

South Stoke Primary School Curriculum 2022-23

Topics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R/KS1	Australia	Dinosaurs	Once Upon a Magic 1) Fairy Tales 2) Superheroes		The Olympics 1) France 2) The Olympics/Healthy Humans	

Reception

Term	Communication	Physical development	Personal, social and emotional	Literacy	Mathematics	Understanding the world	Expressive arts & design
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1	<p>NELI assessment</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wide range of vocabulary.</p> <p>Understand a question or instruction that has two parts.</p> <p>Understand why questions.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books and be able to tell a long story.</p> <p>Develop their communication but may still have issues with irregular tenses and plurals.</p> <p>Develop their pronunciation but may have problems saying some sounds or multi-syllabic words</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or friend using words as well as actions.</p> <p>Start a conversation and continue it for many turns.</p> <p>Use talk to organise themselves and their play.</p>	<p>Develop their movement, balance, riding (scooter, trikes, bikes) and ball skills.</p> <p>Climb up apparatus.</p> <p>Skip, hop, stand on one leg and hold a pose for a game.</p> <p>Use large muscle movements to wave flags/streamers, paint and make marks.</p> <p>Increasingly use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities.</p> <p>Choose the right resources to carry out their own plans.</p> <p>Collaborate with others to manage large items.</p> <p>Use one-handed tools and equipment.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference to a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed.</p>	<p>Select and use activities and resources with help when needed.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in a safe context.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like happy, sad, angry, or worried.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Reception Baseline</p> <p>Understand that print has meaning, different purposes, we read English text from left to right and top to bottom, the names of different parts of a book and page sequencing.</p> <p>Develop phonological awareness so that they can:</p> <p>Spot and suggest rhyme, Count or clap syllables in a word,</p> <p>Recognise words with the same initial sound.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print or letter knowledge in writing.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Read individual letters by saying the sounds for them.</p>	<p>Reception Baseline</p> <p>Comparing Objects. Comparing size, mass and capacity.</p> <p>Exploring pattern.</p> <p>Representing 1, 2, 3</p> <p>Comparing 1, 2, 3, Composition of 1, 2, 3</p> <p>Circles & triangles</p> <p>Positional language</p> <p>Representing numbers to 5</p> <p>One more and one less</p> <p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Compare numbers</p> <p>Understand one more than/one less than relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 5.</p> <p>Automatically recall number bonds for numbers 0-5</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p>	<p>Begin to make sense of their own life stories and family's history.</p> <p>Explore the natural world around them. Encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear, and feel whilst outdoors.</p> <p>Recognise that some environments are different from the ones where they live.</p> <p>Create opportunities to discuss how we can care for the natural world. After observations draw pictures and discuss living things such as plants.</p> <p>Know and talk about different facts that support their overall health and wellbeing.</p> <p>Know that there are different countries in the world and talk about the difference they have experienced or seen in photos.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Develop positive attitudes about the differences between people.</p>	<p>Listen with increasing attention to sounds. Respond to what they have heard expressing their thoughts and feelings.</p> <p>Remember and sing entire song.</p> <p>Sing the pitch of a tone sung by another person (pitch match)</p> <p>Sing the melodic shape of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Make use of props and materials when role-playing characters in narratives and stories.</p> <p>Explore different materials freely to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide what materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings.</p> <p>Explore colour and colour mixing.</p>
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<p>Understand how to listen carefully and why listening is important. Learn and use new vocabulary. 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 ideas 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 and to explain how things work and why they might happen. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell a 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.</p>	<p>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 overall body strength, co-ordination, balance, agility. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors alone and in a group. 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 their small motor skills so that the can use a range of tools competently, safely and confidently (pencils, paintbrushes, scissors, cutlery) Use their core muscles to achieve a good posture when sitting at a table or on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully (lining up, queuing, mealtimes)</p>	<p>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 perspective of others. Manage their own personal hygiene needs. Know and talk about the different factors that support their overall health and wellbeing.</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words. Read a few common exception words.</p>	<p>Shapes with 4 Sides Time Introducing 0 Comparing numbers to 5 Composition of 4 & 5 Compare mass Compare capacity Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers Understand one more than/one less than relationship between consecutive numbers. Explore the composition of numbers to 5 Automatically recall number bonds for numbers 0-5 and Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare weight & capacity.</p>	<p>Compare and contrast characters from stories including figures from the past. Explore the natural world around them. Encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear, and feel whilst outdoors. Create opportunities to discuss how we can care for the natural world. After observations draw pictures and discuss living things such as plants. Talk about members of their immediate family and community and name and describe people who are familiar to them. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Understand the effect of changing seasons on the natural world around them.</p>	<p>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. Safely use and explore a variety of materials, tools, and techniques with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>
