



Long-Term Curriculum Plan

(2024-2025)

Nursery (3-4 year olds)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme & Core Texts	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
Communication & Language	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. Use a wider range of vocabulary.	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 friend, using words as well as actions.	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.
Personal Social Emotional	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. Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling. Play with one or more other children, extending and elaborating play ideas.	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. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 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.
Physical	Start taking part in some group activities which they make up for themselves, or in teams.	Be increasingly independent as they get dressed and undressed	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Match their developing physical skills to tasks and activities in the setting.	Use a comfortable grip with good control when holding pens and pencils Continue to develop their movement, balancing, riding and ball skills.



Long-Term Curriculum Plan

(2024-2025)

	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use one-handed tools.</p> <p>Show a preference for a dominant hand.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Collaborate with others to manage large items.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>Be increasingly independent in meeting their own care needs.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Show a preference for a dominant hand.</p>	<p>Start to eat independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Make healthy choices about food.</p>	<p>Choose the right resources to carry out their own plan.</p> <p>Collaborate with others to manage large items.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p>
Literacy	<p>Use some of their print and letter knowledge in their early writing.</p> <p>- tell an adult about the marks they make</p> <p>Develop their phonological awareness:</p> <p>- Join in with nursery rhymes</p> <p>- Sing some nursery rhymes independently</p> <p>Discriminate between environmental sounds</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Develop their phonological awareness by joining in with nursery rhymes, tuning into voice sounds, talking about sounds and spotting and suggesting rhymes.</p>	<p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p> <p>Develop their phonological awareness.</p> <p>Count or clap syllables in a word</p> <p>Recognise words with the same initial sound, such as money and mother</p>	<p>Develop their phonological awareness, so that they can spot and suggest rhymes and experience and appreciate rhythm.</p> <p>Understand the five key concepts about print:</p> <p>Print has meaning</p> <p>The names of the different parts of a book</p> <p>Print can have different purposes</p> <p>Use some of their print and letter knowledge in their early writing.</p>	<p>Use some of their print and letter knowledge in their early writing.</p> <p>Develop their phonological awareness, so that they can:</p> <p><i>Spot and suggest rhymes, recognise words with the same initial sound.</i></p> <p>Understand the key concepts about print. (directionality of text)</p>	<p>Understand the five key concepts about print.</p> <p>Engage in extended conversations about stories, learning new vocabulary:</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some letters accurately.</p>	<p>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.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Understand the five key concepts about print:</p> <p>Develop their phonological awareness</p>
Maths	<p>Match and Sort:</p> <p>Begin to sort objects according to colour, size or shape.</p> <p>Link numerals and amounts/Counting:</p> <p>Showing the right number of objects to match the numeral for 1 and 2.</p> <p>Subitise small groups of objects.</p> <p>Recite numbers to 5</p>	<p>Shape:</p> <p>Talk about and explore 2D shapes (for example, circles, rectangles, and triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Pattern:</p> <p>Talk about and identifies the patterns around them. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>	<p>Counting:</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>Linking numerals and amounts:</p> <p>Showing the right number of objects to match the numeral to 4.</p>	<p>Sorting and Matching:</p> <p>Find and match objects which are the same.</p> <p>Sort the same set of objects according to different criteria.</p> <p>Shape:</p> <p>Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Link numerals and amounts/Counting:</p>	<p>Number:</p> <p>Fast recognition of up to 3 objects, without having to count them.</p> <p>Compare quantities using language: 'more than', 'fewer than'</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Showing the right number of objects to match the numeral, up to 5</p> <p>Measure:</p>	<p>Measure:</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Pattern:</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Talk about and identifies the patterns around them.</p> <p>Number:</p> <p>Showing the right number of objects to match the numeral up to 5</p>



Long-Term Curriculum Plan

(2024-2025)

