y1 Animals, including humans	Y1 Plants	Y1 Materials Y1 Seasonal Changes	Y1 Animals, including humans	Y1 Plants	Y1 Materials Y1 Seasonal Changes	Y2 Uses of Everyday Materials	Y2 Living Things and their habitats Y2 Plants	Y2 Animals, including humans	Y2 Uses of Everyday Materials	Y2 Living Things and their habitats Y2 Plants	Y2 Animals, including humans
<b>RE</b>	Friendship	Easter & Suprises	Religion & Rituals	Gifts & Giving	Places of Worship	Caring for Others	Rules & Routines	Nature & God	Ceremonies	Light & Dark	Places of Worship	Beginnings & Endings
<b>Computing</b>	Online Safety  Connecting systems and networks  Digital painting	Online Safety  Programming Block  Data and information	Online Safety  Creating Media  Programming Block B	Online Safety  Connecting systems  Creating Media	Online Safety  Programming Block A  Data and information	Online Safety  Creating Media  Programming Block B	Online Safety  Connecting systems and networks (Yr 1)  Creating Media (Yr 1)	Online Safety  Programming Block A (Yr 1)  Data and information (Yr 1)	Online Safety  Creating Media (Yr 1)  Programming Block B (Yr 1)	Online Safety  Connecting systems and networks (Yr 2)  Creating Media (Yr 2)	Online Safety  Programming Block A (Yr 2)  Data and information (Yr 2)	Online Safety  Creating Media (Yr 2)  Programming Block B (Yr 2)
<b>PSHE / RSE</b>	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me
<b>ART</b>	Painting and Collage - colour/shape/ pattern Painters & Craftspeople	Drawing and Sculpture - line/texture/ form Illustrators & Sculptors	Printing and Textiles - pattern/colour/ texture Printmakers & Craftspeople	Painting and Collage - colour/shape/ pattern Painters & Craftspeople	Drawing and Sculpture - line/texture/ form Illustrators & Sculptors	Printing and Textiles - pattern/colour/ texture Printmakers & Craftspeople	Drawing and Collage - texture/colour/ line/texture/ tone Illustrators & Architects	Painting and Printing - shape/pattern/ texture/tone Painters & Printmakers	Sculpture and Digital - shape/form/ space/ Artists & Sculptors	Drawing and Collage - texture/colour/ line/texture/ tone Illustrators & Architects	Painting and Printing - shape/pattern/ texture/tone Painters & Printmakers	Sculpture and Digital - shape/form/ space/ Artists & Sculptors
<b>DT</b>	<b>NUTRITION</b> (Gingerbread Men)	<b>MECHANISMS</b> Seasons wheel (Paper/card.)	<b>TEXTILES</b> Tressure Map (Binka)	<b>CONSTRUCTION</b> ( Xmas decoration)	<b>MECHANISMS</b> 3D castle with drawbridge (cardboard)	<b>NUTRITION</b> (Healthy Picnic)	<b>Construction</b> (technical knowledge focus) assemble, join and combine materials, components or ingredients	<b>Textiles</b> demonstrate how to cut, shape and join fabric to make a simple product	<b>Cooking &amp; Nutrition</b> use the basic principles of a healthy and varied diet to prepare dishes, and understand where food comes from	<b>Construction</b> (technical knowledge focus) assemble, join and combine materials, components or ingredients	<b>Textiles</b> demonstrate how to cut, shape and join fabric to make a simple product	<b>Cooking &amp; Nutrition</b> use the basic principles of a healthy and varied diet to prepare dishes, and understand where food comes from
<b>PE</b>	Personal, Social  Kings Leisure GAMES sessions	Cognitive, Creative  Kings Leisure GAMES sessions	Physical, Health & Fitness  Kings Leisure GAMES sessions	Personal, Social  Kings Leisure GAMES sessions	Cognitive, Creative  Kings Leisure GAMES sessions	Physical, Health & Fitness  Kings Leisure GAMES sessions	Personal, Social  Kings Leisure GAMES sessions	Cognitive, Creative  Kings Leisure GAMES sessions	Physical, Health & Fitness  Kings Leisure GAMES sessions	Personal, Social  Kings Leisure GAMES sessions	Cognitive, Creative  Kings Leisure GAMES sessions	Physical, Health & Fitness  Kings Leisure GAMES sessions
<b>MUSIC</b>	*All About Me *Journeys & Adventures Nativity	*Out & About *Growth	*Habitats *Out of this World (Space)	*Me (OS) *My Stories (OS) Nativity	*Everyone (OS) *Our World (OS)	*Big Bear Funk (OS) *Reflect, Rewind, Replay (OS)	Hey You (OS)  Nativity	Rhythm in the Way we Walk (OS)  In the Groove (OS)	Summer Sing NSMS  Reflect, Rewind, Replay (OS - Year 1)	Hands, Feet, Heart (OS)  Nativity	I wanna Play in a Band (OS)  Zootime (OS)	Friendship (OS)  Reflect, Rewind, Replay (OS - Year 2)

# Sandford Primary School Curriculum Overview KS2

Our goal is a nurturing community that expects respect, encourages creativity and embraces aspiration.

