



# Long-Term Curriculum Plan

(2023-2024)

Nursery (2 year olds)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme &amp; Core Texts</b>	It's good to be Me Love make a family Colours Orange Pear, Apple Bear	Winter Stickman	Buildings and Homes Goldilocks and the Three Bear The Three Little Pigs	Dinosaurs Dinosaur Roar If I Had a Dinosaur	Water I'm the Biggest Thing in the Ocean Mr Grumpy's Outing.	Whats Outside? Ten Seeds Walking Through the Jungle
<b>Communication &amp; Language</b>	<p><b>Key learning:</b> Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Develop pretend play related to text</p> <p><b>Learning opportunities:</b> Feel texture of feathers, bark, leaves etc and link to language e.g.: 'rough bark', 'crunchy leaves'. Join in with repeated refrains e.g.: 'I want my Mummy!'. Talk about the pictures to show understanding of the story. Identify different animal noises. Bring in photos of families and discuss. These could be made into a family tree, wall display or floor book to help children feel more connected with their home while in the setting.</p> <p><b>Key learning:</b> Put two words together to describe e.g.: 'green apple' Start to answer simple questions about a text e.g.: 'where is the pear?'</p> <p><b>Learning opportunities:</b> After visit to Supermarket (linked to Literacy on next page), add shopping toys to home corner to link to children's experiences. Prepare a fruit salad as a group, model language by describing the taste, colour and texture of fruit. Provide a selection items (e.g.: foods, buttons, beads) of different colours along with some baskets. Invite children to talk about the colours they can see and describe objects as they sort them into groups</p>	<p><b>Key learning:</b> Understand simple instructions like "give to nanny" or "stop". Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'</p> <p><b>Learning opportunities:</b> Create a large outline of a snowman on the ground using natural materials such as sticks. Give children simple instructions to follow e.g.: 'Put a leaf on the snowman's nose'. Create winter themed treasure basket which could include the following: Winter clothing Cotton wool 'snow' A cold item from the freezer Snow globe Animal toy from a polar region Sensory bottle with water, glitter and glue. (lid glued tightly shut)</p>	<p><b>Key learning:</b> Develop pretend play e.g.: 'sleeping in mummy bear's bed' Retell a story with the aid of simple pictures and props. Answer questions about the text including 'who', 'what', and 'where'.</p> <p><b>Learning opportunities:</b> Comment on 'Goldilocks' as you read to children e.g.: 'It looks like Little Bear is feeling a bit worried...' Ask who/what/where questions about the pictures e.g.: 'I wonder who had the little bowl of porridge?' Create a Goldilocks and the Three Bears sensory tray. Cover a tuff tray with porridge oats and place bowls, spoons, small world bear toys (with three different sizes) and a doll into the tray. Encourage children to retell the story.</p> <p><b>Key learning:</b> Understand and act on longer sentences e.g.: 'build big tower' or 'knock down tower'. To understand one part instructions e.g.: 'line up at the door'. Answer questions about the text including 'who', 'what', and 'where'.</p> <p><b>Learning opportunities:</b> Listening treasure boxes – add items which make interesting noises to a 'treasure box' e.g.: crinkly paper, instruments, pots and pans. Encourage children to take turns and explore the items and the sounds they make and talk about them. Create a three little pigs small world area featuring different materials and characters from the text. Ask 'what', 'who' and 'where' questions using characters from the book.</p>	<p><b>Key learning:</b> Develop a wider range of vocabulary including opposites. Identify familiar objects and properties when described e.g.: 'green dinosaur', 'tall cup'</p> <p><b>Learning opportunities:</b> Use opposite picture cards and play matching game. Place different types of dinosaurs in a large feely bag. Children to take turns to pull out different dinosaurs from the bag and describe them. Post box activity – hold up cards of different coloured dinosaurs and post through the letter box. Encourage language and model phrase '..... gone' e.g.: 'green dinosaur gone', 'red dinosaur gone'.</p> <p><b>Key learning:</b> Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p><b>Learning opportunities:</b> Read 'If I had a Dinosaur', recall parts of the story and answer questions about the text. E.g.: Where did the girl take her dinosaur? What did the dinosaur eat? Encourage children to use their imagination to answer some questions E.g.: What would you do if you had a dinosaur? Where would you take your dinosaur? Remember to ensure you give children plenty of processing time (at least 10 seconds).</p>	<p><b>Key learning:</b> Children develop their vocabulary further and use vocabulary not used every day To start to understand vocabulary related to size e.g.: 'Can you find the big fish?'</p> <p><b>Learning opportunities:</b> Invite children to point to certain parts of the text and other images to check understanding e.g.: 'Can you show me the big boat?' Name and identify toy sea creatures through games such as using a 'mystery box' for children to pull out toys and name.</p> <p><b>Key learning:</b> Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' Develop a wider vocabulary using prompts from 'Mr Gumpy's Outing'.</p> <p><b>Learning opportunities:</b> Recall and retell story in different contexts including in role play, small world and tuff spots. Use animal toys to understand actions in the story when retelling own words. Play matching game with animal pictures and animal sounds.</p>	<p><b>Key learning:</b> Children can say and understand words for time e.g.: 'now' and 'later'. Children can understand an increasing vocabulary for function</p> <p><b>Learning opportunities:</b> Use 'Ten Seeds' to encourage language related to time. Use a 'now' and 'later' table to show children a visual representation of their day, encourage children to interact with this. Children are able to describe what objects do e.g.: a watering can is used to water plants in the garden.</p> <p><b>Key learning:</b> Children can link up to 5 words together. Children can describe actions e.g.: the monkey is swinging in the trees. To respond to simple instructions e.g.: 'Stamp like an elephant.'</p> <p><b>Learning opportunities:</b> Create actions to musical version of 'Walking in the Jungle' <a href="https://www.youtube.com/watch?v=plvY0quSyJg">https://www.youtube.com/watch?v=plvY0quSyJg</a> Play game 'guess the animal', children pick an animal card and use words and actions to describe the animal to the group. Place animal toys in sand area for children to recreate the animal actions learnt in the book.</p>



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	Hide a bear in different places which encourages children to use 'in' and 'on' to describe. E.g.: 'Where is bear? He is on the table'.		Sing songs which feature actions and take turns to create new actions for the song e.g.: Teddy Bear Teddy Bear, Turn Around.			
<b>Personal Social Emotional</b>	<p><b>Key learning:</b> Children feel emotionally safe with key person. Children express a range of emotions Develops sense of own identity</p> <p><b>Learning opportunities:</b> Play with confidence on own and with others knowing key person is available Opportunities to dress up and dramatic/pretend play e.g.: creating owl masks. Provide mirrors for children to look in and observe or make faces to express different emotions. Provide large cut-out of an owl. Children use paint to make handprints and create a class owl.</p> <p><b>Key learning:</b> Children express own preferences and interests Show 'effortful control' e.g.: waiting for their turn</p> <p><b>Learning opportunities:</b> Make a display of 'our favourites' e.g.: colour/fruit and encourage children to respect other children's choices. Children to choose nursery rhymes to sing from a choice of 3 picture cards. Play turn taking activities e.g.: pass around a fruit in a small circle and say your name/favourite food/colour Establish routines during key moments of the day e.g.: snack time, lining up to go outside.</p>	<p><b>Key learning:</b> Feel strong enough to demonstrate a range of emotions. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p><b>Learning opportunities:</b> Encourage children to express their feelings through words like 'sad', 'upset' or 'angry'. Identify these feelings in Stick Man story. Sing songs and rhymes which explore emotion e.g.: If you're happy and you know it, I Look in the Mirror Circle games to develop children's interactions e.g.: copycat games. Create a winter-themed feely bag for children to take turns and describe what they feel. Other children to make guesses (use same objects as C+L treasure basket activity to ensure children are familiar with the vocabulary).</p>	<p><b>Key learning:</b> Safely explore emotions through their normal range through play and stories. Use props to engage children in a range of emotions. Develops sense of own identity</p> <p><b>Learning opportunities:</b> Create role play area of the inside of the Three Bears' House. Encourage children to act out the story and start to play with other children. Explore emotions in Goldilocks and the Three Bears while reading the story. E.g.: 'How might Baby bear be feeling when he sees his chair is broken? Can you show me a face he might make?' Bring teddy bear to school day – Children take it in turns to show the class their teddy and say their teddy's name.</p> <p><b>Key learning:</b> Start to be able to play collaboratively and using shared equipment in the setting. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p><b>Learning opportunities:</b> Read 'Blocks' by Irene Dickson or another text which covers theme of playing together. Talk about how the children all use the same blocks at the end of the story. Talk about feelings throughout the book. Encourage children to build towers with wooden blocks. Provide masks for the pigs and wolf and children take turns to be characters. The 'wolf' blows down the tower. How do the pigs feel? Encourage children to express in sounds, words and actions.</p>	<p><b>Key learning:</b> Develop friendships with other children Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.</p> <p><b>Learning opportunities:</b> Create a dinosaur themed area. Consider adding the following: forest themed background, binoculars, leaf/camouflaged canopy, explorer dress up, sand/bark (if outside). Dinosaur hunt. Hide dinosaurs around the provision. Give children binoculars (or create from recycling). Children work together to find all the dinosaurs on their checklist.</p> <p><b>Key learning:</b> Safely explore emotions beyond their normal range through play and stories. Develop friendships with other children.</p> <p><b>Learning opportunities:</b> Set up a simple dinosaur footprint trail which children follow to lead to a dinosaur cave in the classroom (could be created with tents/canopies) which has a nest with a dinosaur egg inside. Sit in a circle and pass the dinosaur egg around the circle. Talk about how we are gentle with the egg and why we should take great care. When else do we have to be gentle?</p>	<p><b>Key learning:</b> Develop children's sense of self and help all children to feel they are valued, and they belong. Select appropriate equipment to use in a simple task with increasing independence.</p> <p><b>Learning opportunities:</b> Children to show the class or key group a piece of work they are most proud of Children to be involved in creating classroom environments e.g.: role play areas, gardening outdoors or displays. Increase the range of equipment available both indoors and outside as independence grows.</p> <p><b>Key learning:</b> Play with one or more other children engaging in simple play ideas Safely explore emotions beyond their normal range through play and stories. Begin to show 'effortful control'. For example, waiting for a turn</p> <p><b>Learning opportunities:</b> Create a class boat from large cardboard boxes to recreate the story. Take turns to act out the story using the props available Explain that only a certain number of people are allowed in the boat at one time. Encourage engage children in a range of emotions e.g.: feel the surprise when Mr Gumpy's boat falls into the water.</p>	<p><b>Key learning:</b> Children start to develop a sense of responsibility for the environment and community around them</p> <p><b>Learning opportunities:</b> Children are given appropriate roles of responsibility in the classroom e.g.: to hand out all children a piece of fruit at snack time. Children water their own plants in an outdoor area and take responsibility for their own plant.</p> <p><b>Key learning:</b> Start to take responsibility for the environment To start to enjoy the company of others and want to play with them.</p> <p><b>Learning opportunities:</b> Children to work as a team to care for outdoor and indoor environments by keeping the areas clean and tidy Play small group games which require prolonged attention and taking turns e.g: hide and seek Provide dressing up clothes in a safari role play area Read Monkey Puzzle by Julia Donaldson. Talk about how each animal is unique and different. Discuss celebrating our own differences within the children in class.</p>