	<p>Begin to show 'finger numbers' up to 5 when joining number songs and rhymes</p> <p>Measure Make comparisons between objects relating to size and length.</p> <p>Link numerals and amounts/Counting: 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.</p> <p>Shape: Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Notice and talk about shapes in the environment.</p> <p>Positional Language: Understand position through words alone</p> <p>Measure Make comparisons between objects relating to size.</p>	<p>Counting: Say one number for each item in order: 1,2,3,4,5. Recite numbers beyond 5</p> <p>Measure: Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Position and Direction: Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Pattern: Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Shape: Talk about and explore 3D shapes</p>	<p>Show 'finger numbers' up to 5 when joining number songs and rhymes</p> <p>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.</p> <p>Measure: Make comparisons between objects: size, length, weight and capacity.</p>	<p>Make comparisons between objects relating to weight and capacity.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Position and Direction: 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>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>
<p>Understanding the World</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>



Long-Term Curriculum Plan

(2024-2025)

<p>Expressive Arts & Design</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Take part in simple pretend play. <i>Increasingly follow rules, understanding why they are important.</i> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling. Play with one or more other children, extending and elaborating play ideas.</p>	<p>Take part in simple pretend play. Remember and sing songs. Sing the pitch of a tone sung by another person. Sing the melodic shape Explore colour-mixing. 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. Play instruments with increasing control to express their feelings and ideas. Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Explore colour and colour-mixing. Begin to develop complex stories using small world. Make imaginative and complex 'small worlds' with blocks. Explore different materials freely. 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. Join different materials and explore different textures. Create closed shapes with continuous lines and use these shapes to represent objects. Draw with increasing complexity and detail.</p>	<p>Explore colour and colour-mixing. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Draw with increasing complexity and detail. Create closed shapes with continuous lines</p>
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<u>Reception</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme & Core Texts</p>	<p style="text-align: center;">Me and My World <i>All about me, my school and my family</i> What I Like About Me by Allia Zobel-Nola</p> <p style="text-align: center;">My Heroes <i>People who help us and superheroes</i> People who help us series Supertato</p>	<p style="text-align: center;">Standing ovation <i>Winter festivals</i> Rama and Sita story Stickman The Jolly Postman</p>	<p style="text-align: center;">Castles, knights and dragons <i>Fantasies and fairy tales</i> Castles by Maggie Freeman Zog George and the Dragon</p>	<p style="text-align: center;">Spring in our step <i>Growing and life cycles</i> Jack and the Beanstalk The Enormous Turnip Life Cycle of a Frog by Grace Jones Life Cycle of a Butterfly by Charlottle Guillain What Can You See in Spring?</p>	<p style="text-align: center;">Where we live <i>Our local area and significant buildings and individuals, both now and in the past</i> The Jolly Postman and Other People's Letters A Walk in London All Aboard for the Bobo Road</p>	<p style="text-align: center;">Science detectives <i>Seasons, states of matter, my body and holidays</i> What is Science? Tree Whatever Next Commotion in the Ocean</p>



Long-Term Curriculum Plan

(2024-2025)

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>
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Long-Term Curriculum Plan

(2024-2025)

Personal Social Emotional	<p>See themselves as a valuable individual. Manage own needs.</p> <p>ELG Assessment Manage their own basic hygiene and personal needs, including dressing, toileting and understanding the importance of healthy food choices.</p> <p>ELG Assessment 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>ELG Assessment Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>	<p>ELG Assessment Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs</p>	<p>ELG Assessment Show independence, resilience, and perseverance in the face of challenge. Understand the importance of healthy food choices.</p>	<p>ELG Assessment 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>ELG Assessment Set and work towards simple goals. Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p>
Physical	<p>Know and talk about the different factors that support their overall health and wellbeing. Manage the school day successfully.</p> <p>ELG Assessment Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>ELG Assessment Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>ELG Assessment Demonstrate strength, balance and coordination when playing.</p>	<p>ELG Assessment Move energetically, running, jumping, dancing, hopping, skipping and climbing.</p>	<p>ELG Assessment Demonstrate strength, balance and coordination when playing.</p>	<p>ELG Assessment Demonstrate strength, balance and coordination when playing.</p>



