Text

Description automatically generated with low confidence STOW ON THE WOLD PRIMARY SCHOOL

EYFS/KS1 Curriculum Overview

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|  | Class One (R/Y1) | | | | | | | | | | | | | | | | | | | | | |
| Cycle A | | | | | | | | | | | Cycle B | | | | | | | | | | |
| Autumn | | | Spring | | | | Summer | | | | Autumn | | | | | Spring | | | Summer | | |
| Topic | All About Me | Toy Box | | Home Sweet Home | | | Fur, Feet and Feathers | Into the Woods | | | Dinosaur Roar | Marvellous Me | | | Material World | | Frozen | | Gardener’s World | Hot Places | | Buckets and Spades |
| EYFS Reading | ***Word Reading***: Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother. ***Reading for Pleasure:***  Listen to stories with increasing attention and recall. Anticipate key events and phrases in rhymes and stories. ***Reading Comprehension***: Understand the five key concepts about 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; page sequencing Engage in extended conversations about stories learning new vocabulary. ***Group Discussion***: Listen to and join in with stories and poems, one-to-one and also in small groups. Join in with repeated refrains in rhymes and stories. Use intonation, rhythm and phrasing to make the meaning clear to others. Develop preference for forms of expression. | | | ***Word Reading***: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. ***Reading for Pleasure:***  Enjoy an increasing range of books. Follow a story without pictures or props. ***Reading Comprehension***: Re-read what they have written to check that it makes sense. 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. ***Group Discussion***: Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about stories to build familiarity and understanding. Learn new vocabulary. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Play cooperatively as part of a group to develop and act out a narrative. | | | | ***Word Reading***: Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ***Reading for Pleasure:***  Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. ***Reading Comprehension***: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ***Group Discussion***: 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; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers*.* | | | | ***Word Reading***: Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother. ***Reading for Pleasure:***  Listen to stories with increasing attention and recall. Anticipate key events and phrases in rhymes and stories. ***Reading Comprehension***: Understand the five key concepts about 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; page sequencing Engage in extended conversations about stories learning new vocabulary. ***Group Discussion***: Listen to and join in with stories and poems, one-to-one and also in small groups. Join in with repeated refrains in rhymes and stories. Use intonation, rhythm and phrasing to make the meaning clear to others. Develop preference for forms of expression. | | | | | ***Word Reading***: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. 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Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Play cooperatively as part of a group to develop and act out a narrative. | | | ***Word Reading***: Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ***Reading for Pleasure:***  Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. ***Reading Comprehension***: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ***Group Discussion***: 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; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers*.* | | |
| Y1 Reading | Apply phonic knowledge to decode regular words  Apply phonic knowledge to attempt to read some common irregular words  Respond with increasing confidence and accuracy, giving the correct sound to graphemes for some of the 40+ phonemes, including, where applicable, alternative sounds for graphemes.  Read and understand simple sentences.  Demonstrate a pleasure in reading and a motivation to read.  Listen whilst others read to them and show understanding.  Simply retell familiar stories.  Recognise and join in with predictable phrases in a text.  Check that a text makes sense to them as they read and begin to self-correct.  Join in discussions about a text. | | | Respond with increasing confidence and accuracy, giving the correct sound to graphemes for some of the 40+ phonemes, including, where applicable, alternative sounds for graphemes. Blend sounds in unfamiliar words using the GPCs that they have been taught. Read several common exception words. Read words containing taught GPCs. Read texts that are consistent with their developing phonic knowledge. Re-read texts to build up fluency and confidence in word reading. Continue to demonstrate a pleasure in reading and a motivation to read. Link what they have read or hear read to their own experiences. Listen to and discuss a wide range of fiction, non-fiction and poetry. Retell familiar stories in increasing detail. Recite simple poems by heart. Discuss word meaning and link new meanings to those already known. Check that a text makes sense to them as they read. Predict what might happen on the basis of what has been read so far. Begin to make simple inferences. Join in discussions about a text, take turns and listen to what others say. | | | | Blend sounds in unfamiliar words using the GPCs that they have been taught. Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in words. Read words containing taught GPCs. Read words containing -s, -es, -ing, -ed aand -est endings. Read words with contractions, eg I’m, I’ll, I’m, we’ll. Read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words. Re-read texts to build up fluency and confidence in word reading. Continue to demonstrate a pleasure in reading and a motivation to read. Link what they have read or hear read to their own experiences. Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. Retell familiar stories in increasing detail. Recite simple poems by heart. Discuss word meaning and link new meanings to those already known. Check that a text makes sense to them as they read and be able to self correct. Predict what might happen on the basis of what has been read so far. Begin to make simple inferences. Discuss the significance of titles and events. Join in discussions about a text, take turns and listen to what others say. Discuss their reading preferences, including favourite authors and genres. | | | | Apply phonic knowledge to decode regular words  Apply phonic knowledge to attempt to read some common irregular words  Respond with increasing confidence and accuracy, giving the correct sound to graphemes for some of the 40+ phonemes, including, where applicable, alternative sounds for graphemes.  Read and understand simple sentences.  Demonstrate a pleasure in reading and a motivation to read.  Listen whilst others read to them and show understanding.  Simply retell familiar stories.  Recognise and join in with predictable phrases in a text.  