

<u>Curriculum</u>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	<u>EYFS Themes</u> Myself, Colour My World, Christmas
R.E.	Families Belonging Waiting Judaism	Beginnings Signs and Symbols Preparations Judaism	Homes Promises Visitors Judaism	People Called Gift Judaism	Ourselves Life Choices Hope Judaism	Loving Vocation and Commitment Expectations Judaism	Myself Welcome Birthdays Judaism
English	Stories with familiar settings, Labels and captions, Recount, Dictionary Skills and Poetry. Letters and Sounds Phase 3 and use the sounds to read and write words.	Stories with familiar settings, Traditional Stories, Information Texts and Poetry - Patterns on a page. Letters and Sounds Phase 5 - use the sounds to read and write words.	Stories with familiar settings. Reports. Myths. Poems to perform. <i>Spelling:</i> Consolidation of spellings from Year 1 and 2 Add suffixes beginning with vowel letters to words of more than one syllable The /i/ sound spelt y elsewhere than at the end of words <i>Grammar:</i> Formation of nouns using a range of prefixes Use a or an according to whether the next word begins with a consonant or a vowel Word families show how words are related in form e.g. solve, solution, solver, dissolve, insoluble Express time, place and cause using conjunctions adverbs or prepositions Use paragraphs and headings as a way to group related material.	Fiction - Stories with historical settings Non-fiction - Newspapers Fiction - Stories in imaginary worlds Non-fiction - Magazines	Significant Authors, Traditional Stories, Myths and Legends Instructional texts, Poetic Style.	Biography, Autobiography, Play scripts, Arguments- Unbalanced and balanced and Poetry- Imagery. Weekly comprehension - Kensuke's Kingdom by Michael Morpurgo to help develop literal retrieval and inference skills.	<i>Communication and Language</i> Children talk about their past experiences Join in with nursery rhymes, songs and stories; Express opinions and explain likes and dislikes. Use language to take on and act out imaginary roles. Respond and listen during whole class and group work. <i>Literacy</i> Writing- Formation of letters, experiment with mark making and incorporate writing into play situations. Reading- Shared, guided and individual reading, keywords, rhyme and repetition. Letters and Sounds Listening and rhyme games, initial letter sounds, VC and CVC words

<p>Mathematics</p>	<p>Count, read and write numbers to 100, spell number names 1 to 20, count in 2s, 5s and 10s, solve counting, + and - problems, find 1 more, 1 less, 10 more and 10 less of numbers to 100. Develop an understanding of place value</p>	<p>Number: Place value Addition and Subtraction Multiplication and Division</p>	<p>Number: Place value Addition and Subtraction Multiplication and Division</p>	<p>Number and place value Addition and subtraction Multiplication and division Continuous skills, including times tables to 12 x 12.</p>	<p>Counting, partitioning and calculating, Securing number facts, relationships and calculating. Four methods of calculation: addition, subtraction, multiplication and division.</p>	<p>Number and place Value- addition and subtraction, multiplication and division, fractions (including decimals and percentages) ratio and proportion, algebra. Problem solving opportunities for the children to improve their logical reasoning skills.</p>	<p>Counting, reading and writing, reciting and using number skills. Recognise and sequence numbers from 0 to 10 and beyond. Count up to 10 objects reliably. Talk about, recognise and recreate simple patterns. Shape and space- begin to name flat and solid shapes. Use associated vocabulary- more, less, longer, shorter. Compare two quantities. Use everyday words to describe position and direction. Be able to recognise and use money in role-play.</p>
<p>Science</p>	<p>Observing changes across the four seasons. Looking at light and dark.</p>	<p>Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene. Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other;</p>	<p>Light and Shadow. Recognise that light is needed to see and know light can be reflected. Recognise shadows are formed when light is blocked <i>Rocks and earth formation</i> compare and group different kinds of rocks based on appearance and simple properties</p>	<p>Living things and their habitats - grouping and simple classifying/ changes to habitats that can pose dangers Animals including humans -teeth, eating and digestion</p>	<p>'Living things and their Habitats' comparing the life cycles of mammals, amphibians, insects and birds.</p>	<p>'Our Changing World' and 'The Nature Library'- Living things and their habitats, including adaptation, classification and evolution.</p>	<p><i>Understanding of the World Exploration and Investigation-</i> They will learn to identify and name different body parts, including the senses. Recognise changes in the body. Identify obvious similarities and differences when exploring and observing.</p>
<p>Art and Design</p>	<p>Exploring hot and cold colours</p>	<p>Learn about the work of artist Edward Tingatinga and his paintings and make links to own work</p>	<p>Cave painting Learn about cave paintings and explore a variety of artistic techniques to create own cave artwork.</p>	<p>Designing and making birdfeeders and bird boxes.</p>	<p>Anglo Saxon art, designing shields and making helmet similar to the one discovered at Sutton Hoo.</p>	<p>Pablo Picasso</p>	<p><i>Expressive Art and Design</i> Colour mixing, self-portraits and observational drawings.</p>