Long-Term Curriculum Plan

(2024-2025)

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> 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>
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Long-Term Curriculum Plan

(2024-2025)

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

(2024-2025)

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>ELG Assessment Talk about the lives of people around them and their roles in society</p> <p>ELG Assessment 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>ELG Assessment Know some similarities and differences between different religious and cultural communities in this country.</p>	<p>ELG Assessment 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>ELG Assessment Explore the natural world, making observations and drawing pictures.</p>	<p>EYFS Assessment Describe their immediate environment. Explain some similarities and differences between life in this country and life in other countries.</p>	<p>ELG Assessment 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>ELG Assessment Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.</p> <p>ELG Assessment Make use of props and materials when role playing characters in narratives and stories. Invent, adapt, and recount narratives and stories.</p>	<p>ELG Assessment Perform songs, rhymes, poems and stories with others, and try to move in time with music</p>	<p>ELG Assessment Sing a range of well-known nursery rhymes and songs.</p>	<p>ELG Assessment Safely use and explore a variety of materials, tools, and techniques. Share their creations, explaining the process used.</p>	<p>ELG Assessment Perform songs with others and move in time with music.</p>	<p>ELG Assessment Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.</p>



Long-Term Curriculum Plan

(2024-2025)

Year 1	Autumn		Spring		Summer		
Key Texts	Beguu Lost in the Toy Museum		Rapunzel Traction Man		Look Up Journey Ada Twist		
Writing	The Lonely Beast Retelling a narrative Beegu Character and plot Today I feel Performance Poetry Lost in The Toy Musuem Developing Description The Big Book of the UK Writing about real life RWI phonics scheme Children learn to read Set 2 sounds and begin to read a wider range of RWI story books.		Stanleys Stick Innovating narratives Little RedRed /Rapunzel Innovating narratives Traction Man is Here Developing punctuation Mixed up Fairy Tales Making links and inventing fairy tales Billy and the Beast Innovating narratives Here We Are Writing a report RWI phonics scheme Children learn to read some Set 3 sounds and begin to read Orange/Yellow RWI storybooks.		Journey Creating descriptions On the Way Home Writing recounts Ada Twist, Scientist, Iggy Peck, Architect, Rosie Revere, Engineer Creating an interview and fact files Where the Wild Things Are Writing Letters Nimesh and the adventurer Writing Instructions All about Year 1 Writing about real events RWI phonics scheme 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.		
Reading							
Maths	<ul style="list-style-type: none"> Numbers up to 10 Addition and subtraction within ten Recognising 2D and 3D shapes Turns Numbers up to 20 Addition and subtraction within 20 		<ul style="list-style-type: none"> Introduction to time Numbers to 40 or 50 Addition and subtraction within 40 or 50 Introduction to length Introduction to multiplication and division Introduction to fractions Introduction to halves and quarters 		<ul style="list-style-type: none"> Numbers up to 100 Addition and subtraction within 100 Introduction to coins and notes Introduction to weight and mass Introduction to capacity and volume 		
Science	Biology Plants	Biology / Physics Seasonal changes	Chemistry <i>Everyday Materials</i>	Consolidation and Review		Biology <i>Animals</i>	Biology Humans
History	My Family History		History of Transport		Homes Through Time		
Geography	Here I am		Where we are		There you are		
Art	3D Art		Drawing		Painting		
Music	Pulse & Rhythm	Tempo	Musical Vocabulary	Timbre & Rhythmic Patterns		Pitch & Tempo	Vocal & Body Sounds
RE	Christianity		Christianity		Judaism		Judaism



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(2024-2025)

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



Long-Term Curriculum Plan

(2024-2025)