Check that a text makes sense to them as they read and begin to self-correct. Join in discussions about a text. | | | | | Respond with increasing confidence and accuracy, giving the correct sound to graphemes for some of the 40+ phonemes, including, where applicable, alternative sounds for graphemes. Blend sounds in unfamiliar words using the GPCs that they have been taught. Read several common exception words. Read words containing taught GPCs. Read texts that are consistent with their developing phonic knowledge. Re-read texts to build up fluency and confidence in word reading. Continue to demonstrate a pleasure in reading and a motivation to read. Link what they have read or hear read to their own experiences. Listen to and discuss a wide range of fiction, non-fiction and poetry. Retell familiar stories in increasing detail. Recite simple poems by heart. Discuss word meaning and link new meanings to those already known. Check that a text makes sense to them as they read. Predict what might happen on the basis of what has been read so far. Begin to make simple inferences. Join in discussions about a text, take turns and listen to what others say. | | | Blend sounds in unfamiliar words using the GPCs that they have been taught. Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in words. Read words containing taught GPCs. Read words containing -s, -es, -ing, -ed aand -est endings. Read words with contractions, eg I’m, I’ll, I’m, we’ll. Read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words. Re-read texts to build up fluency and confidence in word reading. Continue to demonstrate a pleasure in reading and a motivation to read. Link what they have read or hear read to their own experiences. Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. Retell familiar stories in increasing detail. Recite simple poems by heart. Discuss word meaning and link new meanings to those already known. Check that a text makes sense to them as they read and be able to self correct. Predict what might happen on the basis of what has been read so far. Begin to make simple inferences. Discuss the significance of titles and events. Join in discussions about a text, take turns and listen to what others say. Discuss their reading preferences, including favourite authors and genres | | |
| EYFS  Writing | **Writing:** Use some of their print and letter knowledge in their early writing, eg. writing a pretend shopping list that starts at the top of the page; write “m” for mummy. Write some or all of their name. **Handwriting:** Use large muscle movements to wave flags, paint and make marks. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. | | | Writing:  Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.  Handwriting: Develop the foundations of a handwriting style which is fast, accurate and efficient. | | | | Writing:  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.  Handwriting: Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. | | | | Writing: Use some of their print and letter knowledge in their early writing, eg. writing a pretend shopping list that starts at the top of the page; write “m” for mummy. Write some or all of their name. Handwriting: Use large muscle movements to wave flags, paint and make marks. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. | | | | | Writing:  Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.  Handwriting: Develop the foundations of a handwriting style which is fast, accurate and efficient. | | | Writing:  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.  Handwriting: Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. | | |
| Y1 Writing | Writing  Compose a sentence orally before writing it. Discuss what has been written with others.  Handwriting.  Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower case letters in the correct direction, starting and finishing in the right place. Form digits 0-9 | | | Writing  Plan own writing by saying what they want to write about. Read own writing aloud so it can be heard by others and check for sense.  Handwriting.  Form lower case letters in the correct direction, starting and finishing in the right place. | | | | Writing  Sequence sentences to form short narratives – beginning, middle, end. Use sequenced sentences in chronological order to recount an event/ experience.  Re-read what has been written to check that it makes sense.  Handwriting.  Form capital letters. Hold a pencil effectively in preparation for fluent writing, using a tripod grip in most cases. | | | | Writing  Compose a sentence orally before writing it. Discuss what has been written with others.  Handwriting.  Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower case letters in the correct direction, starting and finishing in the right place. Form digits 0-9 | | | | | Writing  Plan own writing by saying what they want to write about. Read own writing aloud so it can be heard by others and check for sense.  Handwriting.  Form lower case letters in the correct direction, starting and finishing in the right place. | | | Writing  Sequence sentences to form short narratives – beginning, middle, end. Use sequenced sentences in chronological order to recount an event/ experience.  Re-read what has been written to check that it makes sense.  Handwriting.  Form capital letters. Hold a pencil effectively in preparation for fluent writing, using a tripod grip in most cases. | | |
| Rec/ Y1 Focus &  Suggested Texts | Focus on discussion of the characters and practise sequencing key events. Encourage child initiated writing in all areas.  Aut 1: Share books on the themes of Starting School and Ourselves, eg. Billy and the Big New School, The Colour Monster, Happy Birthday Maisy, The Last Noo-Noo, If I could be and What’s inside my body? (Roald Dahl Day in September.)  Aut 2: Share books and poems on the theme of Toys, eg. Baggy Brown, Pearl Power and the Toy Problem, Traction Man, Kipper’s Toy Box, Lost in the Toy Museum, Brown Paper Bear, The Naughty Bus and lots of Christmas books, eg Ruby the Christmas Donkey. (Nursery Rhyme Week in November.) | | | Use drama to re-enact parts of the story and explore different characters actions and feeling. Encourage child initiated writing in all areas. Spring 3: Share books and poems on the theme of Homes, eg. The Jolly Postman, Peepo, In Every House on Every Street, A House that Once Was.  Spring 4: Share books and poems on the theme of Fur, Feet and Feathers, eg. The Great Pet Sale, The Very Clever Farmer, Why is the Sky Blue? The Owl who was Afraid of the Dark, The Tale of Jemima Puddleduck, If I were the Easter Bunny and Non-Fiction books about pets and farm animals. (World Book Day in March.) | | | | Explore the characters, key events and settings of the story. Encourage child initiated writing in all areas.  Summer 5: Share books and poems on the theme of Into the Woods, eg. The Gruffalo, The Minpins, Tree, Harry’s Hazlenut, Stuck, The Great Paper Caper.  Summer 6: Share books and poems on the theme Dinosaur Roar, eg. Dear Dinosaur, Harry and his Bucketful of Dinosaurs, Dinosaurs in my School, There’s a T-Rex in Town, Mad About Dinosaurs, Dinosaur Roar! Oscar and Arabella and Non-fiction books about Dinosaurs. | | | | Focus on discussion of the characters and practise sequencing key events. Encourage child initiated writing in all areas.  