Computing	Understanding how to control programmable toy. Using a video camera to capture moving images.	Programming on screen. Making a computing game.	<i>Computing programming</i> Use Scratch to create an animation programs. <i>Fixing bugs</i> Develop strategies for finding errors in programs	Developing software - a simple educational game Producing digital music	'We Are Game Developers' - plan simple computer game 'We are Cryptographer s' - during which children will learn to communicate information securely.	Planning an app and developing project management skills	Develop mouse control, name parts of the computer. Build on use of space bar, keyboard and arrow keys. Use a range of software, control Bee Bot and listening station.
Design and Technology	Mechanisms <i>Wheels and axles</i> Explore and evaluate a range of wheeled products. Make wheel and axle products using design ideas and success criteria	Textiles <i>Templates and joining techniques</i> Explore and compare. Fabrics. Practise joining, fastening and finishing techniques	Structures <i>Shell structures (including computer-aided design)</i> Develop skills of scoring, cutting and assembling to make a package for a product	Food <i>Lovely Lunch</i> Develop and apply knowledge and understanding of ingredients and healthy eating to make a lunch dish	Food <i>Serve a salad</i> Use healthy eating knowledge to design and make a salad which contributes to healthy, varied diet.	Textiles <i>Combining different fabric shapes - including computer - aided design</i> Develop sewing and pattern - making skills	<i>Design and Making-</i> Investigate, select and join construction materials.
Geography	Examine hot and cold places around the World	Identify human and physical geography of Mossley Hill					<i>Place-</i> Find out about their environment and talk about features they like and dislike. Develop curiosity and interest by exploring their surroundings.
History	Old and new toys.	Learn about local history - Sudley House and its occupants	Changes in Britain during the Stone Age, Bronze Age and Iron Age	The Roman Empire and its impact in Britain.	'The Anglo Saxons' - who they were and what they did for us.	The dark ages - studying the Vikings and their long struggle for power of the Kingdom with the Anglo Saxons	<i>Time-</i> Begin to differentiate between past and present, talk about significant things that have happened to them.
Languages - Spanish			All about me	All about me	All about me	All about me	
Music	Listening to and making sounds with bodies and instruments. Ongoing skills - listening, singing and keeping rhythm.	Listening, appraising, composing and performing skills (rock music)	<i>Let your Sprit Fly</i> - a celebration of R&B Music <i>Glockenspiel Stage 1</i> - exploring the language of music and developing playing skills though the Glockenspiel	Guitar On-going music skills	'Cyclic Patterns' - perform, using a range of musical instruments, giving consideration to the key elements of music.	'Rhythm and Pulse'. Perform rhythmic patterns with a strong sense of pulse. Play a variety of sounds on percussion and use timbre and duration to add variety. Invent and improvise simple rhythmic patterns.	<i>Expressive Art and Design</i> Sing a range of songs / nursery rhymes. Explore musical instruments and develop rhythm, high/low, quiet/loud sounds.

P.E.	Dance-creating expressive dance sequences through controlled body movements. Games-developing control and accuracy when rolling, throwing, kicking, receiving and striking a ball. Gym- travel, jump and copy other people's movements	Gymnastics -balancing Games -travelling and control Dance - communicating ideas through expressive dance. Remembering and repeating movements displaying control.	Gymnastics Dance. Games.- Unit 1 Personal skills Unit 2 Social skills	Gymnastics, Dance, Games.	Swimming. Invasion games, with a focus on Rugby skills and tactics. Gymnastics.	Swimming. Developing co-ordination, agility and balancing skills in gymnastics games and dance	<i>Physical Development-</i> Spatial awareness, indoor and outdoor physical activities
PSHE/SEAL	New beginnings, Falling out and making up. Say No to Bullying	New beginnings, Falling out and making up. Say No to Bullying Keeping Healthy	New beginnings, Falling out and Making up. Say No to Bullying	New beginnings, Falling out and making up. Say No to Bullying	New beginnings, Getting on and falling out. Say No to Bullying	New beginnings, Falling out and making up. Say No to Bullying	<i>Personal, Social and Emotional-</i> The children will explore their new environment and experiences. Express feelings and develop self-confidence and esteem. Learn classroom rules and appropriate behaviour. Take turns and share equipment. <i>Communities-</i> Gain an awareness of the cultures and beliefs of others New beginnings, Falling out and making up. Say No to Bullying