	REDSTREAK: Year A			REDSTREAK: Year B			HASTING: Year A			HASTING: Year B			DABINETT: Year A			DABINETT: Year B		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
<b>FOCUS DAYS</b>	#hellowyellow Black History Month	Number Day World Book Day Comic Relief Science Week	SPORTS DAY	#hellowyellow Black History Month	Number Day World Book Day Comic Relief Science Week	SPORTS DAY	#hellowyellow Black History Month	Number Day World Book Day Comic Relief Science Week	SUMMER SHOW SPORTS DAY	#hellowyellow Black History Month	Number Day World Book Day Comic Relief Science Week	SUMMER SHOW SPORTS DAY	#hellowyellow Black History Month	Number Day World Book Day Comic Relief Science Week	SUMMER SHOW SPORTS DAY	#hellowyellow Black History Month	Number Day World Book Day Comic Relief Science Week	SUMMER SHOW SPORTS DAY
<b>Learning Powers &amp; British Values</b>	RESPECT COOPERATION Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION TBC	RESPECT COOPERATION Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION TBC	RESPECT COOPERATION Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION TBC	RESPECT COOPERATION Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION TBC	RESPECT COOPERATION Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION TBC	RESPECT COOPERATION Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION TBC
<b>English - WRITING</b>	Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument	Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument	Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument	Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument	Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument	Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument
<b>READING</b>	inference, including characters' feelings, thoughts and motives from their actions and choice of vocab  use of words/ similes/ metaphors – identification, then why used & the meaning behind  identifying main ideas drawn from more than			inference, including characters' feelings, thoughts and motives from their actions and choice of vocab  use of words/ similes/ metaphors – identification, then why used & the meaning behind  identifying main ideas drawn from more than			inference & deduction of characters' feelings, thoughts and motives with explanations  providing evidence, from the text (3 mark question)  identifying how structure and presentation contribute to meaning			inference & deduction of characters' feelings, thoughts and motives with explanations  providing evidence, from the text (3 mark question)  identifying how structure and presentation contribute to meaning			author's language – effect on the reader and specific choice & meaning  mood created in poetry  compare and contrast within and across texts			author's language – effect on the reader and specific choice & meaning  mood created in poetry  compare and contrast within and across texts		
<b>KEY HISTORICAL CONCEPTS</b>	POWER GROWTH EMPIRE	SETTLEMENT CULTURE SUCCESSION	SURVIVAL INVENTION TECHNOLOGY	INVASION RESISTANCE LEGACY	SETTLEMENT BELIEF CULTURE	SACRIFICE LEGACY COMMUNITY	CIVILIZATION SOCIETY RITUAL	INVASION CONSEQUENCE POWER TYRANNY	DIVERSITY JUSTICE INDUSTRY	CIVILIZATION SOCIETY RITUAL CULTURE	INVASION RESISTANCE TYRRANY	INDUSTRY ADAPTATION SUSTAINABILITY	SOCIETY DEMOCRACY LEGACY	JUSTICE PRIVILEGE CHARITY INDUSTRY	CIVILIZATION SACRIFICE RITUAL ALLIANCE	INVASION BELIEF EMPIRE	DISASTER LOSS RESILIENCE ADAPTATION	EMPIRE DIVERSITY JUSTICE
