Our English Curriculum Overview
Reading: Bug Club

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Traditional Tales	**Celebrations and Me**	**Space**	**Amazing Animals**	**Explorers**	**Marvellous Machines**
Writing					
Goldilocks and the Three Bears, The Three Little Pigs, Little Red Riding Hood	Kipper's Birthday, Rama and Sita, The Nativity Story, Non-fiction texts about celebrations	Whatever Next!, How to Catch a Star, National Space Centre non-fiction	Dear Zoo, The Very Hungry Caterpillar, Animal fact books	We're Going on a Bear Hunt, The Snail and the Whale, Maps & transport books	The Robot and the Bluebird, Rosie Revere Engineer, Non-fiction on machines
• Listening to stories with increasing attention • Retelling stories using familiar patterns & repeated phrases • Learning story structure (beginning–middle–end) • Sequencing main events • Introducing characters/settings • Mark making with meaning • Hearing and identifying initial sounds • Oral sentence building	• Vocabulary related to festivals and personal experiences • Recounting real events (what I celebrated…) • Understanding and using time connectives (first, next) • Introducing non-fiction features such as photos, labels • Hearing and blending simple CVC words	• Expanding descriptive vocabulary (dark, vast, glowing…) • Asking and answering questions about texts • Comparing fiction vs non-fiction • Using adjectives in sentences • Segmenting CVC/CVCC words to write • Introduction to instructional language (How to build a rocket)	• Fact retrieval from simple non-fiction • Asking questions to deepen understanding • Using "because/and" to extend sentences orally • Continuing to apply phonics phases 2–3 • Writing simple facts about animals	• Story innovation (changing characters, settings) • Understanding directional and positional language • Sequencing stories with more detail • Using adjectives and connectives in writing • Increased independence in reading	• Exploring design, creation, and explanation texts • Using technical vocabulary (engineer, wheels, circuit…) • Writing longer sentences using connectives • Creating and writing about own inventions • Preparing for ELG expectations
• Joining in with repeated refrains • Responding to questions about stories • Understanding simple vocabulary	• Selecting books independently • Showing understanding of simple non-fiction features	• Reading simple sentences • Using phonics to decode unfamiliar words	• Recognising key features of non-fiction: headings, diagrams • Reading longer decodable sentences	• Reading with fluency and some expression • Predicting what might happen next	• Demonstrating comprehension through recall and inference • Reading simple non-fiction to gather information
• Early drawing-to-writing stages • Attempting to write names • Writing labels and captions • Beginning to form letters correctly	• Writing lists (party lists) • Writing simple sentences with adult support • Applying taught phonics in writing	• Writing labels, captions, and simple descriptive sentences • Attempting instructions with sequencing language	• Writing simple factual sentences • Spell CVC/CVCC words phonetically regular • Begin use of finger spaces and full stops	• Writing short narratives • Using full stops and capital letters more consistently • Writing for purpose (tickets, postcards, maps)	• Extended writing: stories, explanations, labels, diagrams • Confident use of phonics for spelling • More consistent punctuation
Story maps, role-play retelling, character description words, simple caption writing	Celebration recounts, labelled party items, simple sentence about a personal event	Space fact sheet, describing Baby Bear's journey, instructions to build a rocket	Animal fact pages, story innovation (e.g., new version of Dear Zoo)	"New journey" story writing, postcards from an adventure	Explanation of how an invention works, robot descriptions, comic strip sequences