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Physical	<p><b>Key learning:</b> Develop simple hand co-ordination Gain control of body through large movements</p> <p><b>Learning opportunities:</b> Sing rhymes with actions relating to 'me and myself'. e.g.: 'Everybody do this, just like me', 'If you're happy and you know it'. Create 'woodland den' outside providing space/containers for children to explore and adjust to their own play objectives. Use owl finger puppets to develop fine motor skills and explore the <i>Owl Babies</i> characters.</p> <p><b>Key learning:</b> Showing more control in using fine motor skills Develop healthy eating habits and introduce a range of food types Can use large-muscle movements to wave flags, streamers and use paint brushes on large surfaces and make marks</p> <p><b>Learning opportunities:</b> Increase independence during snack time Try tasting different types of fruit/vegetables and discuss Tuff Spot activity -Rainbow Spaghetti: dye spaghetti different colours. Add shapes, colourful rings and plastic cups for more textures and for children to shake and sort. Create DIY liquid water colours in a spray bottle using dried up felt tip pens and water. Experiment spraying different colours outside on large canvases. Provide children with a variety of coloured scarves and streamers to dance with to music.</p>	<p><b>Key learning:</b> Start to dress independently e.g.: using zips and buttons on coats Children to make sensible choices about clothing for different weather</p> <p><b>Learning opportunities:</b> Dressing teddy for winter/summer: Encourage children to make appropriate choices for the season Encourage children to dress the teddy independently, attempting to put arms in sleeves, fastening Velcro, wrapping a scarf etc. Discuss the weather daily and create a weather chart. Ask questions about the weather e.g: 'It looks like it is raining. What shall we wear to keep us dry outside?' Fine motor activities to develop pincer and tripod grasp and strength. E.g.: Draw a snowman on an empty plastic bottle and fill with coloured pom-poms. Placing sequins on Christmas tree template. Creating a 'stickman' with sticks and playdough</p>	<p><b>Key learning:</b> Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Build independently with a range of appropriate resources.</p> <p><b>Learning opportunities:</b> Make a basic obstacle course where children can pretend to be a bear in the forest. Introduce a variety of equipment e.g.: A tunnel to crawl through Benches to walk along Spots on the ground to jump to and from A set of cones to run in-between Create some play 'cement' by mixing sand and shaving foam. Ask children to make a home for Goldilocks. Add some wooden blocks, diggers and children's bricklayer tools.</p> <p><b>Key learning:</b> Build independently with a range of appropriate resources Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p><b>Learning opportunities:</b> Create a building site role play area inside/outside. Encourage children to build a house for the 3 little pigs using materials available e.g.: cardboard boxes of various sizes, crates, large wooden/foam blocks, sticks, hay and planks Place muddy toy pigs in the tuff spot and encourage children to use sponges and toothbrushes to clean the pigs in soapy water. Provide towels to dry them. Cooking activity – Provide a biscuit/rice cake and encourage children to add toppings to create a pig face.</p>	<p><b>Key learning:</b> Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Develop manipulation and control.</p> <p><b>Learning opportunities:</b> Hide dinosaur 'bones' in sand and provide sieves/colanders and brushes to dust off the sand and reveal bones. Can children arrange the bones to create their own dinosaur picture? Add enhancements to playdough area to encourage children to represent dinosaurs they have seen in <i>Dinosaur Roar</i>. E.g: using lollypop sticks or pasta for spikes/tail/horns. Encourage children to describe their dinosaur.</p> <p><b>Key learning:</b> Walk, run, jump and climb – and start to use the stairs independently Enjoy starting to kick, throw and catch balls Crawl in different ways and directions. Explore different materials and tools.</p> <p><b>Learning opportunities:</b> Create a group dinosaur egg using papier-mache. Encourage children to tear up newspaper and use a paintbrush to stick to a balloon. When dry encourage children to paint the egg using different colours and sizes of paintbrush. Hide a dinosaur at the end of an obstacle course which encourages children do the following: Crawl through a tunnel Throw a ball Walk, run and jump Climb on equipment</p>	<p><b>Key learning:</b> Is able to coordinate movements needed to play and explore Can pour water or drinks from one container to another.</p> <p><b>Learning opportunities:</b> Provide a wide range of different containers for children to pour water into. Can use washing up liquid to provide different textures. Use chutes or guttering to pour water Use water squirters to make marks in outside area Use sponges and cloths to explore water Lift and carry buckets of water</p> <p><b>Key learning:</b> Is able to use one handed tools using either large or small movements Continue to develop manipulation and control of small motor skills</p> <p><b>Learning opportunities:</b> Create bubbles by squeezing sponges in soapy water. Can create a toy car 'car or boat wash'. Use water beads in tuff spot for large-scale sensory play – can adapt in the following ways: Freezing water beads for different texture Explore using a colander to strain beads from tray of water Scoop and transfer the beads to different containers</p>	<p><b>Key learning:</b> Explore different materials and tools with developing accuracy. Can pedal a tricycle or ride a scooter using increased independence and skill.</p> <p><b>Learning opportunities:</b> Digging with shovels and towels in soil, sand or wood chippings. Water plants in the outside area Navigate corners, turns and uneven ground on tricycle or scooters. Adjust speed while travelling on tricycle/scooter</p> <p><b>Key learning:</b> Start to be able to use and remember sequences and patterns of movements for simple action songs Develop more control on climbing equipment</p> <p><b>Learning opportunities:</b> Children to remember animal actions and song related to 'Walking Through the Jungle' and other action songs. Provide children with bucket stilts so they can pretend to be tall animals like giraffes Attach a pen to the back of a safari car with toy animals around the paper. Encourage children to take the car on safari and weave between the toy animals to create a track. Draw large outline of leopard or zebra on table with whiteboard pen. Can children roll playdough into small balls to add spots or long stripes for stripes?</p>
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<p style="text-align: center;">Literacy</p>	<p><b>Key learning:</b> Explore text through linked activities</p> <p><b>Learning opportunities:</b> Visit woodland and observe what you can see, hear, feel and smell. Take photographs and collect natural materials to refer to throughout this unit. Read 'Owl Babies' and link to language already explored in woodland walk. Make a 'story tray' with props from the text e.g.: Feathers Large Branch Woodland items Baby owl toys (small, medium, large) Mummy Owl Night time picture</p> <p><b>Key learning:</b> Explore key vocabulary (colour names and fruit/vegetables) through linked activities</p> <p><b>Learning opportunities:</b> Visit a supermarket/greengrocer. Take photographs to refer to throughout this unit. Make a photo book following the supermarket visit so children can revisit and reinforce vocabulary Read 'Orange Pear Apple Bear'. Encourage children to help you act out the story with props. Make a 'story tray' with props from the text e.g.: Orange/pear/apple (whole fruit and core/peel of fruit) Toy bear</p>	<p><b>Key learning:</b> Enjoys sharing books with an adult</p> <p>Starts to retell stories with the help of props</p> <p>Explore key vocabulary through linked activities</p> <p><b>Learning opportunities:</b> Go on nature walk to collect materials to retell Stick Man story – comment on changing seasons and encourage children to join in. Read 'Stickman' paying attention to new vocabulary especially relating to main themes: family, summer, winter, animals. Children make their own 'stickman' from natural resources and retell the story outside with their character</p>	<p><b>Key learning:</b> Repeat words and phrases from familiar stories.</p> <p>Enjoy drawing freely and sometimes give meaning to marks e.g.: "that says mummy".</p> <p><b>Learning opportunities:</b> Read 'Goldilocks' and encourage children to join in with repeated refrains e.g.: 'Who's been eating my porridge?' Provide some shallow trays of porridge oats and encourage children make mark. Can the children explain what their marks mean?</p> <p><b>Key learning:</b> Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book. Make comments and share own ideas.</p> <p><b>Learning opportunities:</b> Read 'The Three Little Pigs' and encourage children to join in with repeated refrains e.g.: 'I'll huff and I'll puff and I'll blow your house down.' Dress a member of staff as the 'wolf' – encourage children to make comments and ask questions. Cut paper into house shapes for children to mark make on. Model drawing your own pictures alongside the children and talk about the story as you draw.</p>	<p><b>Key learning:</b> Repeat words and phrases from familiar stories</p> <p>Enjoy drawing freely</p> <p><b>Learning opportunities:</b> Read 'Dinosaur Roar' and discuss opposite words in the book. Set up dinosaur small world area and encourage children to retell and create their own stories with vocabulary from the book. Make marks in different coloured shaving foam with fingers/brushes/sticks. Use jumbo sized chalk to create dinosaur footprints in outside area.</p> <p><b>Key learning:</b> Develop play around favourite stories using props. Ask questions about the book. Make comments and shares their own ideas</p> <p><b>Learning opportunities:</b> Frequently re-read the text to become more familiar Act out parts of the text using toys and props. Talk about other animals that children have in their homes as pets. Look for opportunities to either have a class pet or have a pet visit the classroom. Encourage children to ask/answer questions e.g.: What does the animal look like? How do they feel? What does this animal eat? How can you look after the animal?</p>	<p><b>Key learning:</b> Notice some print, such as the first letter of name, a bus or door number, or a familiar logo.</p> <p><b>Learning opportunities:</b> Talk about signs in the classroom and their meanings. Show children the first letter of their name, can they find this letter somewhere in the classroom? Read 'I'm the Biggest Thing in the Ocean' and recreate the story with different sized underwater small world toys.</p> <p><b>Key learning:</b> Explore key books through linked activities</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p><b>Learning opportunities:</b> Create a basic story map of Mr Gumpy's Outing as a group Visit a local river/stream/pond and go pond dipping or river walking. (please ensure EV risk assessment has taken place due to proximity to water). Give opportunities for children to draw the river/pond they visited. Ask questions aimed to encourage children to explain their mark making.</p>	<p><b>Key learning:</b> Starting to understand that print has meaning (e.g.: sign on bus stop, logo for shop)</p> <p><b>Learning opportunities:</b> Display familiar signs and logos around the classroom. Set up a Garden Centre in the outdoor area as a role play area. Use signs and labels with pictures to show children where equipment is stored. Have available real seed packets, labels for plants and guides to look after plants.</p> <p><b>Key learning:</b> Develop play around favourite stories using props.</p> <p>Children to develop mark-making using a wide range of equipment. Make marks on their picture to stand for their name.</p> <p><b>Learning opportunities:</b> Create an animal role play area with masks, dressing up clothes and props. Model writing child's name on top of each piece of work Draw outlines of animals and ask children to add patterns e.g.: stripes for zebra, spots for leopard.</p>
<p style="text-align: center;">Maths</p>	<p><b>Key learning:</b> Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Develop sorting behaviours</p> <p><b>Learning opportunities:</b></p>	<p><b>Key learning:</b> Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p><b>Learning opportunities:</b> Use large hoops to place sticks in various amounts</p>	<p><b>Key learning:</b> Children climb and squeeze themselves into a range of different types of spaces</p> <p>React to changes of amount in a group of up to three items.</p> <p>Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</p> <p><b>Learning opportunities:</b></p>	<p><b>Key learning:</b> Compare sizes, weights etc. using gesture and language 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>Complete inset puzzles.</p> <p>Develop own criteria when sorting objects</p> <p><b>Learning opportunities:</b> Using dinosaur toys, sort and describe using language</p>	<p><b>Key learning:</b> Compare sizes and weights using gesture and language e.g.: 'heavy', 'light', 'bigger', 'smaller'.</p> <p>Notice patterns and arrange things in patterns.</p> <p><b>Learning opportunities:</b> Use language of size and weight in everyday contexts</p>	<p><b>Key learning:</b> Compare amounts, saying 'lots', 'more' or 'same' using a variety of different real-life situations</p> <p><b>Learning opportunities:</b> When children are building, take away or add more bricks. How many blocks are there now? Are there more or less? Use amount vocabulary in everyday situations e.g.: 'we need one more plate for lunch'. Involve children in gardening activities outside,</p>