Aut 1: Share books on the themes of Starting School and All About Me, eg. Splat the Cat at School, Hello Friend, I will not never ever eat a tomato, My Family’s Fantastic, Coming to England, Smart Aunties, Incredible You, My Body. (Roald Dahl day in September)  Aut 2: Share books and poems on the theme of Material World, eg. The Three Little Pigs, On Sudden Hill,, The Mitten, Biscuit Bear and lots of Christmas stories, eg. Little Robin Red Vest. (Nursery Rhyme week in November.) | | | | | Use drama to re-enact parts of the story and explore different characters actions and feeling. Encourage child initiated writing in all areas Spring 3: Share books and poems on the theme of Frozen, eg. The Emperor’s Egg, Little Polar Bear, Blue Penguin, Penguin Pete, The Last Polar Bears, Whale Gets stuck, Miki.  Spring 4: Share books and poems on the theme of Gardener’s World: Rosie Plants a Radish, Ben Plants a Butterfly Garden, The Seedling, Oliver’s Vegetables, Arthur and the Caterpillars, In the Garden, Grow It-Eat it!  (World Book Day in March.)  . | | | Explore the characters, key events and settings of the story. Encourage child initiated writing in all areas. Summer 5: Share books and poems on the theme of Hot Places, eg. Lila and the Secret of Rain, Anna Hibiscus’ Song, Koala Bare, Tiddalik the Frog, Possum Magic, Elephant Dance, We All Went On Safari.  Summer 6: Share books and Poems on the theme of Buckets and Spades, eg. Commotion in the Ocean, Billy’s Bucket, Barry the Fish with Fingers, The Singing Mermaid, Sharing a Shell, Tiddler, Somebody Swallowed Stanley and non fiction books about ocean life. | | |
| EYFS Maths  (White Rose Maths)  Number | Getting to Know You  Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Positional language.  Just Like Me: Match, sort, compare amounts  It’s Me 1,2,3! Representing 1,2 & 3. Comparing 1,2 &3, Composition of 1,2&3  Light and Dark  Representing Numbers to 5  One More and Less | | | Alive in 5!  Introducing Zero  Comparing Numbers to 5  Composition of 4 & 5  Growing 6, 7, 8  6, 7 & 8  Combining 2 amounts  Making pairs  Building 9 & 10  Counting to 9 & 10  Comparing numbers to 10  Bonds to 10 | | | | To 20 and Beyond  Building Numbers Beyond 10  Counting Patterns Beyond 10  First, Then, Now  Adding More  Taking Away  Find My Pattern  Doubling, Sharing and Grouping  Even and Odd  On the Move  Deepening Understanding  Patterns and Relationships | | | | Getting to Know You  Opportunities for settling in, introducing the areas  of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Positional language.  Just Like Me: Match, sort, compare amounts  It’s Me 1,2,3! Representing 1,2 & 3. Comparing 1,2 &3, Composition of 1,2&3  Light and Dark  Representing Numbers to 5  One More and Less | | | | | Alive in 5!  Introducing Zero  Comparing Numbers to 5  Composition of 4 & 5  Growing 6, 7, 8  6, 7 & 8  Combining 2 amounts  Making pairs  Building 9 & 10  Counting to 9 & 10  Comparing numbers to 10  Bonds to 10 | | | To 20 and Beyond  Building Numbers Beyond 10  Counting Patterns Beyond 10  First, Then, Now  Adding More  Taking Away  Find My Pattern  Doubling, Sharing and Grouping  Even and Odd  On the Move  Deepening Understanding  Patterns and Relationships | | |
| Measure, Shape and Spatial Thinking | Just Like Me  Compare size, Mass and Capacity. Exploring Pattern.  It’s Me 1,2,3!  Circles and Triangles  Positional language  Light and Dark  Shapes with 4 sides  Time | | | Alive in 5!  Compare Mass  Compare capacity  Growing 6, 7, 8  Length & Height  Time  Building 9 & 10  3D Shapes  Spatial Awareness  Patterns | | | | To 20 and Beyond  Spatial Reasoning  Match, Rotate, Manipulate  First, Then, Now  Spatial Reasoning  Compose and Decompose  Find My Pattern  Spatial Reasoning  Visualise and Build  On the Move  Spatial Reasoning  Mapping | | | | Just Like Me  Compare size, Mass and Capacity. Exploring Pattern.  It’s Me 1,2,3!  Circles and Triangles  Positional language  Light and Dark  Shapes with 4 sides  Time | | | | | Alive in 5!  Compare Mass  Compare capacity  Growing 6, 7, 8  Length & Height  Time  Building 9 & 10  3D Shapes  Spatial Awareness  Patterns | | | To 20 and Beyond  Spatial Reasoning  Match, Rotate, Manipulate  First, Then, Now  Spatial Reasoning  Compose and Decompose  Find My Pattern  Spatial Reasoning  Visualise and Build  On the Move  Spatial Reasoning  Mapping | | |
| Y1 Maths | Number, Place Value (within 10)  Number: Addition and Subtraction (within 10)  Geometry: Shape  Number: Place value (within 20) | | | Consolidation  Number: Addition and Subtraction (within 20)  Number: Place value (within 50)  Measurement: Length and Height  Measurement: Weight and Volume  Consolidation | | | | Consolidation  Number: Multiplication and Division  Number: Fractions  Geometry: Position and Direction  Number: Place value (within 100)  Measurement: Money  Measurement: Time | | | | Number, Place Value (within 10)  Number: Addition and Subtraction (within 10)  Geometry: Shape  Number: Place value (within 20) | | | | | Consolidation  Number: Addition and Subtraction (within 20)  Number: Place value (within 50)  Measurement: Length and Height  Measurement: Weight and Volume  Consolidation | | | Consolidation  Number: Multiplication and Division  Number: Fractions  Geometry: Position and Direction  Number: Place value (within 100)  Measurement: Money  Measurement: Time | | |
| Topic | All About Me | | Toy Box | Home Sweet Home | | Fur, Feet and Feathers | | Into the Woods | | Dinosaur Roar | | Marvellous Me | | | | Material World | Frozen | Gardener’s World | | Hot Places | Buckets and Spades | |
| *EYFS Understanding the World* |  | |  |  | |  | |  | |  | |  | | | |  |  |  | |  |  | |
| EYFS:  The Natural World | Use all their senses in hands on exploration of natural materials.  Talk about what they see, Using a wide vocabulary.  Explore how things work.  Care for growing plants.  Understand the key features of the life cycle of an animal.  Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. | | Use all their senses in hands on exploration of natural materials.  Explore collections of materials with similar and /or different properties.  Talk about what they see using a wide vocabulary. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. | Explore the natural world around them.  Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of the changing seasons on the natural world around them. Talk about the differences between materials and the changes they notice. | | Plant seeds and careful growing plants.  Understand the key features of the life cycle of a plant and an animal. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of the changing seasons on the natural world around them. | | Plant seeds and care for growing plants. Explore how things work. Understand the key features of the life cycle of a plant. Explore the natural world around them. Describe what they see common here and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. | | 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. | | Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Explore how things work. Care for growing plants. Understand the key features of the life cycle of an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. | | | | Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. | Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them (ongoing.)  Talk about the differences between materials and changes they notice. | Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them \*Talk about the differences between materials and changes they notice | | Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them | 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. | |