Art	Painting				Printing				Drawing			
Music	West African Call & Response		Orchestral Instruments		Musical Me		Dynamics, Timbre, Tempo & Motifs		On the Island: British Song & Sounds		Myths & Legends	
RE	Christianity		Christianity		Judaism & Hinduism		Christianity		Judaism & Islam		Judaism & Islam	
Computing	Computing Systems		Creating Media – Digital Photography		Programming A		Data & Information		Creating Media – Digital Music		Programming B	
PSHE/RHE	Being Me in My World		Celebrating Difference		Dreams and Goals		Healthy Me		Relationships		Changing Me	
DT	Cooking and Nutrition				Mechanisms				Textiles			
PE	Team Building	Fundamentals	Fitness	Dance	Ball Skills	Target Games	Yoga	Strike & Field	Gymnastics	Athletics	Net & Wall	Invasion Games
Year 3	Autumn				Spring				Summer			
Key Texts	Stone Age Boy Charlie and the Chocolate Factory				Hansel and Gretel - Anthony Browne The Nothing to See Here Hotel				Aesop's Fables			
Writing	How to Wash a Woolly Mammoth Instructions Once upon an ordinary school day Developing description Jabberwocky Poetry Day of the Dinosaurs Writing to inform Stone Age Boy Developing dialogue				The True Story of the Three Little Pigs Twisted Fairy tales Investigating viewpoints Who pushed Humpty Dumpty and other crimes Discussion on fairy tale crimes Reporting fairy tale crime This is How We Do it by Matt Lamothe Class fact file Traditional Fables Fable with a moral				Escape From Pompei – Cristina Balit Creating atmosphere Earth Shattering Events Write to inform Izzy Gizmo – Pip Jones Writing to persuade The Day the Crayons Quit Drew Daywalt Retrieval, Summarise, Inference, Vocabulary, Retrieval, Inference, Vocabulary, Inference + Fluency			
Reading	Retrieval, Vocabulary, Sumarise, Vocabulary, Retrieval, Vocabulary, Inference, Summarise + Fluency				Retrieval, Vocabulary, Inference, Retrieval, Inference, Vocabulary, Summarise + Fluency							
Maths	<ul style="list-style-type: none"> Three-digit numbers Three-digit addition and subtraction Add and subtract money 3s, 4s, 8s, 50s and 100s Length and perimeter 				<ul style="list-style-type: none"> Exploring multiplication and division Roman numerals on the clock Analogue and digital time Introduction to finding fractions of an amount 				<ul style="list-style-type: none"> Introduction to adding and subtracting fractions Angles Making shapes Length, weight, capacity and volume Using graphs 			
Science	Chemistry <i>Rocks</i>		Physics <i>Light</i>		Biology <i>Organisms</i>		Biology <i>Plants</i>		Physics <i>Forces and Motion</i>		Physics <i>Magnetism</i>	
History	Prehistoric Britain				Ancient Egypt				Ancient Greece			
Geography	The United Kingdom				Mountains and Volcanoes				Looking at Europe			
Art	Printing				Drawing				Painting			



Long-Term Curriculum Plan

(2024-2025)

Music	Ballads		Creating Compositions		Developing Singing Technique		Pentatonic Melodies & Composition		Jazz		Traditional Instruments & Improvisation		
RE	Hinduism & Sikhism		Christianity		Christianity		Christianity		Hinduism & Sikhism		Hinduism & Sikhism		
Computing	Computing Systems		Creating Media – Stop-frame		Programming A		Data & Information		Creating Media – Desktop Publishing		Programming B		
PSHE/RHE	Being Me in My World		Celebrating Difference		Dreams and Goals		Healthy Me		Relationships		Changing Me		
DT	Free Standing Structures				Mechanisms and Control (Pneumatics)				Cooking and Nutrition				
PE	Ball Skills	Fundamentals	Dance	Gymnastics	Athletics	Swimming/Netball	Swimming/Netball		Swimming/Hockey		Swimming/Basketball		
MFL	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

(2024-2025)

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



Long-Term Curriculum Plan

(2024-2025)