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	<p>Participate in number rhymes Pointing to characters in the story and making sounds. Develop counting habits in everyday situations e.g.: counting steps, people, chairs. Use objects collected from Woodland Walk for children to pick up, move and explore using various containers/transporting equipment e.g.: spoons, scoops. Sort natural items into sets.</p> <p><b>Key learning:</b> Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Arranges objects into patterns Develop sorting behaviours</p> <p><b>Learning opportunities:</b> Observe naturally occurring patterns inside/outside/in nature Create own patterns with different coloured fruit, take photographs Egg carton colour sorting and encourage counting-like behaviours. Hide coloured gems in a tray of sand, invite children to participate in counting-like behaviours.</p>	<p>Use vocabulary ‘lots’, ‘more’ or ‘same’. Encourage children to both use counting behaviours and compare sets without counting To extend, take away or add sticks. Does this change your answer? Relate this learning to real life contexts e.g.: sets of children, chairs, tables, toys.</p>	<p>Provide different sized boxes for children to explore which sized ‘bed’ the three bears would fit in. Learn finger rhymes e.g.: when goldilocks went to the house of the bears. Start to count objects up to 3 with 1:1 correspondence. E.g.: counting characters or objects from Goldilocks and the Three Little Bears.</p> <p><b>Key learning:</b> Build with a range of resources Combine objects by putting objects inside each other and take them out again Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’.</p> <p><b>Learning opportunities:</b> Encourage spatial words like ‘on top of’, ‘up’, ‘down’, ‘inside’, ‘outside’ with these suggested tasks: Provide blocks, boxes and tunnels to explore climbing, tunnelling and hiding. Use stacking blocks and cups to experiment putting objects inside each other. Play skittles (using total of 5). These can be made with sand in plastic bottles. How many skittles have been knocked down? How many skittles are still standing?</p>	<p>suggested above describing height, length and weight. Provide different coloured hoops for children to sort the dinosaurs into. Can children think of any different ways to sort the dinosaurs? Provide a selection of themed puzzles for children to solve.</p> <p><b>Key learning:</b> Match counting words with objects Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p><b>Learning opportunities:</b> Sing number rhymes with 5 characters e.g.: 5 little monkeys, 5 little ducks which focus on counting backwards Read counting books e.g.: 5 little dinosaurs Hide dinosaurs in the dinosaur cave area. Children to count the number of dinosaurs in the cave. Draw dinosaur footprints outside and encourage children to count as they step/point to the footprints.</p>	<p>Play magnetic fishing game with different sized fish Provide objects and toys with marked differences in size and weight to play freely with, sort and match Look at patterns on fish scales and try to recreate with collage or paint.</p> <p><b>Key learning:</b> Compare amounts, saying ‘lots’, ‘more’ or ‘same’. Count in everyday contexts</p> <p><b>Learning opportunities:</b> Count during everyday activities such as setting the table, climbing the stairs Play matching games which require children to count to 5 When reading ‘Mr Gumpy’s Outing’ ask how many animals are in the boat and model correct counting method. Compare the number of animal inside and outside of the boat using ‘lots’, ‘more’ or ‘same’.</p>	<p><b>Key learning:</b> Compare size and weight and develop use of language React to changes of amount in a group</p> <p><b>Learning opportunities:</b> Explore size using body movements to music. Can children make themselves tall like a giraffe or short like a mouse? Explore weight with a set of bucket scales. Which animal is the heaviest/lightest? Sing animal counting songs with actions and recreate songs with animal toys by changing amounts of animals throughout the song.</p>
<p><b>Understanding the World</b></p>	<p><b>Key learning:</b> Explore natural materials indoors and outdoors. Make connections between the features of their family and other families</p> <p><b>Learning opportunities:</b> Create nests for Owl Babies using natural materials. Provide twigs, leaves and feathers with a shoebox and encourage children to explore the best way to use resources to create a comfortable home for the owl babies. Explore small world families using play materials alongside</p>	<p><b>Key learning:</b> Explore the changing environment outside in different times of the year</p> <p><b>Learning opportunities:</b> Create a small world scene on tuff spot using grass, ‘snow’, sand, leaves to cover parts of stickman story Take opportunities to use outside space during frosty or snowy days and offer children opportunity for sensory play e.g.: splashing in icy puddles, feeling snow on outdoor equipment, watching ‘breath’ on a cold day.</p>	<p><b>Key learning:</b> Explore materials with different properties Experiment more examples of actions which have an effect</p> <p><b>Learning opportunities:</b> Collect and sort items with different properties (e.g.: soft and hard) Use these items to create a treasure basket using opposite words such as ‘hard, soft, cold, hot’ and related these to Goldilocks and the Three Bears. Model language used to describe the items in the treasure basket e.g.: ‘soft porridge’. Ask children to</p>	<p><b>Key learning:</b> Make connections between the features of their family and other families.</p> <p><b>Learning opportunities:</b> Encourage children to bring in photographs from their holiday/weekend. Children take turns to show photos and tell their classmates about the photo. The photographs could be made into a class book to help children to Have a closer connection between home and school</p>	<p><b>Key learning:</b> Explore and respond to different natural phenomena in their setting and on trips. Encourage children’s exploration, curiosity, appreciation and respect for living things.</p> <p><b>Learning opportunities:</b> Sort sets of underwater creatures and encourage children to sort them using their own criteria Investigate minibeasts in outdoor area. Provide small minibeast boxes, magnifying glasses etc.</p>	<p><b>Key learning:</b> To encourage children’s fascination and curiosity for living things To develop respect for living things.</p> <p><b>Learning opportunities:</b> Each child plants a seed, learns the things seeds need to grow and takes responsibility for caring for their seed Create a treasure bag of different types of seeds to feel and explore, compare with photo or real life plants that the seeds grow into.</p> <p><b>Key learning:</b> Begin to understand there are different countries in the world</p>