| Y1 Science  (Scientific knowledge and skills should be learned by working scientifically). | ANIMALS, INCLUDING HUMANS  Know how to name the parts of the human body that can be seen Know how to link the correct part of the human body to each sense Pshe link with Oral Hygiene  Scientist(s) doctors, nurses, dentists, opticians | | Everyday Materials  (Toys.)  Distinguish between an object and the material from which it's made. Identify and name a variety of everyday materials, including wood, metal and plastic  Scientist: Ole Kirk Christiansen- Inventor of Lego. | Everyday Materials  (Building and Construction)  Identify a name of a variety of everyday materials, including word, rock, glass, metal, water and plastic. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.  Scientist: Maddie Moate on CBBC | | Animals (Pets/ Farm/ Birds)  Know a variety of animals, including fish, amphibians, reptiles, birds and mammals. Classify and know animals by what they eat, (carnivore, herbivore and omnivore.) Know how to sort animals into categories, including fish, amphibians, reptiles, birds and mammals. Know how to sort living and non-living things.  Scientist: Beatrix Potter- author and natural scientist | | Plants  Know and name a variety of common wild and garden plants. No, and name the petals, stem, leaves and root of a plant. No, and name the roots, trunk, branches and leaves of a tree. Scientist: Reforestation Hero: Jadav Payeng | | Animals, Including Humans  Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals.)  Scientist: Mary Anning- Fossil Hunter | | Animals, Including Humans  Know how to name the parts of the human body that can be seen. Know how to link the correct part of the human body to each sense. Pshe link with Oral Hygiene  Scientist: Doctors, dentists, nurses, opticians | | | | Everyday Materials  (Clothing) Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including fabrics, plastic, glass, wood, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of eveyday materials on the basis of their simple properties.  Scientist: Charles Macintosh-Raincoats | Animals, Including Humans (Cold Places)  Know and name a variety of animals, including fish, amphibians, reptiles, birds and mammals.  Classify and know animals by what they eat (carnivore, herbivore and omnivore.)  Know how to sort animals into categories (including fish, amphibians, reptiles, birds and mammals.)  Know how to sort living and non living things.  Scientist: Sir David Attenborough  \* Classify and know ani | Plants (local)  Know and name a variety of common wild and garden plants  Know and name the petals, stem, leaves and root of a plant  Know and name the roots, trunk, branches and leaves of a tree.  Animals: Identify and name a variety of common animals, including birds and minibeasts.  Scientist: Edwin Beard Budding- Local Lawnmower Inventor | | Plants  Identify and name a variety of common wild and garden plants  Identify and describe the basic structure of a variety of common flowering plants, (found in hot places.)  Animals: Identify and name a variety of common animals including amphibians, reptiles, birds and mammals.  Scientist: Maddie Moate on CBBC | Animals (Sea Life)  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Know how to sort animals into categories, (including fish, amphibians, reptiles, birds and mammals.)  Know how to sort living and non-living things.  Scientist: Boyan Slat: Inventor of Ocean Clean Up. | |
| EYFS Past and Present | Use words and phrases like old, new and a long time ago. Know about changes that have happened since they were born. Give examples of things that were different when their grandparents were children. | | Talk about members of their immediate family and community. Name and describe people who are familiar to them. | Comment on images of familiar situations in the past. | | Compare and contrast characters from stories, including figures from the past | | Comment on images  of familiar situations in the past. Compare and contrast characters from stories including figures from the past | | 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.  Understand the past through settings, characters and events encountered in books read in class and storytelling. | | Begin to make sense of their own life-story and family’s history;  Develop positive attitudes about the differences between people | | | | Talk about members of their immediate family and community.  Name and describe people who are familiar to them | Comment on images of familiar situations in the past | Compare and contrast characters from stories, including figures from the past | | N/A | 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. Understand the past through settings, characters and events encountered in books read in class and storytelling. | |
| Y1 History | Begin to make sense of their own life-story and family’s history.  Develop positive attitudes about the differences between people | | Know how to answer questions about old and new objects. spot old and new toys in a picture. Use words and phrases like before after past present then and now. Give examples of toys that were different when their grandparents were children. Know why there is a monument in the town centr (Remembrance.) Significant individual from the past: Guy Fawkes | Know about changes to homes since they were born. Use words and phrases like old knew and a long time ago. Spot old and new household items in a picture. Give examples of how homes were different when their grandparents were children.  Significant event: Stow Horse Fair | | Know about someone famous who lived near our town.  Discover how farming has changed around Stow over time.  Significant individual: Beatrix Potter | | Ask and answer questions about old and new objects, eg. an old walking stick -  “Harry’s Hazlenut” story sack | | Ask and answer questions about old and new objects, eg. fossils.  Use words and phrases like old and a long time ago. Use words and phrases like before after past present then and now.  Significant event: Discovery of first dinosaur bones in Oxfordshire. | | Use words and phrases like old, new and a long time ago. Know about changes that have happened since they were born, eg. baby photos Give examples of things that were different when their grandparents were children. | | | | Give examples of clothes that were different when my grandparents were children Use words and phrases like before, after, past, present, then and now. Know why there is a monument in the town centre (Remembrance). Significant individual from the past: Guy Fawkes. | Significant event: Stow Horse Fair  Significant individual from the past: Captain Scott of the Antarctic | How gardening tools have changed over time.  Local significant individual: Edward Beard Budding from Stroud- Inventor of the lawnmower. | | N/A | Discover how seaside holidays have changed over time.  Spot old and new things in a picture.  Use words and phrases like before, after, past , present, then and now.  Know how to ask and answer questions about old and new objects. Significant Individual: Mary Anning | |