<b>History</b>	EGOS & EMPIRES Why did the Romans create an empire?  Julius Caesar's Invasion The Roman Empire by AD 42	POWERFUL PICTS & SAVAGE SCOTS Should the Romans have left Britain? How did Scottish culture differ from Roman Britain?  Roman withdrawal, Scots invasions from Ireland to North Britain	STICKS & STONES How has technology changed the lives of humans?  Late Neolithic, Bronze Age religion, technology & travel	RULERS & REBELS What have the Romans ever done for us?  Claudius's Invasion - inc. Hadrian's Wall British Resistance - Bouicca	SETTLE DOWN SAXONS! Why did the Anglo Saxons convert to Christianity?  Anglo Saxon Invasions, settlements, kingdoms, art, culture	LET'S IRON THINGS OUT How did Iron Man and Woman create a lifestyle?  Iron Age hill forts, tribal kingdoms, farming, art, culture	DIGGING FOR DRAGON BONES Why were the Oracle Bones so significant?  SHANG DYNASTY	PAGANS, PILLAGERS & PUNISHMENTS What can we learn from Danelaw?  Further invasions, Danegald, Law & Justice, Edward the Confessor up to 1066	BRISTOL'S BLACK HISTORY Why was Colston pulled down?  range of links to National History reflected in locality	WALK LIKE AN EGYPTIAN What makes a civilization thrive?  ANCIENT EGYPT	VICIOUS VIKINGS Were the Vikings really vicious?  Viking raids and invasion, Resistance by Alfred the Great and Athelstan, first king of England	ON THE RIGHT TRACK! How has the Strawberry Line shaped our locality?  range of links to National History reflected in locality	VASES, VOTES & VICTORIES How has Ancient Greece influenced the western world?  Homer Olympic Games Democracy Famous Greeks	POVERTY IS THE PARENT OF REVOLUTION & CRIME Why were there clear class differences in the Victorian era?  British History Beyond 1066 Social history - VICTORIANS	SPIRITS & SACRIFICES Why was worship so important to the Aztecs?  Non-European Society from AD900 AZTECS	BATTLES & BELIEFS What was the Ancient Greeks' biggest achievement?  Athens, Sparta battles between city states, Trojan War, Gods & Goddesses	WHO DO YOU THINK YOU ARE KIDDING MR. HITLER? Why was World War 2 such a significant turning point in British History? British History Beyond 1066 Modern British History BATTLE OF BRITAIN	SHAME ON US Why did the art of Benin challenge the world's perception of African Art?  Non-European Society from AD900 BENIN (West Africa)
<b>Geography</b>	Compass Directions/language Map symbols and landmarks Countries (inc. European countries) Study of a place in Europe Rivers - Water Cycle						Contours and physical features Continents/oceans&seas/counties & major cities in UK and Europe Study of a place in UK Mountains, Volcanoes, Earthquakes						Latitude, longitude, equator, tropics, time zones, climate zones Compare contrasting location in UK with North/South Americas Study of a place in North/South America biomes and vegetation belts					
<b>Science</b>	Y3 Plants Y3&4 Animals	Y3 Light Y4 States of Matter	Y3 Rocks Y3 Magnets	Y3 Plants Y3 Animals	Y3 Light Y4 States of Matter	Y3 Rocks Y3 Magnets	Y5 Life Cycles/Reproduction Y5 Human Growth	Y4 Sound Y4&6 Electricity	Y4 Habitats Y5 Properties & Changing Materials	Y5 Life Cycles/Reproduction Y5 Human Growth	Y4 Sound Y4&6 Electricity	Y4 Habitats Y5 Properties & Changing Materials	Y5 Forces Y5 Earth & Space	Y6 Living Things & Their Habitats Y6 Evolution & Inheritance Y6 Animals including Humans Y6 Light	Y6 Health/Diet/ Circulation System	Y5 Forces Y5 Earth & Space	Y6 Living Things & Their Habitats Y6 Evolution & Inheritance Y6 Animals including Humans Y6 Light	Y6 Health/Diet/ Circulation System
<b>RE</b>	Remembering Faith Founders	Saints & Heroes	Encounters	Remembering Faith Founders	Saints & Heroes	Encounters	Expressions of Faith	Pilgrimage	Our World	Faith in Action	Our World	Pilgrimage	Justice & Freedom	Living a Faith	Hopes & Visions	Justice & Freedom	Living a Faith	Hopes & Visions