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	<p>building blocks or construction materials Add to opportunities by taking a small photo of each child and sticking it to a wooden block.</p> <p><b>Key learning:</b> Repeat actions which have effect Explore and respond to different natural phenomena in their setting and on trips.</p> <p><b>Learning opportunities:</b> Offer lots of different textures and colours for exploration with fingers, feet and whole body such as wet and dry sand, water, paint and playdough Use large pipettes to explore mixing colours with water in different sized containers. Try adding glitter, food colouring/chalk to puddles and discussing the effects. Encourage children to mix by jumping on puddles or stir the water with hands/feet</p>	<p>Stickman refers to the 'Family Tree'. During nature walk for Stick Man materials, take photographs of the trees you can see, how do trees change throughout the year?</p>	<p>select certain objects in the treasure box.</p> <p><b>Key learning:</b> Repeat actions that have an effect. Explore materials with different properties.</p> <p><b>Learning opportunities:</b> Go for a walk in the local environment to look at the buildings around the school and talk about what the children can see. Children collect natural materials to make a new home for The Three Little Pigs. Talk about which materials would work best. Would leaves make a good roof? Would sticks make a strong wall? Encourage children to build different sized towers and knock down by rolling different types of balls into their tower.</p>	<p>Make connections between their family and lives of other families.</p> <p><b>Key learning:</b> Explore and respond to different natural phenomena in their setting and on trips. Notice differences between people.</p> <p><b>Learning opportunities:</b> Provide collections of natural materials to investigate and talk about e.g.: shells, dinosaur 'bones', different types of rocks (fossils if available), leaves, seeds, bark Invite children to talk about their likes and dislikes linking to their experiences Support children to mark make or take photographs relating to their likes/dislikes</p>	<p>Model carefully handling a worm and helping children return it to dug-up soil. Encourage children to repeat when they find other minibeasts.</p> <p><b>Key learning:</b> Use senses to have a hands-on exploration of natural materials Experiment using different materials for a purpose</p> <p><b>Learning opportunities:</b> Build a boat from different materials and observe effects of more or less people in the boat when floating on water Experiment with dropping different objects in water and observe the effects. Provide bubble mixture/wands of different shapes/sizes for children to explore. Encourage children to talk about the bubbles and experiment with making different amounts/sizes/shapes.</p>	<p>Begin to speak about unfamiliar environments/nature from their immediate surroundings e.g: a jungle.</p> <p><b>Learning opportunities:</b> Show pictures of each location featured in 'Walking in the Jungle' and talk about each. What is the weather like? What animals live there? How would you get there? Dress teddy for hot weather using basket of summer clothes. Set up sensory small world area with small world animals, lentils, spaghetti or rice. Give children magnifying glasses to examine scene.</p>
<p><b>Expressive Arts &amp; Design</b></p>	<p><b>Key learning:</b> Explore paint using fingers and other body parts as well as brushes and other tools. Join in with songs and rhymes Show attention to sounds and music.</p> <p><b>Learning opportunities:</b> Sponge/finger paint Owl Baby pictures Sing nursery rhymes and songs, encourage dance and actions e.g.: 'Everybody do this, just like me', 'If you're happy and you Know it'. Provide big canvases for children to paint, spray, use rollers and giant brushes. Provide mirrors in creative areas to encourage older children to look at their own faces if attempting to draw themselves. Listen to woodland sounds in the classroom.</p> <p><b>Key learning:</b> Start to make marks intentionally</p>	<p><b>Key learning:</b> Use a wider variety of tools and size of brushes to explore paint and other materials which make marks Enjoy and take part in action songs</p> <p><b>Learning opportunities:</b> Painting with sticks/leaves, experiment with different sizes and shapes. Printing with natural materials, experiment with different colours. Creating lines, dots, patterns or known shapes with sticks in sand/ playdough/ foam Sing and encourage actions to favourite nursery rhymes and songs e.g: Here we Go Around the Mulberry Bush.</p>	<p><b>Key learning:</b> Start to develop pretend play, pretending that once object represents another Use imagination to explore the concept of pretend and real.</p> <p><b>Learning opportunities:</b> Leave 'clues' that Goldilocks has been in the role play area – e.g.: a broken chair. Encourage children to extend the storyline. Hide teddy bears around the provision and provide children with binoculars/rucksacks to go searching for Baby Bear, Mummy Bear and Daddy Bear. Create representations of characters in the story using playdough, buttons, googly eyes, sticks etc.</p> <p><b>Key learning:</b> Manipulate and play with different materials to create a desired effect Explore a range of soundmakers and instruments and play them in different ways.</p> <p><b>Learning opportunities:</b></p>	<p><b>Key learning:</b> Children to learn songs and rhymes from memory and can participate in some words and repetitive or rhythmical sounds Explore different materials and use all senses to investigate them</p> <p><b>Learning opportunities:</b> Explore sight, smell, taste, sounds and smell. E.g: stamp toy dinosaurs in scented playdough. Create a class dinosaur by drawing outline on roll of paper and encouraging children to either use handprints, footprints, rollers or sponges to fill the outline.</p> <p><b>Key learning:</b> Explore a range of soundmakers and instruments and play them in different ways Show attention to sounds and music.</p>	<p><b>Key learning:</b> Enjoy and take part in action songs Develop pretend play based on the text.</p> <p><b>Learning opportunities:</b> Take part in rhymes with props e.g.: '5 little speckled frogs' with frog masks and a real/pretend log. Or 'Incy, Wincy Spider' with a drainpipe, toy spider and watering cans for rain. Create an 'under the sea' role play area. Include photos of fish and sea creatures, toys, diving masks and shells.</p> <p><b>Key learning:</b> Children use their imagination to consider what they can do with different materials Make simple models which express their own ideas</p> <p><b>Learning opportunities:</b> Children create their own a boat using junk modelling Children can explain parts of their model to an adult</p>	<p><b>Key learning:</b> Use their imagination as they consider what they can do with different materials</p> <p><b>Learning opportunities:</b> Stick leaves and natural materials to create a nature collage Use leaves of different sizes, textures and shapes to create leaf rubbings Create transient art using different petals, leaves, sticks and other natural materials.</p> <p><b>Key learning:</b> Accompany action songs with instruments and movement Develop pretend play</p> <p><b>Learning opportunities:</b> Perform 'Walking in the Jungle' song to an audience Play music from around the world using different instruments, dynamics and temp. Encourage children to dance and move Use photos of animals and children using instruments to reflect pretend to be the animal Watch videos of safari animals moving, can children recreate these movements?</p>



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	<p>Express ideas through making marks sometimes giving meaning to the marks they make</p> <p><b>Learning opportunities:</b> Printing using fruit halves and exploring different colours Make a colour wheel with up to 5 colours attach a 'spinner' arrow and find items around the provision which match the colours the arrow lands on. Sensory paint play – paint on unusual surfaces e.g.: bubble wrap, pebbles, foil. Cover shallow tray of sand with rainbow paper and invite children to make marks using tools or their fingers.</p>		<p>Children to experiment with driving different sized vehicles through paint/mud and see what tracks are left behind. Can children match the tracks to the vehicle? Children work as a class to create the three brick, stick and straw houses. Children can glue straw, balance sticks and print bricks using sponges and paint. Create a space in the classroom for children to display and be proud of their construction models. Display photographs of children's creations to discuss.</p>	<p>Respond emotionally and physically to music when it changes. Move and dance to music</p> <p><b>Learning opportunities:</b> Explore sensory experiences through sound. Provide a variety of objects to beat with a beater e.g.: boxes, pot lids, colander, watering can, bucket. Hold up different dinosaur pictures, can children create the sounds they think these dinosaurs would make? Experiment with different ways of moving like a dinosaur. Play music with different tempo and dynamics. You could use the following examples: Peer Gynt Suite No. 1, "In the Hall of the Mountain King" Saint-Saëns Carnival of the Animals (various) Nikolai Rimsky – Korsakov, Flight of the Bumblebee</p>	<p>Provide a wide range of found materials ('junk') as well as blocks, soft wood, card, offcuts of fabric and materials with different textures.</p>	
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Nursery (3-4 year olds)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme &amp; Core Texts</b>	Look at Me!  Love makes a family. 5 minutes Peace Bears We're going on a Bear Hunt Where's my Teddy?	Special Days  Kipper's Birthday First Christmas Santa Post	Toys  Kipper's Toybox Stanley's Stick Harry and the Dinosaur and the Bucketful.	Food Glorious Food  Jasper's Beanstalk. The Little Red Hen	Once Upon a Time 2  Goldilocks and the Three Bears Hansel and Gretel	All Creatures Great and Small 2  Walking through the Jungle The Fish Who Could Fish
<b>Communication &amp; Language</b>	Be able to talk about familiar books: - Sit and listen to a story - Answer simple question about what they have heard Develop their communication: - Speak in simple sentences Enjoy listening to longer stories and can remember much of what happens. Develop their communication but may continue to have problems with irregular tenses and plurals.	Enjoy listening to longer stories and can remember much of what happens. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Use a wider range of vocabulary.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use talk to organise themselves and their play. Use longer sentences of four to six words.	Develop their communication. Use a wider range of vocabulary. Be able to talk about familiar books and be able to tell a long story. Use vocabulary in their play, that reflects their experiences of books. Use talk to organise themselves and their play. Be able to express a point of view and to debate when they disagree with an adult or a	Understand 'why' questions. Be able to tell a long story. Use longer sentences of four to six words.	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns.



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	Use a wider range of vocabulary.			friend, using words as well as actions.		
<b>Personal Social Emotional</b>	Select and use activities and resources, with help when needed. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children. <i>Increasingly follow rules, understanding why they are important.</i> <i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</i> <i>Begin to understand how others might be feeling.</i> <i>Play with one or more other children, extending and elaborating play ideas.</i>	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. Begin to understand how others might be feeling.	Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. Show more confidence in new social situations. Begin to understand how others might be feeling.	Develop their sense of responsibility and membership of a community. Develop appropriate ways of being assertive. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Select and use activities and resources to help them to achieve a goal. Develop their sense of responsibility and membership of a community. <i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</i> Begin to understand how others might be feeling.	Develop appropriate ways of being assertive. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people. Show more confidence in new social situations. Help to find solutions to conflicts and rivalries.
<b>Physical</b>	Start taking part in some group activities which they make up for themselves, or in teams. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use one-handed tools. Show a preference for a dominant hand. <i>Match their developing physical skills to tasks and activities in the setting.</i> <i>Choose the right resources to carry out their own plan.</i> <i>Collaborate with others to manage large items.</i> <i>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</i>	Be increasingly independent as they get dressed and undressed Be increasingly independent in meeting their own care needs. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use one-handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Make healthy choices about food.	Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. Collaborate with others to manage large items. 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 Continue to develop their movement, balancing, riding and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Start taking part in some group activities which they make up for themselves, or in teams.
<b>Literacy</b>	Use some of their print and letter knowledge in their early writing. - tell an adult about the marks they make Develop their phonological awareness: - Join in with nursery rhymes - Sing some nursery rhymes independently	Use some of their print and letter knowledge in their early writing. Write some or all of their name. Develop their phonological awareness. Count or clap syllables in a word	Develop their phonological awareness, so that they can spot and suggest rhymes and experience and appreciate rhythm. Understand the five key concepts about print: Print has meaning The names of the different parts of a book	Use some of their print and letter knowledge in their early writing. Develop their phonological awareness, so that they can: <i>Spot and suggest rhymes, recognise words with the same initial sound.</i> Understand the key concepts about print. (directionality of text)	Understand the five key concepts about print. Engage in extended conversations about stories, learning new vocabulary: Use some of their print and letter knowledge in their early writing. Write some letters accurately.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately. Understand the five key concepts about print: Develop their phonological awareness