PE	Swimming/Hockey	Swimming/Hockey	Swimming/Netball	Fundamentals	Dance	Athletics	Gymnastics	OAA	Basketball
MFL	Phonetics 2 (C)	Seasons (E)	Presenting Myself (I)	Family (I)	Goldilocks (I)	Habitats (I)		Classroom (I)	

Year 5	Autumn	Spring	Summer
Key Texts	Harry Potter and the Philosopher's stone	Survivors	Cosmic
Writing	<p>What's the difference? Comparative writing – writing to inform</p> <p>Painting a Picture with Words Character and setting</p> <p>Rhythm and Poetry – Karl Novo Poetry</p> <p>The invention of Hugo Cabaret- Brian Selznick Short story</p> <p>The way things work – David Macaulay Explanations</p>	<p>Shackleton's Journey – William Grill Creating recounts</p> <p>The invention of Hugo Cabaret- Brian Selznick Creating pace and tension narratives</p> <p>Cloud Busting – Marjorie Blackman Writing to entertain</p> <p>Survivors – David Long Writing biographies</p>	<p>The Water Tower – Gary Crew Writing narratives</p> <p>Real Life Mysteries – Susan Martineau Writing to inform</p> <p>Real Life Mysteries – Susan Martineau Discussion</p> <p>Varmints – Helen Ward The Rabbits – John Marsden Narrative and Poetry – playing with words</p> <p>Global Warming Persuasion</p>
Reading	Vocabulary, Inference, Retrieval, Vocabulary, Inference, Retrieval, Inference, Summarise + Fluency	Vocabulary, Inference, Vocabulary, Vocabulary, Inference, Summarise, Retrieval + Fluency	Vocabulary, Inference, Retrieval, Comparing across/within texts, Vocabulary, Summarise, Inference, Vocabulary + Fluency
Maths	<ul style="list-style-type: none"> • Numbers to at least a million • Negative numbers • Roman numerals to 1,000 • Addition and subtraction of numbers with more than 4 digits 	<ul style="list-style-type: none"> • 10s, 100s, 1000s • Multiplication of two-digit numbers and short division • Combining addition, subtraction, multiplication and division • Line graphs and tables 	<ul style="list-style-type: none"> • Compare, order and simplify fractions • Compare, order and find equivalent fractions • Introduction to adding and subtracting fractions with different denominators • Add and subtract fractions with the same denominator • Rates and scaling by fractions • Four operations with decimals • Introduction to percentages
Science	Chemistry <i>Separating Mixtures</i>	Biology, Chemistry, Physics <i>Energy</i>	Physics <i>Forces</i>
		Biology <i>Life Cycles</i>	Biology <i>Human Development</i>
History	Ancient Rome		Quest for Knowledge
	Roman Empire in Britain		
Geography	Investigating World Trade		Climate Across the World
	Investigating Water		
Art	Painting		Printing
	Drawing		
Music	Composition Notation	Blues	Looping & Remixing
		South & West Africa	Musical Theatre
		Composition	



Long-Term Curriculum Plan

(2024-2025)

RE	Sikhism & Hinduism		Christianity		Sikhism & Hinduism		Christianity		Sikhism & Hinduism		Christianity	
Computing	Computing Systems		Creating Media – Video Production		Programming A		Data & Information		Creating Media – Vector Graphics		Programming B	
PSHE/RHE	Being Me in My World		Celebrating Difference		Dreams and Goals		Healthy Me		Relationships		Changing Me	
DT	Structures				Mechanisms				Cooking and Nutrition			
PE	Dance	Basketball	Hockey	Gymnastics	Netball	Cricket	OAA	Rounders	Handball	Football	Athletics	Fitness
MFL	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

(2024-2025)

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



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Long-Term Curriculum Plan

(2024-2025)

MFL	Phonetics 4 (C)	What is the date? (I)	My Home (I)	Clothes (I)	At School (P)	Weekend (P)
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