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<p>3</p>	<p>Understand how to listen carefully and why listening is important. Learn and use new vocabulary. 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 ideas 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 and to explain how things work and why they might happen. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell a 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.</p>	<p>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 overall body strength, co-ordination, balance, agility. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors alone and in a group. 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 confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop their small motor skills so that they can use a range of tools competently, safely and confidently (pencils, paintbrushes, scissors, cutlery) Use their core muscles to achieve a good posture when sitting at a table or on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully (lining up, queuing, mealtimes)</p>	<p>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 perspective of others. Manage their own personal hygiene needs. Know and talk about the different factors that support their overall health and wellbeing.</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words. Read a few common exception words. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences. Re-read books to build up confidence in word reading, their fluency and their understanding and enjoyment. Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write sentences with words with known sound-letter correspondence using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>Combining two amounts Making pairs Length/height Time Numbers 6, 7, 8 Counting to 9 & 10 Composition up to 10 Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers Understand one more than/one less than relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Compare length</p>	<p>Explore the natural world around them and offer opportunities to interact with and describe what they can see, hear and feel. Recognise that some environments are different from the ones where they live. Know and talk about different facts that support their overall health and wellbeing. Recognise some similarities and differences between life in this country and live in other countries. Recognise some environments that are different to the one in which they live. Talk about members of their immediate family and community and name and describe people who are familiar to them. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Understand the effect of changing seasons on the natural world around them.</p>	<p>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. Safely use and explore a variety of materials, tools, and techniques with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>
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Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>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 overall body strength, co-ordination, balance, agility. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors alone and in a group. 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 confidence, competence, precision and accuracy when engaging in activities that involve a ball. 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Read a few common exception words. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences. Re-read books to build up confidence in word reading, their fluency and their understanding and enjoyment. Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write sentences with words with known sound-letter correspondence using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>Bonds to 10 3D shapes Spatial awareness Patterns Building Numbers Numbers Beyond 10 Counting patterns Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond 10 Compare numbers Understand one more than/one less than relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns.</p>	<p>Explore the natural world around them. Encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear, and feel whilst outdoors. Create opportunities to discuss how we can care for the natural world. After observations draw pictures and discuss living things such as plants. Know and talk about different facts that support their overall health and wellbeing. Recognise some similarities and differences between life in this country and live in other countries. Recognise some environments that are different to the one in which they live. Talk about members of their immediate family and community and name and describe people who are familiar to them. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Understand the effect of changing seasons on the natural world around them.</p>	<p>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. Safely use and explore a variety of materials, tools, and techniques with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Make use of props and materials when role-playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teachers. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>
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<p>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 they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back and forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.</p>	<p>Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance, and co-ordination when playing. Move energetically such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing. Use a range of small tools. Begin to show accuracy and care when drawing.</p>	<p>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. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right and wrong and try to behave accordingly. Manage their own basic hygiene and personal needs and understand the importance of healthy food choices. 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.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 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. 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.</p>	<p>Spatial reasoning Match, rotate and manipulate Adding more Taking away Doubling, sharing & grouping Even & odd Visualise and build</p> <p>Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts. Verbally count beyond 20, recognizing the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity. Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe what they see, hear and feel including natural processes from hands on experiences. Explore the natural world around them. Encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear, and feel whilst outdoors. Draw information from a simple map. 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between religious and cultural communities in</p>	<p>Sing a range of well known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and when appropriate try to move in time to music.</p> <p>Safely use and explore a variety of materials, tools, and techniques with colour, design, texture, form and function. Share their creations, explaining the processes they have used.</p> <p>Make use of props and materials when role-playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teachers.</p>
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<p>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 they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back and forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.</p>	<p>Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance, and co-ordination when playing. Move energetically such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing. Use a range of small tools. Begin to show accuracy and care when drawing.</p>	<p>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. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right and wrong and try to behave accordingly. Manage their own basic hygiene and personal needs and understand the importance of healthy food choices. 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.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 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. 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.</p>	<p>Deepening understanding Pattern and relationships Mapping Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts. Verbally count beyond 20, recognizing the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity. Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Explore the natural world around them. Encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear, and feel whilst outdoors. 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between 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</p>	<p>Sing a range of well known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and when appropriate try to move in time to music. Safely use and explore a variety of materials, tools, and techniques with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Make use of props and materials when role-playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teachers.</p>
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KS1