Oracy					
Listening routines; turn taking; simple responses; attention to speaker.	Asking simple questions; retelling familiar events.	Retelling stories with structure; sequencing verbally.	Describing objects and events; explaining choices.	Presenting ideas; show-and-tell; building vocabulary.	Performance, role play; responding to peers.
Phonics **Phase 2 (Units 1 & 2)** **GPCs** - **s, a, t, p** - **i, n, m, d** **Skills & Outcomes** - Beginning blending and segmenting (oral → written) - Reading and spelling CVC words using taught GPCs - Introduction to captions **Irregular (Tricky) Words** *the, I*	**Phase 2 (Units 3–5)** **GPCs** **Unit 3:** g, o, c, k **Unit 4:** ck, e, u, r **Unit 5:** h, b, f, ff, l, ll, ss **Skills & Outcomes** - Reading CVC words confidently - Writing CVC words and simple captions - Applying phonics in early sentence writing **Irregular Words** *to, no, go, into*	**Phase 3 (Units 6–7)** **GPCs** **Unit 6:** j, v, w, x **Unit 7:** y, z, zz, qu **Skills & Outcomes** - Reading CVCC/CCVC where appropriate using known GPCs - Using growing phonic knowledge to write short sentences - Broader range of captions, labels, simple compositions **Irregular Words** *me, be, my, by, he, she*	**Phase 3 (Unit 8 + Vowels)** **GPCs** **Unit 8:** ch, sh, th, ng Then vowel digraphs: - **ai, ee, igh, oa, oo** (long + short) - **ar, or, ur, ow, oi** **Skills & Outcomes** - Reading simple sentences fluently with known digraphs - Writing captions and sentences using taught digraphs - Beginning to read longer words with support **Irregular Words** *they, we, are, you, her, all, was*	**Phase 3 Consolidation + Phase 4 Introduction** **Review** - All Phase 2 & Phase 3 GPCs - All tricky words so far **Begin Phase 4 (Unit 12)** Adjacent consonants: **CVCC** (e.g. *hand*) **CCVC** (e.g. *stop*) **CCVCC / CCCVC / CCCVCC** words **Skills & Outcomes** - Fluency with longer words - Confident blending without overt sounding-out - Beginning 2-syllable words **Irregular Words** *said, have, like, so, do, come, one, were, there, little, when, out, what*	**Phase 4 (Full Consolidation)** **Focus** Secure reading of: - Adjacent consonant words - Two-syllable decodable words - Sentences with mixed digraphs **Skills & Outcomes** - Confident decoding of unfamiliar words using all taught GPCs - Reading simple books fluently with minimal sounding-out - Writing sentences that can be read by others (ELG expectation) **Irregular Words** Continue consolidation of all previously taught words.
- Fine motor skills: Dough disco, Funky Fingers, Cosmic Yoga, Go Noodle and name writing	- Fine motor skills: Dough disco, Funky Fingers, Cosmic Yoga, Go Noodle and name writing - *Around letters:* **c, o, a, d, g, q, l, i, t, f**	- Fine motor skills: Dough disco, Funky Fingers, Cosmic Yoga, Go Noodle and name writing - *Down letters:* **b, p, k, h, i, j, m, n, r, u, y**	- *Curly letters:* **e, s** - *Zig zag letters:* **v, w, z, x**	- *Capital letters:* A–M - *Numbers:* **1, 4, 5, 7, 0**	- *Capital letters:* N–Z - *Numbers:* **2, 3, 6, 8, 9**

• Getting ready for hand-writing
 	
• Squiggle while you wiggle
 	
• Dough Disco
 	
• Go Noodle
 	
• Plus Letterjoin activities
	• Fine motor skills
	
	• Finger & hand exercises
	
	• Pencil activities
		• Pre-cursive patterns:
		   o Circles/spirals
		   o Lines/diagonals
		   o Jellies/zig zag
		   o Loopies/waves
				• Introduction to easy letters	• Introduction to words

ELG	**Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. **Word reading** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words **Writing** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.				
Know and Understand	A great listener will **actively listen to their peers and teachers and respond appropriately** A great speaker will be able to **communicate in full sentences and present to audience** A great reader will be able to **read left to right and top to bottom, read CVC, CCVC , CVVC words and CEW within a text and know that words have meaning** A great writer will **know and use most of the taught sounds in phonics and be able to write words, captions and a simple sentence.**				

Our Maths Curriculum Overview
Base Scheme: White Rose

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Just Like Me - Matching and sorting objects by attribute - Comparing amounts (more, less, same) - Comparing size, mass and capacity	It's Me 1,2,3! / Light and Dark Representing and comparing numbers 1–5 - Introducing 2D shapes (circles, triangles, shapes with 4 sides) - One more/one less	Alive in 5 / Growing 6,7,8 - Understanding 0 - Numbers to 5 composition - Comparing mass and capacity - Introducing numbers 6–8 and combining groups	Growing 6,7,8 / Building 9 & 10 - Composition of 6–10 - Number bonds to 10 - 3D shapes and complex patterns - Comparing length and height	To 20 and Beyond - Numbers beyond 10 - Teen number structure and counting patterns - Spatial reasoning (manipulate, rotate, build) **Numbers Beyond 10**	First Then Now / Find My Pattern / On the Move - Adding more and taking away (early addition/subtraction) - Doubling, sharing, grouping - Odd and even concepts