| EYFS : People , Culture and Communities | Know the names of the four countries. In the UK and locate them and Stow on the map.  Know how the weather changes throughout the year and name the seasons. | | Recognise that people Have different beliefs and celebrate. special times in different ways. | Draw information from a simple map. | | Understand that some places are special to members of their community. | | Recognise some similarities and differences between life in this country and life in other countries. | | Describe the 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.  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. | | Show interest in different occupations.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | | | | Recognise that people have different beliefs and celebrate special times in different ways. | Draw information from a simple map. | Understand that some places are special to members of their community. | | Recognise some similarities and differences between life in this country and life in other countries | 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. 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. | |
| Y1 Geography | Show interest in different occupations.  Know that there are different countries in the world. And talk about the differences they have experienced or seen in photos. | | Answer questions about the weather. | Know where they live and tell someone their address.  Know what they like and dislike about the places they live. | | Look at land use in local area. | | Answer questions about the weather. | | Know about some of the features of an island.  Point to the Equator, North and South Pole in an Atlas or globe.  Know the four main points on a compass: North, South, East and West. | | Know the names of the four countries in the UK and locate them and Stow on the map. Share likes and dislikes about where they live. | | | | Know which clothes they would wear in different weather conditions. Know how the weather changes throughout the year and name the seasons. | Know about some of the features of cold places.  Point to the North and South Poles on an atlas or globe.  Know which clothes they would wear in cold places. | Answer questions about the weather. | | Know some of the features of hot places. Know which clothes they would wear in hot places. Point to the equator on an atlas or globe. Know the four main directions on a compass. | Know about some of the features of an island.  Know which clothes they would wear in a hot place. | |
| *EYFS : Expressive Arts and Design* | All About Me | | Toy Box | Home Sweet Home | | Fur, Feet and Feathers | | Into the Woods | | Dinosaur Roar | | Marvellous Me | | | | Material World | Frozen | Gardener’s World | | Hot Places | Buckets and Spades | |
| EYFS: Creating with Materials | Explore colour and colour-mixing. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. • • Show different emotions in their drawings and paintings. | | \*Use drawing to represent ideas like movement or loud noises. Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Use drawing to represent ideas like movement or loud noises.  \*Explore, use and refine a variety of artistic effects to express their ideas and feelings. | | 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. | | \*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. | | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. | | Explore colour and colour-mixing. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings. | | | | Use drawing to represent ideas. Explore, use and refine a variety of artistic effects to express their ideas and feelings. | 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. | 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. | | 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. | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used. Make use or props and materials when role playing characters in narratives and stories. | |
| EYFS Physical Development Fine Motor Skills | Use a comfortable grip with good control when holding pens and pencils | |  |  | |  | |  | | Hold a pencil effectively, using the tripod grip in almost all cases. Use a range of small tools, including paintbrushes Begin to show accuracy and care when drawing | | Use a comfortable grip with good control when holding pens and pencils. | | | |  |  |  | |  | Hold a pencil effectively, using the tripod grip in almost all cases. Use a range of small tools, including paintbrushes. Begin to show accuracy and care when drawing. | |
| Y1 Art | Drawing: Use pencils to create lines of different thickness in drawings Know how to show how people feel in paintings and drawings Be able to describe what they see and give an opinion about the work of an artist Artist: Schulz. Drawing peopleA person wearing glasses  Description automatically generated. | | Printing Know how to create a repeating pattern in print Be able to describe what they see and give an opinion about the work of an artist  Artist: Paul Klee- The Red Bridge Doodle – toy bricks | Painting Know how to create moods in artwork Name the primary and secondary colours Ask questions about a piece of art  Artist: L.S. Lowry- Painting of Stow-on-the-Wold  Lowry painting of Stow going under the hammer at Christie's | Cotswold  Journal | | Collage Know how to cut, roll and coil materials Know how to use IT to create a picture Ask questions about a piece of art  Artist: Sir James Guthrie- To Pastures New (Goose Girl) | | Textiles Know how to cut, roll and coil materials Name the primary and secondary colours Artist: William Morris – Orange Tree or Tree of Life | | Sculpture Know how to create moods in art work Know how to create a repeating pattern in print Know how to cut, roll and coil materials. Be able to describe what they see and give an opinion about the work of an artist Artist: Henri Rousseau – foliage/ jungle Look at the Crystal Palace dinosaur sculptures. | | Printing  Know how to create a repeating pattern in print. Name the primary and secondary colours.  Artist: Warhol | | | | Textiles  Know how to cut, roll and coil materials. Be able to describe what they see and give an opinion about the work of an artist.  Artist: Chanel | Sculpture  Know how to create moods in art work Know how to create a repeating pattern in print Know how to cut, roll and coil materials Be able to describe what they see and give an opinion about the work of an artist Artist: Aardman:  See the source image | Drawing/ Painting  Use pencils to create lines of different thickness in drawings.  Name the primary and secondary colours. Know how to show how people feel in paintings and drawings.  Artist :Van Gogh/ Monet/ Seurat  See the source image  See the source image | | Collage  Know how to roll, cut and coil materials.  Know how to use IT to create a picture. Ask questions about a piece of art.  Artist: Dali | Drawing/ Painting  Know how to create moods in artwork.  Use pencils to create lines of different thickness in drawings.  Name the primary and secondary colours. Be able to describe what they see and give an opinion about the work of an artist.  Artist:  Hokusai/ Janet Bell  Benllech by Janet Bell | |