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	<p>Discriminate between environmental sounds <b>Engage in extended conversations about stories, learning new vocabulary.</b> Develop their phonological awareness by joining in with nursery rhymes, tuning into voice sounds, talking about sounds and spotting and suggesting rhymes.</p>	<p>Recognise words with the same initial sound, such as money and mother</p>	<p>Print can have different purposes Use some of their print and letter knowledge in their early writing.</p>			
<b>Maths</b>	<p><b>Match and Sort:</b> Begin to sort objects according to colour, size or shape. <b>Link numerals and amounts/Counting:</b> Showing the right number of objects to match the numeral for 1 and 2. Subitise small groups of objects. Recite numbers to 5 Begin to show 'finger numbers' up to 5 when joining number songs and rhymes <b>Measure</b> Make comparisons between objects relating to size and length. <b>Link numerals and amounts/Counting:</b> Recite numbers to 5 Show 'finger numbers' up to 5 when joining number songs and rhymes Showing the right number of objects to match the numeral for 1 and 2. Subitise small groups of objects. <b>Shape:</b> Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Notice and talk about shapes in the environment. <b>Positional Language:</b> Understand position through words alone <b>Measure</b> Make comparisons between objects relating to size.</p>	<p><b>Shape:</b> Talk about and explore 2D shapes (for example, circles, rectangles, and triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. <b>Pattern:</b> Talk about and identifies the patterns around them. Use informal language like 'pointy', 'spotty', 'blobs' etc. <b>Counting:</b> Say one number for each item in order: 1,2,3,4,5. Recite numbers beyond 5 <b>Measure:</b> Make comparisons between objects relating to size, length, weight and capacity.</p>	<p><b>Counting:</b> Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total. <b>Linking numerals and amounts:</b> Showing the right number of objects to match the numeral to 4. Experiment with their own symbols and marks as well as numerals. <b>Position and Direction:</b> Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. <b>Pattern:</b> Extend and create ABAB patterns – stick, leaf, stick, leaf. <b>Shape:</b> Talk about and explore 3D shapes</p>	<p><b>Sorting and Matching:</b> Find and match objects which are the same. Sort the same set of objects according to different criteria. <b>Shape:</b> Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. <b>Link numerals and amounts/Counting:</b> Show 'finger numbers' up to 5 when joining number songs and rhymes Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total. <b>Measure:</b> Make comparisons between objects: size, length, weight and capacity.</p>	<p><b>Number:</b> Fast recognition of up to 3 objects, without having to count them. Compare quantities using language: 'more than', 'fewer than' Solve real world mathematical problems with numbers up to 5 Showing the right number of objects to match the numeral, up to 5 <b>Measure:</b> Make comparisons between objects relating to weight and capacity. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' <b>Position and Direction:</b> Describe a familiar route using spatial words. Discuss routes and locations, using words like 'in front of' and 'behind'. Understand and use positional language through words alone.</p>	<p><b>Measure:</b> Make comparisons between objects relating to size, length, weight and capacity. <b>Pattern:</b> Notice and correct an error in a repeating pattern. Extend and create ABAB patterns – stick, leaf, stick, leaf. Talk about and identifies the patterns around them. <b>Number:</b> Showing the right number of objects to match the numeral up to 5 Begin to show 'finger numbers' up to 5 Compare quantities using language: 'more than', 'fewer than' Solve real world mathematical problems with numbers up to 5 Experiment with their own symbols and marks as well as numerals.</p>



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<p><b>Understanding the World</b></p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Continue to develop positive attitudes about the differences between people</p>	<p>Explore and talk about different forces they can feel.</p> <p>Explore how things work.</p> <p>Explore collections of materials with similar and/or different properties</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycles.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Show interest in different occupations.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>
<p><b>Expressive Arts &amp; Design</b></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, such as representing a face with a circle and including details.</p> <p>Take part in simple pretend play.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p>	<p>Take part in simple pretend play.</p> <p>Remember and sing songs.</p> <p>Sing the pitch of a tone sung by another person.</p> <p>Sing the melodic shape</p> <p>Explore colour-mixing.</p> <p>Develop their own ideas and then decide which materials to use to express them.</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>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Explore colour and colour-mixing.</p> <p>Begin to develop complex stories using small world.</p> <p>Make imaginative and complex 'small worlds' with blocks.</p> <p>Explore different materials freely.</p> <p>Develop their own ideas and then decide which materials to use to express them</p>	<p>Use drawing to represent ideas like movement or noise.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail.</p>	<p>Explore colour and colour-mixing.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Draw with increasing complexity and detail.</p> <p>Create closed shapes with continuous lines</p>

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Theme &amp; Core Texts</b></p>	<p><b>Me and My World</b> <i>All about me, my school and my family</i></p> <p><b>What I Like About Me</b> by Allia Zobel-Nola</p> <p><b>My Heroes</b> <i>People who help us and superheroes</i></p> <p>People who help us series Supertato</p>	<p><b>Standing ovation</b> <i>Winter festivals</i></p> <p>Rama and Sita story Stickman The Jolly Postman</p>	<p><b>Castles, knights and dragons</b> <i>Fantasies and fairy tales</i></p> <p>Castles by Maggie Freeman Zog George and the Dragon</p>	<p><b>Spring in our step</b> <i>Growing and life cycles</i></p> <p>Jack and the Beanstalk The Enormous Turnip Life Cycle of a Frog by Grace Jones Life Cycle of a Butterfly by Charlotte Guillain What Can You See in Spring?</p>	<p><b>Where we live</b> <i>Our local area and significant buildings and individuals, both now and in the past</i></p> <p>The Jolly Postman and Other People's Letters A Walk in London All Aboard for the Bobo Road</p>	<p><b>Science detectives</b> <i>Seasons, states of matter, my body and holidays</i></p> <p><b>What is Science? Tree Whatever Next</b> <b>Commotion in the Ocean</b></p>



# Long-Term Curriculum Plan

(2023-2024)

Communication & Language	<p>Engage in story times. Learn new vocabulary. Understand how to listen carefully and why listening is important. Articulate their ideas and thoughts in well-formed sentences. Engage in non-fiction books. Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen to and talk about stories to build familiarity and understanding.</p>	<p>Learn new vocabulary. Use new vocabulary through the day. Learn rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p>	<p>Connect one idea or action to another using a range of connectives. Make simple predictions about what will happen next. Retell the story once they have developed a deep familiarity with the text. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.</p>	<p>Understand and use new vocabulary introduced through non-fiction texts and stories Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Listen to and talk about stories to build familiarity and understanding. <i>Link events in a story to their own experiences.</i> Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Learn and use new vocabulary Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>
Personal Social Emotional	<p>See themselves as a valuable individual. Manage own needs. <b>ELG Assessment</b> Manage their own basic hygiene and personal needs, including dressing, toileting and understanding the importance of healthy food choices.</p> <p><b>ELG Assessment</b> Show an understanding of their own feelings and those of others. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses.</p>	<p><b>ELG Assessment</b> Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>	<p><b>ELG Assessment</b> Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs</p>	<p><b>ELG Assessment</b> Show independence, resilience, and perseverance in the face of challenge. Understand the importance of healthy food choices.</p>	<p><b>ELG Assessment</b> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Explain the reasons for rules, know right from wrong.</p>	<p><b>ELG Assessment</b> Set and work towards simple goals. Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p>



# Long-Term Curriculum Plan

(2023-2024)

Physical	<p>Know and talk about the different factors that support their overall health and wellbeing. Manage the school day successfully.</p> <p><b>ELG Assessment</b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><b>ELG Assessment</b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><b>ELG Assessment</b> Demonstrate strength, balance and coordination when playing.</p>	<p><b>ELG Assessment</b> Move energetically, running, jumping, dancing, hopping, skipping and climbing.</p>	<p><b>ELG Assessment</b> Demonstrate strength, balance and coordination when playing.</p>	<p><b>ELG Assessment</b> Demonstrate strength, balance and coordination when playing.</p>
Literacy	<p>Write their first name without a reference. Answer 'what' questions related to a story. Spell words by identifying the sounds and then writing the sound with letter/s.- <i>write the correct initial sounds of words</i></p> <p>Read individual letters by saying the sounds for them.</p> <p>Orally plan a sentence for an adult to describe. Spell words by identifying the sounds and then writing the sound with letter/s.- <i>write the correct initial sounds of words</i> -<i>write CVC words using the sounds they have been taught</i></p>	<p>Blend sounds into words, so that they can read short words. Spell words by identifying the sounds and then writing the sound with letter/s. Sequence and retell the main events in a story. Retell the main events in a story. Answer who, what and where questions about a book. Write their first name without a reference.</p>	<p>Create a simple narrative using vocabulary introduced through a text. Spell words by identifying the sounds and writing the sound with letters. Read and write simple phrases made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Form lower-case and capital letters correctly. Re-read what they have written to check that it makes sense. Spell words by identifying the sounds and then writing the sound with letter/s.</p>



# Long-Term Curriculum Plan

(2023-2024)