<b>Computing</b>	Online Safety Connecting systems and networks Creating Media	Online Safety Programming Block A Branching databases	Online Safety Creating Media Programming Block A	Online Safety Connecting systems and networks Creating Media	Online Safety Programming Block B Data and information	Online Safety Creating Media Programming Block B	Online Safety Connecting systems and networks Creating Media	Online Safety Programming Block A Data and information	Online Safety Creating Media Programming Block A	Online Safety Connecting systems and networks Creating Media	Online Safety Programming Block B Data and information	Online Safety Creating Media Programming Block B	Online Safety Connecting systems and networks Creating Media	Online Safety Programming Block 5A Data and information	Online Safety Creating Media Programming Block 6A	Online Safety Connecting systems and networks Creating Media	Online Safety Programming Block 5B Data and information	Online Safety Creating Media Programming Block 6A
<b>PSHE / RSE</b>	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me
<b>ART</b>	Drawing and Painting - line/tone/ colour Illustrators & Painters	Digital, Collage and Printing - texture/pattern/shape Printmakers & Craftspeople	Sculpture and Textiles - texture/form/colour Sculptors, Architects & Designers	Drawing and Painting - line/tone/ colour Illustrators & Painters	Digital, Collage and Printing - texture/pattern/shape Printmakers & Craftspeople	Sculpture and Textiles - texture/form/colour Sculptors, Architects & Designers	Drawing, Painting and Modelling - line/tone /colour/form/shape Illustrators, Painters & Sculptors	Textiles and Printing - all visual/tactile elements Printmakers & Craftspeople	Drawing, Sculpture and Digital - texture/ space/pattern Designers, Architects & Photographers	Drawing, Painting and Modelling - line/tone /colour/form/shape Illustrators, Painters & Sculptors	Textiles and Printing - all visual/tactile elements Printmakers & Craftspeople	Drawing, Sculpture and Digital - texture/ space/pattern Designers, Architects & Photographers	Drawing, Painting and Sculpture - all visual/tactile elements Range of artists and designers	Digital, Painting and Sculpture - all visual/tactile elements Range of artists and designers	Drawing, Painting and Sculpture - all visual/tactile elements Range of artists and designers	Drawing, Painting and Sculpture - all visual/tactile elements Range of artists and designers	Digital, Painting and Sculpture - all visual/tactile elements Range of artists and designers	
<b>DT</b>	Structures/Mechanics - Roman Catapult Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures. They understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).	Mechanics - Pop-up book (All about Anglo-Saxons) They understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).	Textiles - Sewing a Stone Age Bag Use textiles, according to their functional properties and aesthetic qualities.  Food - Stone Age Banquet Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Structures - Roman houses/buildings Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Textiles - Design own stone age weapon/tool Use textiles, according to their functional properties and aesthetic qualities.	Printing: Erupting Volcanoes Experiment with a range of media by overlapping and layering in order to create texture, effect and colour; line, pattern, texture, colour, printing ink, polystyrene, printing tiles, inking rollers.	Sculptors: EGYPTIAN HEAD STATUES Use knowledge and understanding in this strand: line, pattern, texture, colour, printing ink, polystyrene, printing tiles, inking rollers.	Printing: VIKING SHIELDS. Use knowledge and understanding in this strand: line, pattern, texture, colour, printing ink, polystyrene, printing tiles, inking rollers.	Textiles: TRAIN CUSHIONS Use knowledge and understanding in this strand: line, pattern, texture, colour, printing ink, polystyrene, printing tiles, inking rollers.	