- Creating simple repeating patterns **Getting Started** **Block: *Just Like Me*** Focus: ● Matching and sorting objects by shape, colour, and size ● Comparing amounts (more, less, same) ● Comparing size, mass, and capacity using early mathematical vocabulary ● Exploring and creating simple patterns (AB patterns) **Learning Outcomes:** ● Confidently match and sort items ● Use comparative language (big/small, heavy/light, more/less) ● Continue and create simple repeating patterns	- Positional language and early time concepts **Early Number and Shape** **Blocks: *It's Me 1,2,3!* and *Light and Dark*** Focus: ● Representing and comparing numbers 1, 2, and 3 ● Composition of 1, 2, 3 (whole made of parts) ● Introducing circles and triangles ● Positional language ● Representing numbers to 5; one more/one less ● Shapes with 4 sides ● Exploring time (routines, sequencing events) **Learning Outcomes:** ● Secure understanding of numbers to 3 ● Identify and describe 2D shapes ● Compare numbers, understand more/less ● Use simple positional and time language	**Deepening Numbers 0–5** **Blocks: *Alive in 5* and start of *Growing 6,7,8*** Focus: ● Understanding 0 ● Comparing numbers to 5; composition of 4 and 5 ● Comparing mass and capacity ● Introducing numbers 6, 7, and 8 ● Making pairs, combining two groups (foundation for addition) **Learning Outcomes:** ● Confident use of numbers 0–5 ● Begin to combine groups and talk about totals ● Use comparative language in measures	**Extending Understanding** **Continue *Growing 6,7,8!* and start *Building 9 & 10*** Focus: ● Composition of 6, 7, 8 ● Comparing length and height ● Understanding time in more detail ● Comparing numbers to 10 ● Number bonds to 10 ● 3D shapes and pattern extension (more complex patterns) **Learning Outcomes:** ● Understand how numbers 6–10 are made ● Identify 3D shapes and describe simple features ● Develop number bonds up to 5 and begin bonds to 10	**Block: *To 20 and Beyond*** Focus: ● Building numbers beyond 10 ● Counting patterns beyond 10 (teen numbers structure) ● Spatial reasoning (rotate, manipulate, build) **Learning Outcomes:** ● Recognise and order numbers beyond 10 ● Understand the pattern of teen numbers ● Improve reasoning through shape and spatial tasks	- Mapping and spatial reasoning **Patterns, Problem Solving & Early Operations** **Blocks: *First Then Now*, *Find My Pattern*, *On the Move*** Focus: ● Adding more and taking away (early addition & subtraction) ● Doubling, sharing, grouping, odd and even ● Deepening understanding of patterns and relationships ● Spatial reasoning and mapping (simple representations) **Learning Outcomes:** ● Perform simple add/subtract stories ("first, then, now") ● Identify doubles and begin sharing equally ● Recognise odd and even in practical contexts ● Use simple maps and routes