Maths	<p><b>Match and Sort:</b> Find and match objects that are the same. Sort objects according to colour, size, or shape.</p> <p><b>Compare Amounts:</b> Use the vocabulary fewer, the same and more to compare groups of objects.</p> <p><b>Compare Size, Mass, and Capacity:</b> Compare and order objects according to their size. Use mathematical language to describe size</p> <p><b>Explore Pattern:</b> Copy, continue and create simple repeating patterns. Explore AB patterns in a range of contexts.</p> <p><b>Recognising 123 by counting or subitising:</b> Count and subitise how many. Make collections of 1,2 and 3 objects</p> <p><b>Understanding 123:</b> Make comparisons between groups of 1,2 and objects. Explore and notice the different compositions of 2 and 3.</p> <p><b>Compose and decompose shapes:</b> Find 2D shapes within 3D shapes.</p>	<p><b>Recognise 4 and 5 by counting or subitising:</b> Count and subitise how many. Make collections of 4 and 5 objects.</p> <p><b>Explore 1 more or 1 less than numbers to 5</b></p> <p><b>Squares and Rectangles:</b> Recognise shapes in everyday objects and the environment. Describe some properties of squares and rectangles.</p> <p><b>Compare length, weight, and capacity:</b> Compare length using appropriate mathematical vocabulary.</p> <p><b>Time and Sequencing:</b> Use time related vocabulary to talk about their day.</p>	<p><b>Composition of 4 and 5:</b> Explore and notice the different compositions of 4 and 5.</p> <p><b>Compare numbers to 5:</b> Make comparisons between groups of 0-5 objects. Use the number name zero and numeral 0 accurately.</p> <p><b>Recognise 6 and 7 by counting or subitising:</b> Count and subitise how many. Make collections of 6 and 7 objects.</p> <p><b>Compare length, weight, and capacity:</b> Compare mass and capacity using appropriate mathematical vocabulary.</p>	<p><b>Recognise and represent 8, 9 and 10:</b> Identify representations of 8, 9 and 10. Explore the composition of 8.9 and 10</p> <p><b>Compare numbers to 10:</b> Make comparisons between groups of 0-10 objects.</p> <p><b>Number Bonds to 10:</b> Explore number bonds to 10 using real objects. Find how many more to make 10</p> <p><b>Shape and Spatial Reasoning:</b> Select, rotate, and manipulate shapes to develop spatial reasoning skills.</p> <p><b>Continue, copy, and create repeating patterns.</b> Copy and continue repeating patterns</p>	<p><b>Count beyond 10:</b> Count verbally beyond 20. Count beyond 10 using number tracks.</p> <p><b>Comparing numbers to 10:</b> Divide numbers into equal groups. Use 'the same' to describe identical sized groups.</p> <p><b>Continue explore the composition of numbers to 10:</b> Partition and recombine sets.</p> <p><b>Automatically recall number bonds:</b> Automatically recall number bonds for numbers 0–5.</p> <p><b>Develop spatial reasoning skills:</b> Copy complex 2D pictures with 3D resources</p>	<p><b>Count beyond 10</b> Count verbally beyond 20 spotting patterns in 2-digit numbers.</p> <p><b>Link the number symbol (numeral) with its cardinal number value.</b> Match sets of objects or actions with the correct numeral.</p> <p><b>Automatically recall number bonds for numbers 0–10.</b> <b>Compose and decompose shapes</b> Investigate how shapes can be combined to make new shapes. Identify shapes within shapes.</p> <p><b>Compare length, weight, and capacity.</b> Use comparative language accurately. Make a reasonable estimate about capacity and length.</p> <p><b>Continue, copy and create repeating patterns.</b></p>
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# Long-Term Curriculum Plan

(2023-2024)

Knowledge & Understanding of the World	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p><b>ELG Assessment</b> Talk about the lives of people around them and their roles in society</p> <p><b>ELG Assessment</b> Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>ELG Assessment</b> Know some similarities and differences between different religious and cultural communities in this country.</p>	<p><b>ELG Assessment</b> Know some similarities and differences between things in the past and now. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>ELG Assessment</b> Explore the natural world, making observations and drawing pictures.</p>	<p><b>EYFS Assessment</b> Describe their immediate environment. Explain some similarities and differences between life in this country and life in other countries.</p>	<p><b>ELG Assessment</b> Know some similarities and differences between the natural world around them and contrasting environments.</p>
Expressive Arts & Design	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings Develop storylines in their pretend play.</p> <p><b>ELG Assessment</b> Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.</p> <p><b>ELG Assessment</b> Make use of props and materials when role playing characters in narratives and stories. Invent, adapt, and recount narratives and stories.</p>	<p><b>ELG Assessment</b> Perform songs, rhymes, poems and stories with others, and try to move in time with music</p>	<p><b>ELG Assessment</b> Sing a range of well-known nursery rhymes and songs.</p>	<p><b>ELG Assessment</b> Safely use and explore a variety of materials, tools, and techniques. Share their creations, explaining the process used.</p>	<p><b>ELG Assessment</b> Perform songs with others and move in time with music.</p>	<p><b>ELG Assessment</b> Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.</p>



# Long-Term Curriculum Plan

(2023-2024)

Year 1	Autumn				Spring				Summer			
<b>Key Texts</b>	Beguu Lost in the Toy Museum		The Lonely Beast		Rapunzel Traction Man		Look Up		Journey Ada Twist		Where the Wild Things Are	
<b>Writing</b>	<p><b>The Lonely Beast</b> Retelling a narrative</p> <p><b>Beguu</b> Character and plot</p> <p><b>Today I feel</b> Performance Poetry</p> <p><b>Lost in The Toy Musuem</b> Developing Description</p> <p><b>The Big Book of the UK</b> Writing about real life</p> <p><u>RWI phonics scheme</u> Children learn to read Set 2 sounds and begin to read a wider range of RWI story books.</p>				<p><b>Stanleys Stick</b> Innovating narratives</p> <p><b>Little RedRed /Rapunzel</b> Innovating narratives</p> <p><b>Traction Man is Here</b> Developing punctuation</p> <p><b>Mixed up Fairy Tales</b> Making links and inventing fairy tales</p> <p><b>Billy and the Beast</b> Innovating narratives</p> <p><b>Here We Are</b> Writing a report</p> <p><u>RWI phonics scheme</u> Children learn to read some Set 3 sounds and begin to read Orange/Yellow RWI storybooks.</p>				<p><b>Journey</b> Creating descriptions</p> <p><b>On the Way Home</b> Writing recounts</p> <p><b>Ada Twist, Scientist, Iggy Peck, Architect, Rosie Revere, Engineer</b> Creating an interview and fact files</p> <p><b>Where the Wild Things Are</b> Writing Letters</p> <p><b>Nimesh and the adventurer</b> Writing Instructions</p> <p><b>All about Year 1</b> Writing about real events</p> <p><u>RWI phonics scheme</u> Children learn to read all Set 3 sounds and begin to read Blue RWI storybooks. Children complete a Phonics screening check in June to assess their phonetical knowledge.</p>			
<b>Reading</b>												
<b>Maths</b>	<ul style="list-style-type: none"> <li>Numbers up to 10</li> <li>Addition and subtraction within ten</li> <li>Recognising 2D and 3D shapes</li> <li>Turns</li> <li>Numbers up to 20</li> <li>Addition and subtraction within 20</li> </ul>				<ul style="list-style-type: none"> <li>Introduction to time</li> <li>Numbers to 40 or 50</li> <li>Addition and subtraction within 40 or 50</li> <li>Introduction to length</li> <li>Introduction to multiplication and division</li> <li>Introduction to fractions</li> <li>Introduction to halves and quarters</li> </ul>				<ul style="list-style-type: none"> <li>Numbers up to 100</li> <li>Addition and subtraction within 100</li> <li>Introduction to coins and notes</li> <li>Introduction to weight and mass</li> <li>Introduction to capacity and volume</li> </ul>			
<b>Science</b>	<b>Biology</b> Plants		<b>Biology / Physics</b> Seasonal changes		<b>Chemistry</b> <i>Everyday Materials</i>		<b>Consolidation and Review</b>		<b>Biology</b> <i>Animals</i>		<b>Biology</b> Humans	
<b>History</b>	My Family History				History of Transport				Homes Through Time			
<b>Geography</b>	Here I am				Where we are				There you are			
<b>Art</b>	3D Art				Drawing				Painting			
<b>Music</b>	Pulse & Rhythm		Tempo		Musical Vocabulary		Timbre & Rhythmic Patterns		Pitch & Tempo		Vocal & Body Sounds	
<b>RE</b>	Christianity		Christianity		Christianity		Christianity		Judaism		Judaism	
<b>Computing</b>	Computing Systems		Creating Media – Digital Painting		Programming A		Data & Information		Creating Media – Digital Writing		Programming B	
<b>PSHE/RHE</b>	Being Me in My World		Celebrating Difference		Dreams and Goals		Healthy Me		Relationships		Changing Me	
<b>DT</b>	Cooking and Nutrition				Static Structures				Mechanisms			
<b>PE</b>	Team Building	Fundamentals	Dance	Gymnastics	Yoga	Target Games	Send & Receive	Strike & Field	Ball Skills	Athletics	Net & Wall	Invasion Games



# Long-Term Curriculum Plan

(2023-2024)