Term	Science	Computing	PSHE/RSE	Geography	History	Art	D&T	Music	PE	RE
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<p>Seasonal Changes <input type="checkbox"/> observe changes across the four seasons <input type="checkbox"/> observe and describe weather associated with the seasons and how day length varies.</p> <p>Animals -identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p>IT Around Us <input type="checkbox"/> recognise common uses of information technology beyond school</p>	<p>Digital Wellbeing L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>Australia (Compare a non-European country) Locational knowledge <input type="checkbox"/> name and locate the world's seven continents and five oceans Place knowledge <input type="checkbox"/> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography <input type="checkbox"/> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Geographical skills and fieldwork <input type="checkbox"/> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>		<p>Mark Making & Aboriginal Art <input type="checkbox"/> to use a range of materials creatively to design and make products <input type="checkbox"/> to use drawing, painting to develop and share their ideas, experiences and imagination</p>		<p>Classical music, dynamics and tempo (Theme: Animals) Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo <input type="checkbox"/> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians <input type="checkbox"/> learn to create and compose music on their own and with others, <input type="checkbox"/> understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>	<p>Ball Skills master basic movements including throwing and catching, and begin to apply these in a range of activities</p>	<p>What makes some things scared to some groups of people?</p>
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<p>Animals/Living Things & their habitats -identify and name a variety of common animals that are carnivores, herbivores and omnivores -explore and compare the differences between things that are living, dead, and things that have never been alive -describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>Digital Painting □ use technology purposefully to create, organise, store, manipulate and retrieve digital content □ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>VIPs (Friendships and Relationships) H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of words to describe feelings H23. to identify what they are good at, what they like and dislike H33. about the people whose job it is to help keep us safe R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple</p>	<p>Mary Anning □ the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Textiles (Christmas Stockings) design purposeful, functional, appealing products for themselves and other users based on design criteria □ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology □ select from and use a range of tools and equipment to perform practical tasks select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics □ explore and evaluate a range of existing products □ evaluate their ideas and products against design criteria</p>	<p>Musical me Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody. □ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence □ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>	<p>Ball Skills master basic movements including throwing and catching, and begin to apply these in a range of activities Dance perform dances using simple movement patterns.</p>	<p>Why do people celebrate important occasions?</p>
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3	<p>Everyday Materials</p> <ul style="list-style-type: none"> □ distinguish between an object and the material from which it is made □ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock □ 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. 	<p>Robot Algorithms</p> <ul style="list-style-type: none"> □ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions □ create and debug simple programs □ use logical reasoning to predict the behaviour of simple programs 	<p>Money Matters</p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this.</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p>	<p>Castles - Local (Wallingford & Oxford Castle)</p> <p>UK capitals</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> □ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas □ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; □ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p>Monarchs</p> <p>(Compare way of life in different time periods)</p> <ul style="list-style-type: none"> □ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. 	<p>Printing & Painting</p> <p>Explore Colour</p> <ul style="list-style-type: none"> □ to use a range of materials creatively to design and make products □ to use drawing, painting to develop and share their ideas, experiences and imagination □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 		<p>Timbre and rhythmic patterns (Theme: Fairytales)</p> <p>Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale</p> <ul style="list-style-type: none"> □ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<p>Invasion Games</p> <p>master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> □ participate in team games, developing simple tactics for attacking and defending 	<p>What makes some stories so important to different people?</p>
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<p>Uses of Materials</p> <ul style="list-style-type: none"> □ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses □ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Programming Quizzes</p> <ul style="list-style-type: none"> □ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions □ create and debug simple programs □ use logical reasoning to predict the behaviour of simple programs 	<p>Positivity/Well-being/Growth Mindset</p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H23. to identify what they are good at, what they like and dislike down and/or change their mood when they don't feel good</p> <p>H24. how to manage when finding things difficult</p> <p>R7. about how to</p>	<p>Compass directions & fieldwork</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> □ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map □ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key □ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 				<p>Moving Pictures Mechanisms</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <ul style="list-style-type: none"> □ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology □ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] □ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics □ explore and evaluate a range of existing products □ evaluate their ideas and products against design criteria □ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<p>Pitch and tempo (Theme: Superheroes)</p> <p>Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting</p> <ul style="list-style-type: none"> □ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<p>Net/Wall Games</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> □ participate in team games, developing simple tactics for attacking and defending 	<p>Why is it important to look after our world?</p>
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5	<p>Living things & Habitats</p> <ul style="list-style-type: none"> □ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other □ identify and name a variety of plants and animals in their habitats, including micro-habitats 	<p>Digital Music</p> <ul style="list-style-type: none"> □ use technology purposefully to create, organise, store, manipulate and retrieve digital content beyond school □ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>Diverse Britain</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>France</p> <p>Geographic Vocabulary and Physical and Human features</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> □ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> □ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop □ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage □ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 		<p>Henri Rousseau</p> <ul style="list-style-type: none"> □ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Cooking & Nutrition</p> <ul style="list-style-type: none"> □ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] □ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics □ explore and evaluate a range of existing products □ evaluate their ideas and products against design criteria □ use the basic principles of a healthy and varied diet to prepare dishes □ understand where food comes from. 	<p>On this island: British songs and sound</p> <p>Creating sounds to represent three contrasting landscapes: seaside, countryside and city</p> <p>to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</p> <ul style="list-style-type: none"> □ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<p>Striking/Fielding Games</p>	<p>Why are some places important to people?</p>
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	<p>Humans</p> <ul style="list-style-type: none"> -identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Pictograms</p> <ul style="list-style-type: none"> □ use technology purposefully to create, organise, store, manipulate and retrieve digital content □ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>My Body</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically</p>		<p>The 1st Olympics</p> <p>2012 Olympics</p> <ul style="list-style-type: none"> □ events beyond living memory that are significant nationally or globally □ significant historical events, people and places in their own locality. 	<p>Sculptures</p> <ul style="list-style-type: none"> □ to use a range of materials creatively to design and make products □ to use sculpture to develop and share their ideas, experiences and imagination □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 		<p>Pulse and rhythm (Theme: All about me) Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities</p> <ul style="list-style-type: none"> □ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians □ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence □ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<p>Multi-Skills</p>	<p>What makes some people important?</p>
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