Pulleys: GREEK CRANES & CATAPULTS Understand and use mechanical systems	Textiles: VICTORIAN RAG RUGS Use textiles, according to their functional properties and aesthetic qualities.	Nutrition: HEALTHY LIVING Principles of a healthy and varied diet Understand seasonality, . Sculpture: AZTEC ARCHITECTURE Strengthen, stiffen and reinforce more complex structures.	Sculpture: GREEK MYTHICAL CREATURE strengthen and reinforce more complex structures.	Textiles: HAND PUPPET Use textiles, according to their functional properties and aesthetic qualities.	Nutrition: HEALTHY LIVING Principles of a healthy and varied diet seasonality, . Sculpture: MOTORIZED WINDMILL electrical systems in their products			
<b>PE</b>	Personal, Social  Kings Leisure GAMES sessions	Cognitive, Creative  Kings Leisure GAMES sessions	Physical, Health & Fitness  Kings Leisure GAMES sessions	Personal, Social  Kings Leisure GAMES sessions	Cognitive, Creative  Kings Leisure GAMES sessions	Physical, Health & Fitness  Kings Leisure GAMES sessions	Personal, Social  Kings Leisure GAMES sessions	Cognitive, Creative  Kings Leisure GAMES sessions	Physical, Health & Fitness  Kings Leisure GAMES sessions	Personal, Social  Kings Leisure GAMES sessions	Cognitive, Creative  Kings Leisure GAMES sessions	Physical, Health & Fitness  Kings Leisure GAMES sessions	Personal, Social  Kings Leisure GAMES sessions	Cognitive, Creative  Kings Leisure GAMES sessions	Physical, Health & Fitness  Kings Leisure GAMES sessions	Personal, Social  Kings Leisure GAMES sessions	Cognitive, Creative  Kings Leisure GAMES sessions	Physical, Health & Fitness  Kings Leisure GAMES sessions
<b>Languages</b>	Language Angels Core Vocabulary & Phonetics (Y3) I'm Learning French (Y3)	Language Angels Presenting Myself (Y4) Family (Y4)	Language Angels Animals (Y3) At the Café (Y4)	Language Angels Core Vocabulary & Phonetics (Y3) I'm Learning French (Y3)	Language Angels Presenting Myself (Y4) Family (Y4)	Language Angels Animals (Y3) At the Café (Y4)	Language Angels The Classroom (Y4) Goldilocks (Y4)	Language Angels Do you have a pet? (Y5) What is the date? (Y5)	Language Angels The weather (Y5) Clothes (Y5)	Language Angels The Classroom (Y4) Goldilocks (Y4)	Language Angels Do you have a pet? (Y5) What is the date? (Y5)	Language Angels The weather (Y5) Clothes (Y5)	Language Angels Verbs & Grammar (Y6) The Olympics OR Habitats (Y5)	Language Angels At School (Y6) The Weekend (Y6)	Language Angels Healthy Lifestyles (Y6) The Planets (Y6)	Language Angels Verbs & Grammar (Y6) The Olympics OR Habitats (Y5)	Language Angels At School (Y6) The Weekend (Y6)	Language Angels Healthy Lifestyles (Y6) The Planets (Y6)
<b>MUSIC</b>	*Let Your Spirit Fly (OS) Christmas Carol Service	*Three Little Birds (OS) Raise the Roof - NSMS *Composing using Your Imagination (NMC)	*Mamma Mia (OS) Christmas Carol Service	*Stop (OS) Raise the Roof - NSMS *Connecting Notes & Feelings (NMC)	Mama Mia Christmas Carol service Whole school singing	Stop Living on a prayer Whole school singing	Summer production Whole school singing	Learning more musical styles Christmas Carol service Whole school singing	Fresh Prince of Bell Air Interesting time signatures	Summer production Whole school singing	*Dancing in the Street (OS) *Happy (OS) Christmas Carol Service	*Exploring Key & Time Signatures (NMC) *Introducing Chords (NMC) Churchill Makes Music (NSMS)	Summer Production Churchill Makes Music (NSMS) *Words, Meaning & Expression (NMC)	*Getting Started with Music Tech (NMC) *Emotions & Musical Styles (NMC) Christmas Carol Service	*Gaining Confidence through Performance (NMC) *Exploring Notation Further (NMC) Churchill Makes Music (NSMS)	Summer Production Churchill Makes Music (NSMS) *Using Chords & Structure (NMC)		