Year 2	Autumn				Spring				Summer			
<b>Key Texts</b>	The Proudest Blue Paddington's Post Wild				The King who Banned the Dark The Dragon Machine The Baker's Boy and The Great Fire of London				The Tunnel Gorilla Leaf			
<b>Writing</b>	<b>The Disgusting Sandwich</b> Developing punctuation <b>The Proudest Blue</b> Innovating narratives <b>Green Eggs and Ham</b> Developing humour and rhyme <b>Lubna and pebble</b> Connecting ideas within narratives <b>Paddington's Post</b> Writing letters				<b>Don't Let the Pigeon Drive the Bus</b> Developing punctuation <b>The King who banned the dark</b> Creating persuasive texts <b>Man on the Moon</b> Writing about real life <b>The Dragon Machine</b> Developing vocabulary <b>Monstrous Book of Monsters</b> Writing a fact file <b>Gorilla</b> Inventing narratives				<b>Great Fire of London</b> Recounts <b>Jack and the Beanstalk</b> Developing description <b>Africa Amazing Africa</b> Writing to inform <b>How to Babysit Grandma</b> Building a sandcastle at the beach following instructions <b>Rock Pool Production</b> Narrative			
<b>Reading</b>	Retrieval, Vocabulary, Summarise, Retrieval, Inference, Retrieval + Fluency  +RWI Phonics Scheme				Retrieval, Vocabulary, Inference, Retrieval, Vocabulary, Summarise + Fluency  +RWI Phonics Scheme				Inference, Vocabulary, Inference, Vocabulary, Summarise, Inference + Fluency  +RWI Phonics Scheme			
<b>Maths</b>	<ul style="list-style-type: none"> <li>Two-digit numbers</li> <li>Two-digit addition and subtraction</li> <li>Units of length</li> <li>Exploring weight (or mass)</li> </ul>		<ul style="list-style-type: none"> <li>Introduction to graphs</li> <li>2s, 3s, 5s and 10s</li> <li>Multiplication and division</li> </ul>		<ul style="list-style-type: none"> <li>Understanding pounds and pence</li> <li>Shape and patterns</li> <li>Rotation</li> <li>Introduction to comparing ordering and equivalent fractions.</li> </ul>		<ul style="list-style-type: none"> <li>Telling the time</li> <li>Capacity, volume and temperature</li> <li>Consolidation and revision</li> </ul>					
<b>Science</b>	<b>Biology</b> <i>Plant Growth</i>		<b>Biology</b> <i>Needs of Animals</i>		<b>Chemistry</b> <i>Uses of Everyday Materials</i>		<b>Biology</b> <i>Living Things &amp; their Habitats</i>		<b>Chemistry</b> <i>Solids, Liquids and Gases</i>		<b>Consolidation and Review</b>	
<b>History</b>	Local History				The Great Fire of London				Explorers: Sacagawea and Michael Collins			
<b>Geography</b>	Mini Mappers`				Hot and Cold Deserts				Rivers, Seas and Oceans			
<b>Art</b>	Painting				Printing				Drawing			
<b>Music</b>	West African Call & Response		Orchestral Instruments		Musical Me		Dynamics, Timbre, Tempo & Motifs		On the Island: British Song & Sounds		Myths & Legends	
<b>RE</b>	Christianity		Christianity		Judaism & Hinduism		Christianity		Judaism & Islam		Judaism & Islam	
<b>Computing</b>	Computing Systems		Creating Media – Digital Photography		Programming A		Data & Information		Creating Media – Digital Music		Programming B	
<b>PSHE/RHE</b>	Being Me in My World		Celebrating Difference		Dreams and Goals		Healthy Me		Relationships		Changing Me	
<b>DT</b>	Cooking and Nutrition				Mechanisms				Textiles			
<b>PE</b>	Team Building	Fundamentals	Fitness	Dance	Ball Skills	Target Games	Yoga	Strike & Field	Gymnastics	Athletics	Net & Wall	Invasion Games





# Long-Term Curriculum Plan

(2023-2024)

Year 3	Autumn				Spring			Summer				
<b>Key Texts</b>	Stone Age Boy Charlie and the Chocolate Factory				Hansel and Gretel - Anthony Browne The Nothing to See Here Hotel			Aesop's Fables				
<b>Writing</b>	<p><b>How to Wash a Woolly Mammoth</b> Instructions</p> <p><b>Once upon an ordinary school day</b> Developing description</p> <p><b>Jabberwocky</b> Poetry</p> <p><b>Day of the Dinosaurs</b> Writing to inform</p> <p><b>Stone Age Boy</b> Developing dialogue</p>				<p><b>The True Story of the Three Little Pigs</b></p> <p><b>Twisted Fairy tales</b> Investigating viewpoints</p> <p><b>Who pushed Humpty Dumpty and other crimes</b> Discussion on fairy tale crimes Reporting fairy tale crime</p> <p><b>This is How We Do it by Matt Lamothe</b> Class fact file</p> <p><b>Traditional Fables</b> Fable with a moral</p>			<p><b>Escape From Pompei – Cristina Balit</b> Creating atmosphere</p> <p><b>Earth Shattering Events</b> Write to inform</p> <p><b>Izzy Gizmo – Pip Jones</b> Writing to persuade</p> <p><b>The Day the Crayons Quit</b> Drew Daywalt</p>				
<b>Reading</b>	Retrieval, Vocabulary, Sumarise, Vocabulary, Retrieval, Vocabulary, Inference, Summarise + Fluency				Retrieval, Vocabulary, Inference, Retrieval, Inference, Vocabulary, Summarise + Fluency			Retrieval, Summarise, Inference, Vocabulary, Retrieval, Inference, Vocabulary, Inference + Fluency				
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Three-digit numbers</li> <li>• Three-digit addition and subtraction</li> <li>• Add and subtract money</li> <li>• 3s, 4s, 8s, 50s and 100s</li> <li>• Length and perimeter</li> </ul>				<ul style="list-style-type: none"> <li>• Exploring multiplication and division</li> <li>• Roman numerals on the clock</li> <li>• Analogue and digital time</li> <li>• Introduction to finding fractions of an amount</li> </ul>			<ul style="list-style-type: none"> <li>• Introduction to adding and subtracting fractions</li> <li>• Angles</li> <li>• Making shapes</li> <li>• Length, weight, capacity and volume</li> <li>• Using graphs</li> </ul>				
<b>Science</b>	<b>Chemistry</b> <i>Rocks</i>		<b>Physics</b> <i>Light</i>		<b>Biology</b> <i>Organisms</i>	<b>Biology</b> <i>Plants</i>		<b>Physics</b> <i>Forces and Motion</i>		<b>Physics</b> <i>Magnetism</i>		
<b>History</b>	Prehistoric Britain				Ancient Egypt			Ancient Greece				
<b>Geography</b>	The United Kingdom				Mountains and Volcanoes			Looking at Europe				
<b>Art</b>	Printing				Drawing			Painting				
<b>Music</b>	Ballads		Creating Compositions		Developing Singing Technique	Pentatonic Melodies & Composition		Jazz		Traditional Instruments & Improvisation		
<b>RE</b>	Hinduism & Sikhism		Christianity		Christianity		Christianity		Hinduism & Sikhism			
<b>Computing</b>	Computing Systems		Creating Media – Stop-frame		Programming A		Data & Information		Creating Media – Desktop Publishing			
<b>PSHE/RHE</b>	Being Me in My World		Celebrating Difference		Dreams and Goals		Healthy Me		Relationships			
<b>DT</b>	Free Standing Structures				Mechanisms and Control (Pneumatics)			Cooking and Nutrition				
<b>PE</b>	Ball Skills	Fundamentals	Dance	Gymnastics		Athletics	Swimming/ Netball	Swimming/Netball		Swimming/Hockey	Swimming/Basketball	
<b>MFL</b>	Phonetics 1&2 (C)		I'm Learning French (E)		Animals (E)		Musical Instruments (E)		Fruits (E)		Ice Creams (E)	Little Red Riding Hood (E)



# Long-Term Curriculum Plan

(2023-2024)

Year 4	Autumn			Spring			Summer					
Key Texts	How to Train your Dragon			1001 Arabian nights			The Boy at the Back of the Class					
<b>Writing</b>	<p><b>Chop, Sizzle, Wow, The silver spoon</b> Building with Lego – Instructional writing</p> <p><b>The Building boy by Roass Montgomery</b> Developing description</p> <p><b>Poems Aloud – Joseph</b> Poetry</p> <p><b>Dragonology - Dugold Steer</b> Writing to inform</p> <p><b>Short Stories (Grimm &amp; Co)</b> Magical short stories</p>			<p><b>Usborne’s 1001 Arabian Nights</b> Creative Narrative – Traditional Tales</p> <p><b>Dual Purpose Writing - David Attenborough wildlife</b> Atlas of Animal Adventurers</p> <p><b>The Great Kapok Tree</b> Creating narratives</p> <p><b>Save the Rainforest</b> Persuasion</p>			<p><b>Quick! Let’s go out of here</b> Writing to entertain recounts</p> <p><b>Would you rather? – silly edition</b> Discussion</p> <p><b>Author Study</b> Jason Reynolds/Michael Roen</p> <p><b>Biography</b> Inventors: Incredible Stories of the World’s Most Ingenius Inventions - Robert Winston</p>					
<b>Reading</b>	Retrieval, Vocabulary, Inference, Retrieval, Vocabulary, Inference, Summarise, Vocabulary + Fluency			Vocabulary, Inference, Retrieval, Vocabulary, Inference, Retrieval, Summarise + Fluency			Vocabulary, Inference, Vocabulary, Retrieval, Vocabulary, Inference, Retrieval, Summarise + Fluency					
<b>Maths</b>	<ul style="list-style-type: none"> <li>Four-digit numbers</li> <li>Numbers below 0</li> <li>Roman numerals to 100</li> <li>Four-digit addition and subtraction</li> </ul>		<ul style="list-style-type: none"> <li>6s, 7s, 9s, 25s and 1,000s</li> <li>Factor pairs</li> <li>Short multiplication</li> <li>Area by counting shapes</li> </ul>		<ul style="list-style-type: none"> <li>Common equivalent fractions</li> <li>Fractions of an amount</li> <li>Add and subtract fractions with the same denominator</li> </ul>		<ul style="list-style-type: none"> <li>Converting between units of time</li> <li>Introduction to decimals</li> <li>Solving problems involving money</li> </ul>		<ul style="list-style-type: none"> <li>Converting between different units of measure</li> <li>Comparing angles</li> <li>Classify quadrilaterals and triangles</li> <li>Symmetry</li> </ul>		<ul style="list-style-type: none"> <li>Coordinates and translations</li> <li>Bar charts, pictograms, time and tables</li> <li>Perimeter of simple shapes</li> </ul>	
<b>Science</b>	<b>Biology</b> <i>Classifying Organisms</i>		<b>Biology</b> <i>Food &amp; Digestion</i>		<b>Chemistry</b> <i>Partical Model &amp; States of Matter</i>		<b>Physics</b> <i>Sounds</i>		<b>Physics</b> <i>Electricity</i>		<b>Chemistry</b> <i>Properties of Materials</i>	
<b>History</b>	Ancient Maya			Early Islamic Civilisation			Local History					
<b>Geography</b>	Brazil			Tropical Rainforests			Earthquakes and Human Settlements					
<b>Art</b>	Drawing			Painting			3D Sculpture					
<b>Music</b>	Music Hub Project (1 class per term)			Body & Tuned Percussion		Rock & Roll		Haiku, Music & Performance		Adapting & Transposing Motifs		
<b>RE</b>	Judaism & Buddhism		Christianity		Judaism & Buddhism		Christianity		Judaism & Buddhism		Christianity	
<b>Computing</b>	Computing Systems		Creating Media – Audio Production		Programming A		Data & Information		Creating Media – Photo editing		Programming B	
<b>PSHE/RHE</b>	Being Me in My World		Celebrating Difference		Dreams and Goals		Healthy Me		Relationships		Changing Me	
<b>DT</b>	Mechanisms			Textiles			Electrical Systems					
<b>PE</b>	Swimming/Hockey		Swimming/Hockey		Swimming/Netball		Fundamenta ls	Dance	Athletics	Gymnastics	OAA	Basketball
<b>MFL</b>	Phonetics 2 (C)	Seasons (E)	Presenting Myself (I)		Family (I)		Goldilocks (I)		Habitats (I)		Classroom (I)	