| EYFS: Creating with Materials | Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make •Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. | | Make imaginative and complex ‘small worlds’ with blocks and construction kits, • \*Explore different materials freely, in order to develop their ideas about how to use them and what to make • \*Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. | Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. | | Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. | | Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. | | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  • Share their creations, explaining the process they have used.  • Make use of props and materials when role playing characters in narratives and stories. | | Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. | | | | \*Make imaginative and complex ‘small worlds’ with blocks and construction kits, • \*Explore different materials freely, in order to develop their ideas about how to use them and what to make • \*Develop their own ideas and then decide which materials to use to express them.  • Join different materials and explore different textures. | Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively sharing ideas, resources and skills. | Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills | | Return to and build on their previous learning, refining ideas and developing their ability to represent them  Create collaboratively sharing ideas, resources and skills. | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  • Share their creations, explaining the process they have used  \* Make us of props and materials when role playing characters in narratives and stories | |
| EYFS Physical Development Fine Motor Skills | Use one-handed tools and equipment, for example, making snips in paper with scissors | | Use one-handed tools and equipment, for example, making snips in paper and card with scissors. | 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. | | 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. | | 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 a range of small tools, including scissors safely | | Use one-handed tools and equipment, for example, making snips in paper with scissors. | | | | \*Use one-handed tools and equipment, for example, making snips in paper and card with scissors. | 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. | 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. | | 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   |  | | --- | |  |   a range of small t | |
| Y1 DT | Use own ideas to make something Describe how something works Cut food safely | | Explain how they want to make a product Describe how something works Make a product which moves Choose appropriate resources and tools Make a simple plan before making | Use own ideas to make something Explain how they want to make a product Make a simple plan before making Make a model stronger | | Use own ideas to make something Make a model stronger Explain how they want to make a product Choose appropriate resources and tools Make a simple plan before making | | Use own ideas to make something Explain how they want to make a product Choose appropriate resources and tools Make a simple plan before making Cut food safely | | Use own ideas to make something Describe how something works Make a product which moves Make a model stronger Explain how they want to make a product Choose appropriate resources and tools Make a simple plan before making Cut food safely | | Use own ideas to make something Explain how they want to make a product Choose appropriate resources and tools Cut food safely  Introduce Construction Kits / Creative Area / Loose Parts/ Finger Gym/ Sand play / Healthy Eating | | | | Describe how something works Use own ideas to make something Make a model stronger Explain how they want to make a product Choose appropriate resources and tools  Textiles – Stow sheep – origins and uses of wool. Hand spin some fleece into yarn.  Design a Christmas Jumper  Make Christmas decorations & cards | Use own ideas to make something  Make a model stronger  Explain how they want to make a product  Choose appropriate resources and tools  Make a simple plan before making  Design and make a simple structure, eg a mini igloo from sugar lumps.  Make ice sculptures to hang outside using silicone moulds  Malke a “Polly Pocket” style polar land box containing mini polar animals made from Fimo. | Use own ideas to make something  Describe how something works.  Make a model stronger  Explain how they want to make a product  Choose appropriate resources and tools  Make a simple plan before making Cut food safely  Explore the colour, shape, smell, size, texture etc of vegetables.  Prepare a vegetable soup.  Make easter decorations and pop up cards. | | Use own ideas to make something  Describe how something works  Make a model stronger  Explain how they want to make a product  Choose appropriate resources and tools  Make a simple plan before making  Cut food safely  Design and make a sun shelter/ den  Design and make fruit ice lollies/ smoothies | Use own ideas to make something  Describe how something works  Make a model stronger  Explain how they want to make a product  Choose appropriate resources and tools  Make a simple plan before making  Sand sculptures.  Design and make seaside themed mobiles.  Make homemade “penny lick?” ice cream. | |
| EYFS: Being Imaginative and Expressive | Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas | | 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.  • Explore and engage in music making and dance, performing solo or in groups. | 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.  • Explore and engage in music making and dance, performing solo or in groups. | | Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. | | Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. | | 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. | | \*Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings Remember and sing entire songs. • Sing the pitch of a tone sung by another person (‘pitch match’) Sing the melodic shape )moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. | | | | 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.  Explore and engage in music making and dance, performing solo or in groups. | 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.  Explore and engage in music making and dance, performing solo or in groups. | 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.  Explore and engage in music making and dance, performing solo or in groups. | | 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.  Explore and engage in music making and dance, performing solo or in groups. | 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. | |
| Year 1  Music | Know how the voice can be used to speak, sing and chant. | | Know how to use instruments to perform; Know how to clap short rhythmic patterns.  Know how to follow instructions about when to play and sing | Know how to make different sounds with the voice and instruments.  Know how to repeat short rhythmic and melodic patterns | | Know how to make a sequence of sounds  Know how to follow instructions about when to play and sing. | | Know how to choose sounds to represent different things | | Know how to say whether they like or dislike a piece of music.  Know how to respond to different moods in music. | | Know how the voice can be used to speak, sing and chant. | | | | Know how to use instruments to perform; Know how to clap short rhythmic patterns.  Know how to follow instructions about when to play and sing | Know how to make different sounds with the voice and instruments.  Know how to repeat short rhythmic and melodic patterns | Know how to make a sequence of sounds  Know how to follow instructions about when to play and sing. | | Know how to choose sounds to represent different things | Know how to say whether they like or dislike a piece of music.  Know how to respond to different moods in music. | |
| (Ongoing singing practice from our Infant Assembly songbooks: A calendar of Songs, All About Me, Songs for Everyday, Maths Songs , Phonics Songs etc) | Learn and perform songs for Harvest and Remembrance  Make Music Gloucestershire: Me | | Learn and perform songs with percussion for the Nativity performance and Carol Services Make Music Gloucestershire: My Stories | Make Music Gloucestershire:  Everyone! | | Learn and perform songs with percussion for Class Assembly and Easter Tea  Make Music Gloucestershire: Our World | | Make Music Gloucestershire:  Big Bear Funk | | Make Music Gloucestershire:  Reflect, Rewind and Replay | | Learn and perform songs for Harvest and Remembrance  Make Music Gloucestershire: Hey You! | | | | Learn and perform songs with percussion for the Nativity performance and Carol Services Make Music Gloucestershire: Rhythm in the way we walk | Make Music Gloucestershire:  In the Groove | Learn and perform songs with percussion for Class Assembly and Easter Tea  Make Music Gloucestershire: Round and Round | | Make Music Gloucestershire:  Your Imagination | Make Music Gloucestershire:  Reflect, Rewind and Replay | |
| EYFS: PSHE | SR: Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  MS: Show more confidence in new social situations. Help to find solutions to conflicts and rivalries.  BR: Play with one or more other children, extending and elaborating play ideas.  Talk about their feelings using words like “happy,” “sad,” “angry” or “worried.” | | SR: Develop their sense of responsibility and membership of a community.  Become more outgoing with unfamiliar people, in the safe context of their setting.  MS: Increasingly follow the rules, understanding why they are important  Dom. Not always need an adult to remind them of a rule  Develop appropriate ways of being assertive.  BR: Begin to understand how others might be feeling. Talk with others to solve conflicts. | SR: See themselves as a valuable individual.  Identify and moderate their own feelings socially and emotionally.  MS: Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge. Manage their own needs. BR: Begin to understand how others might be feeling. Talk with others to solve conflicts. | | SR: See themselves as a valuable individual.  Identify and moderate their own feelings socially and emotionally.  MS: Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge. Manage their own needs.  BR: Build constructive and respectful relationships | | SR: See themselves as a valuable individual.  Identify and moderate their own feelings socially and emotionally.  MS: Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge. Manage their own needs.  BR: Build constructive and respectful relationships | | SR: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  MS: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  BR: Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers.  Show sensitivity to their own and to others’ needs. | | SR: Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  MS: Show more confidence in new social situations. Help to find solutions to conflicts and rivalries.  BR: Play with one or more other children, extending and elaborating play ideas.  Talk about their feelings using words like “happy,” “sad,” “angry” or “worried.” | | | | SR: Develop their sense of responsibility and membership of a community.  Become more outgoing with unfamiliar people, in the safe context of their setting.  MS: Increasingly follow the rules, understanding why they are important  Dom. Not always need an adult to remind them of a rule  Develop appropriate ways of being assertive.  BR: Begin to understand how others might be feeling. Talk with others to solve conflicts. | SR: See themselves as a valuable individual.  Identify and moderate their own feelings socially and emotionally.  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| Y1 PSHCE | Relationships:  *Families and Friendships*  Roles of different people; families; feeling cared for | | Relationships:  *Safe Relationships*  Recognising privacy;  Staying safe; seeking permission  Respecting ourselves and others  How behaviour affects others; Being polite and respectful | Living in the Wider World  *Belonging to a community* What rules are; caring for others’ needs; looking after the environment  Media Literacy and Digital Resilience  Using the internet and digitall devices; communicating online | | Living in the Wider World  *Money and Work*  Strengths and interests; jobs in the community | | Health and Well Being  *Physical Health and Mental Well Being*  Keeping healthy; food and exercise, hygiene routines; sun safety | | Health and Well Being  *Growing**and Changing*  Recognising what makes them unique and special; feelings; managing when things go wrong  *Keeping Safe*  How rules and age restrictions help us; keeping safe online | | Relationships:  *Families and Friendships*  Roles of different people; families; feeling cared for | | | | Relationships:  *Safe Relationships*  Recognising privacy;  Staying safe; seeking permission  Respecting ourselves and others  How behaviour affects others; Being polite and respectful | Living in the Wider World  *Belonging to a community* What rules are; caring for others’ needs; looking after the environment  Media Literacy and Digital Resilience  Using the internet and digitall devices; communicating online | Living in the Wider World  *Money and Work*  Strengths and interests; jobs in the community | | Health and Well Being  *Physical Health and Mental Well Being*  Keeping healthy; food and exercise, hygiene routines; sun safety | Health and Well Being  *Growing**and Changing*  Recognising what makes them unique and special; feelings; managing when things go wrong  *Keeping Safe*  How rules and age restrictions help us; keeping safe online | |