# Long-Term Curriculum Plan

(2023-2024)

Year 5	Autumn				Spring				Summer			
Key Texts	Harry Potter and the Philosopher's stone				Survivors				Cosmic			
<b>Writing</b>	<p><b>What's the difference?</b> Comparative writing – writing to inform</p> <p><b>Painting a Picture with Words</b> Character and setting</p> <p><b>Rhythm and Poetry – Karl Novo</b> Poetry</p> <p><b>The invention of Hugo Cabaret- Brian Selznick</b> Short story</p> <p><b>The way things work – David Macaulay</b> Explanations</p>				<p><b>Shackleton's Journey – William Grill</b> Creating recounts</p> <p><b>The invention of Hugo Cabaret- Brian Selznick</b> Creating pace and tension narratives</p> <p><b>Cloud Busting – Marjorie Blackman</b> Writing to entertain</p> <p><b>Survivors – David Long</b> Writing biographies</p>				<p><b>The Water Tower – Gary Crew</b> Writing narratives</p> <p><b>Real Life Mysteries – Susan Martineau</b> Writing to inform</p> <p><b>Real Life Mysteries – Susan Martineau</b> Discussion</p> <p><b>Varmints – Helen Ward</b> <b>The Rabbits – John Marsden</b> Narrative and Poetry – playing with words</p> <p><b>Global Warming</b> Persuasion</p>			
<b>Reading</b>	<p>Vocabulary, Inference, Retrieval, Vocabulary, Inference, Retrieval, Inference, Summarise + Fluency</p>				<p>Vocabulary, Inference, Vocabulary, Vocabulary, Inference, Summarise, Retrieval + Fluency</p>				<p>Vocabulary, Inference, Retrieval, Comparing across/within texts, Vocabulary, Summarise, Inference, Vocabulary + Fluency</p>			
<b>Maths</b>	<ul style="list-style-type: none"> <li>Numbers to at least a million</li> <li>Negative numbers</li> <li>Roman numerals to 1,000</li> <li>Addition and subtraction of numbers with more than 4 digits</li> </ul>		<ul style="list-style-type: none"> <li>10s, 100s, 1000s</li> <li>Multiplication of two-digit numbers and short division</li> <li>Combining addition, subtraction, multiplication and division</li> <li>Line graphs and tables</li> </ul>		<ul style="list-style-type: none"> <li>Compare, order and simplify fractions</li> <li>Compare, order and find equivalent fractions</li> <li>Introduction to adding and subtracting fractions with different denominators</li> <li>Add and subtract fractions with the same denominator</li> <li>Rates and scaling by fractions</li> <li>Four operations with decimals</li> <li>Introduction to percentages</li> </ul>		<ul style="list-style-type: none"> <li>Drawing, measuring, comparing and finding angles</li> <li>Exploring 2D representations of 3D shapes</li> <li>Reflection and translation</li> <li>Converting metric and simple imperial units</li> <li>Further converting between units of time</li> <li>Factors multiple and prime numbers</li> <li>Perimeter and area</li> <li>Exploring capacity and volume</li> </ul>					
<b>Science</b>	<b>Chemistry</b> <i>Separating Mixtures</i>		<b>Biology, Chemistry, Physics</b> <i>Energy</i>		<b>Biology</b> <i>Life Cycles</i>		<b>Biology</b> <i>Human Development</i>		<b>Physics</b> <i>Forces</i>		<b>Physics</b> <i>Earth and Space</i>	
<b>History</b>	Ancient Rome				Roman Empire in Britain				Quest for Knowledge			
<b>Geography</b>	Investigating World Trade				Investigating Water				Climate Across the World			
<b>Art</b>	Painting				Drawing				Printing			
<b>Music</b>	Composition Notation		Blues		South & West Africa		Composition		Looping & Remixing		Musical Theatre	
<b>RE</b>	Sikhism & Hinduism		Christianity		Sikhism & Hinduism		Christianity		Sikhism & Hinduism		Christianity	
<b>Computing</b>	Computing Systems		Creating Media – Video Production		Programming A		Data & Information		Creating Media – Vector Graphics		Programming B	
<b>PSHE/RHE</b>	Being Me in My World		Celebrating Difference		Dreams and Goals		Healthy Me		Relationships		Changing Me	
<b>DT</b>	Structures				Mechanisms				Cooking and Nutrition			
<b>PE</b>	Dance	Basketball	Hockey	Gymnastics	Netball	Cricket	OAA	Rounders	Handball	Football	Athletics	Fitness
<b>MFL</b>	Phonetics 3 (C)		My Home (I)	What is the Date? (I)	Family (I)		Do you have a pet? (I)		Olympics (I)		Clothes (I)	



# Long-Term Curriculum Plan

(2023-2024)

Year 6	Autumn				Spring				Summer			
Key Texts	Stormbreaker				Welcome to Nowhere				Holes			
<b>Writing</b>	<b>Fantastic Beasts and Where To Find The – JK Rowling</b> Informative writing <b>How To Train Your Dragon- Cressida</b> Creating narrative <b>If All The World Were – Joe Coelho</b> Poetry <b>City of Rust</b> Creating a new chapter <b>Reducing Waste Campaign</b> Persuasion				<b>The Arrival – Shaun Tan</b> Multi text storytelling <b>Little Leaders- Vashti Harrison</b> Biographies <b>Alma</b> Descriptive narrative <b>What is Right and Wrong?</b> Discussion  Vocabulary, Inference, Meaning from structural devices, Vocabulary, Retrieval, Inference, Comparing within/across texts + Fluency				<b>Book of Hopes</b> Spin the wheel setting and atmospheres <b>The Fairy Tale Times</b> Journalism <b>Mr William Shakespeare’s Plays – Marcia Williams</b> Modern retellings – Shakespeare <b>History’s Mysteries-National Geographical Kids</b> Fact or Fiction?  Vocabulary, Inference, Vocabulary, Vocabulary, Meaning from structural devices, Inference, Comparing across/within texts + Fluency			
<b>Reading</b>	Vocabulary, Inference, Retrieval, Vocabulary, Vocabulary, Inference, Comparing across/within texts, Retrieval + Fluency				Vocabulary, Inference, Meaning from structural devices, Vocabulary, Retrieval, Inference, Comparing within/across texts + Fluency				Vocabulary, Inference, Vocabulary, Vocabulary, Meaning from structural devices, Inference, Comparing across/within texts + Fluency			
<b>Maths</b>	<ul style="list-style-type: none"> <li>Positive integers</li> <li>Negative numbers</li> <li>Addition and subtraction of numbers of any size</li> <li>Long multiplication and division</li> <li>Calculations with four operations</li> <li>Common multiples and factors</li> <li>Adding and subtracting fractions with different denominators</li> <li>Multiply and divide fractions</li> </ul>				<ul style="list-style-type: none"> <li>Calculating with decimals</li> <li>Calculating with percentages</li> <li>Solving problems involving converting between units</li> <li>Area and volume</li> <li>Understanding algebra</li> <li>Solving problems involving ratio and proportion</li> <li>Circles</li> <li>Pie charts, line graphs and the mean average</li> </ul>				<ul style="list-style-type: none"> <li>Building and drawing 2D and 3D shapes and nets</li> <li>Classifying shapes</li> <li>Missing angles and lengths</li> <li>Co-ordinates, translation and reflection</li> <li>Revision and consolidations</li> </ul>			
<b>Science</b>	<b>Physics</b> <i>Electricity</i>		<b>Biology</b> <i>Evolution</i>		<b>Physics</b> <i>Light</i>		<b>Biology</b> <i>Further Classification</i>		<b>Biology</b> <i>Functions of the Human Body</i>		<b>Chemistry</b> <i>Physical &amp; Chemical Changes</i>	
<b>History</b>	Anglo-Saxons				Viking Age				Power, Empire and Democracy			
<b>Geography</b>	Improving the Environment				On the Move				I am a Geographer			
<b>Art</b>	Drawing				3D Sculpture				Painting			
<b>Music</b>	Dynamics, Pitch & Tempo		Songs of WW2		Film Music		Theme & Variations		Baroque		Composing & Performing a Leavers’ Song	
<b>RE</b>	Islam		Christianity		Christianity		Christianity		Islam		Islam	
<b>Computing</b>	Computing Systems		Creating Media – Web Page		Programming A		Data & Information		Creating Media – 3D Modelling		Programming B	
<b>PSHE/RHE</b>	Being Me in My World		Celebrating Difference		Dreams and Goals		Healthy Me		Relationships		Changing Me	
<b>DT</b>	Structures				Mechanisms & Electrical Control				Textiles			
<b>PE</b>	Hockey	Gymnastics	Dance	Football	OAA	Fitness	Handball	Rounders	Basketball	Cricket	Athletics	Tag Rugby
<b>MFL</b>	Phonetics 4 (C)		What is the date? (I)		My Home (I)		Clothes (I)		At School (P)		Weekend (P)	