| EYFS : Physical Development | Gross Motor Skills  Go up steps and stairs, or climb up apparatus, using alternate feet. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Be increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  Fine Motor Skills Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up buttons and zips.  Go up steps and stairs, or climb up appaes w | | | Gross Motor Skills  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.). Combine different movements with ease and fluency. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 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.  Fine Motor Skills  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. Develop the foundations of a handwriting style which is fast, accurate and efficient. | | | | Gross Motor Skills  Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  Fine Motor Skills  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all case Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing. | | | | Gross Motor Skills  Go up steps and stairs, or climb up apparatus, using alternate feet. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Be increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  Fine Motor Skills Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up buttons and zips. | | | | | Gross Motor Skills  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.). Combine different movements with ease and fluency. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 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. 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Begin to show accuracy and care when drawing. | | |
| Class 1 PE  Lancashire School Sport Network Scheme | Traditional Stories and Rhymes  Mischievous Mice; Spinning Spiders  Toys Kipper’s Toybox; Toy Story ; The Music Box  r | | | Houses and Homes  The Three little Pigs;  Castles  Animals The Ugly Duckling; Noah’s Ark | | | | Change and Growth  Jack and the Beanstalk  Sports Day Practice  Amazing World  Here come the dinosaurs/ aliens  Team games | | | | Ourselves  Funnybones  Spinning Spiders  Party Food  Jelly People; Fizzy Fireworks; Party Games | | | | | Adventure Land  Jack Frost;  Let’s Move ”Winter” podcast;  Colour My Magic  Springtime;  The Beautiful Butterfly | | | Journeys  Moving along; The Train Ride  Sports Day Practice  Seaside  Fun at the seaside;  Team games | | |
| Y1 PE | Dance   * Move to music * Copy dance moves * Perform own dance moves * Make up a short dance * Move safely in a space | | | Gymnastics   * Make the body curled, tense, stretched and relaxed * Control the body when travelling and balancing * Copy sequences and repeat them * Roll, curl, travel and balance in different ways * Use equipment safely | | | | Games  :   * Throw underarm * Hit a ball with a bat * Move and stop safely * Throw and catch with both hands * Throw and kick in different ways   Ga | | | | Dance   * Move to music * Copy dance moves * Perform own dance moves * Make up a short dance * Move safely in a space | | | | | Gymnastics   * Make the body curled, tense, stretched and relaxed * Control the body when travelling and balancing * Copy sequences and repeat them * Roll, curl, travel and balance in different ways * Use equipment safely | | | Games  :   * Throw underarm * Hit a ball with a bat * Move and stop safely * Throw and catch with both hands * Throw and kick in different ways | | |
| Computing | Unit 1.1  4 Lessons  Online Safety | | Unit 1.2  2 Lessons  Grouping & Sorting | Unit 1.4  3 Lessons  Lego Builders | | Unit 1.6  5 Lessons  Animated Stories | | Unit 1.7  6 Lessons  Coding | | Unit 1.8  3 Lessons  Spreadsheets | | Unit 1.1  4 Lessons  Online Safety | | Unit 1.3  3 Lessons  Pictograms | | | Unit 1.5  4 Lessons  Maze Explorers | Unit 1.6  5 Lessons  Animated Stories | | Unit 1.7  6 Lessons  Coding | Unit 1.9  2 Lessons  Tech outside of school | |
| EYFS & Y1 | Various Programmes:  Safe login, purple mash usage and tools.  Digital Literacy | | 2DIY:  Sorting on the computer and off the computer.  Computer Science | 2DIY:  Following & Creating instructions and following recipes.  Computer Science | | 2Create a Story:  Drawing, creating, and making your own stories.  Information Technology | | 2Code:  Instructions, using objects, actions, and events. Setting scenes and using plans.  Computer Science | | 2Calculate:  Introductions, adding images, using speak and count.  Information Technology | | Various Programmes:  Safe login, purple mash usage and tools.  Digital Literacy | | 2Count:  Data in pictures, class pictograms, and recording results.  Information Technology | | | 2Go:  Completing challenges 1-6, and then setting more challenges.  Computer Science | 2Create a Story:  Drawing, creating, and making your own stories.  Information Technology | | 2Code:  Instructions, using objects, actions, and events. Setting scenes and using plans.  Computer Science | Various Programmes:  What is technology? Using technology outside of school.  Digital Literacy | |
| RE  EYFS & Y1  (Discovery RE) | Theme: ***Creation Story*** Concept*:* ***God / Creation*** Key Question: ***Does God want Christians to look after the world?***  Religion: ***Christianity*** (Harvest Festival) | | Theme: ***Christmas*** Concept: ***Incarnation*** Key Question: ***What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?***  Religion: ***Christianity*** | Theme: ***Jesus as a friend*** Concept: ***Incarnation*** Key Question: ***Was it always easy for Jesus to show friendship?***  Religion: ***Christianity*** | *Theme****: Easter - Palm Sunday*** Concept: ***Salvation*** Key Question: ***Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?***  Religion: ***Christianity*** | | | Theme: ***Shabbat*** Key Question : ***Is Shabbat important to Jewish children?***  Religion**: *Judaism*** | Theme: ***Rosh Hashanah and Yom Kippur*** Key Question: ***Are Rosh Hoshanah and Yom Kippur important to Jewish children?***  Religion**: *Judaism*** | | | *Theme:* ***Special People*** Key Question: ***What makes people special?*** Religions: ***Christianity/ Judaism*** (*Harvest Festival/ Sukkot* | *Theme:* ***Christmas*** Concept: ***Incarnation*** Key Question: ***What is Christmas?***  Religion: ***Christianity*** | | | | Theme: ***Celebrations*** Key Question: ***How do people celebrate?***  Religion: ***Hinduism, eg. Holi*** | Theme: ***Easter*** Concept**: *Salvation*** Key Question: **What is Easter?** Religion: ***Christianity*** | | Theme: ***Stories*** Key Question : ***What can we learn from stories?*** Religions: ***Christianity ,Islam, Hinduism, Sikhism*** | Theme: ***Special Places*** Key Question: ***What makes places special?*** Religions: ***Christianity, Islam, Judaism*** | |
| British Values | **Rule of Law** (not to damage others’ property) **Mutual Respect Tolerance of those of different faiths and beliefs** | | **Mutual Respect**  **Tolerance of those of different faiths and beliefs** | **Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs** | **Democracy Rule of Law** (Roman Rule/ how to treat monarchy) **Mutual Respect Tolerance of those of different faiths and beliefs** | | | **Rule of Law** (Shabbat Rules) **Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs** | **Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs** | | | **Rule of Law** (10 Commandments) **Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs** | Mutual Respect Tolerance of those of different faiths and beliefs | | | | **Individual Liberty Mutual Respect**  **Tolerance of those of different faiths and beliefs** | **Democracy Rule of Law Mutual Respect Tolerance of those of different faiths and beliefs** | | **Individual Liberty Mutual Respect**  **Tolerance of those of different faiths and beliefs** | **Individual Liberty Mutual Respect**  **Tolerance of those of different faiths and beliefs** | |
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Lisa Clough 2022