The Animals Would Not Sleep! — Sara Levine *Perfect for sorting by different attributes.* **Sort It Out!** — Barbara Mariconda *A fun story about classifying objects.* **Pitter Pattern** — Joyce Hesselberth *A gentle introduction to patterns in the world around us.* **Have You Seen My Monster?** — Steve Light *Great for discussing shapes and sorting by features.*	**Quack and Count** — Keith Baker *Wonderful for numbers 1–7 and composition of number.* **Anno's Counting Book** — Mitsumasa Anno *Beautiful visual number representations* **The Shape of Things** — Dayle Ann Dodds *Explores 2D shapes in familiar contexts.* **Have You Seen My Dragon?** — Steve Light *Great positional vocabulary and counting to 20*	**Feast for 10** — Cathryn Falwell *Counting, food quantities, and simple combinations.* **Just a Little Bit** — Ann Tompert *Brilliant for exploring weight and balance.* **Balancing Act** — Ellen Stoll Walsh *Simple introduction to mass and equilibrium.* **Fish Eyes: A Book You Can Count On** — Lois Ehlert *Lovely visual composition and combining groups.*	**Ten Black Dots** — Donald Crews *Flexible exploration of numbers to 10.* **Mouse Count** — Ellen Stoll Walsh *Counting forward and back, simple number stories.* **The Shape of My Heart** — Mark Sperring *Explores shapes in everyday life (including 3D features).* **Inch by Inch** — Leo Lionni *A classic story for early measurement (length)*	**Have You Seen My Dragon?** — Steve Light *Searching and counting up to 20.* **Twenty Big Trucks in the Middle of the Street** — Mark Lee *Solving problems while counting to 20.* **Shapes, Shapes, Shapes** — Tana Hoban *Supports spatial awareness and visual reasoning.* [thethinkacademy.com] **Pattern Fish** — Trudy Harris *Explores patterns and early algebraic thinking.*	**Rooster's Off to See the World** — Eric Carle *A story rooted in number patterns and simple addition.* **Two of Everything** — Lily Toy Hong *A brilliant folktale for exploring doubling.* **The Doorbell Rang** — Pat Hutchins *Perfect for sharing, grouping, and division contexts.* **Ten on a Twig** — Lo Cole *Engaging subtraction story with visual support*
ELG	**ELG: Number** Children at the expected level of development will: Have a deep understanding of numbers to 10, including composition. Subitise up to 5. Automatically recall number bonds up to 5, and some to 10 (including doubles) **ELG: Numerical Patterns** Children at the expected level of development will: Verbally count beyond 20. Compare quantities up to 10. Understand patterns within numbers (odd/even, doubles, etc.).				
Know and Understand	How to record their own learning Can explain their learning and reasoning when investigating maths. That maths is used in **everyday life e.g. on houses, buses, phone numbers etc and that some people use maths in their jobs.**				

Our Science Curriculum Overview
Knowledge and Understanding of the World
Base Scheme: Kapow

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Natural World (Kapow) To know: • Some objects found in nature are natural, e.g. plants and animals.	**Seasons and Weather (Kapow)** To know: • Some trees change in the four seasons.	**Space & Planet Earth (bespoke)** To know: • stars give out light	**Animals (Kapow)** To know: • The names of familiar animals (e.g. farm animals, pets and	**Floating and sinking (Kapow)** To know: • Some objects move when pushed or pulled. • Some objects freeze or melt.	**Forces/Materials (Bespoke)** To know: • magnets attract some metals

• Names for the basic plant parts (leaves, flowers, stem and roots.) • Some familiar flowering plants (e.g. daisy, rose, sunflower or daffodil). • Plants and animals live in a range of different places. • Some different places where animals live on the school site. • Plants are alive. • Seeds need water to grow. • Seeds grow into plants if taken care of. • Animals and plants move, grow and feed. • The difference between things that are living and things that are non-living. • How to help care for the planet. **Science in action** To know: • Some different job roles.	• Some signs of each season (leaves on the ground, cold weather, daffodils growing and sunny weather). • Some animals hibernate or store food in winter. • The weather changes throughout the year. • And compare weather types (rain, sun, snow and wind).	• the moon reflects light • planets in the solar system • about **Neil Armstrong** and **Tim Peake** • I can talk about forces I feel • I know about places (desert / arctic jungle etc) on planet Earth • **test** different ways to launch rockets	animals seen in storybooks.) • The main body parts of common animals (number of legs, wings, fur and tail). • Animals, including humans, use their senses to explore the world. • Animals need food. • Animals and plants move, grow and feed. • The difference between things that are living and things that are non-living. • Plants and animals live in a range of different places (land, sea, air). • Some different places where animals live on the school site. **Science action** To know: • Some different job roles.	• Objects float or sink. • Day is light because the sun is in the sky. • Night is dark because the sun is not in the sky. • Shadows happen when something blocks the light. • About differences in sound.	• I know objects can be made from different materials • I can **investigate** cars and ramps and **talk about what I notice.** • I can **measure** in non-standard units
ELG	**ELG: The Natural World** Children at the expected level of development will: Explore the natural world, making observations of plants and animals. Know similarities and differences between natural environments. Understand important processes such as seasons and changing states of matter.				
Know and Understand	Science knowledge, skills and early understanding of concepts: adaptation, growth, classification, change, space, cycles, function, forces and working scientifically Achievements of *significant adults* **Neil Armstrong / Tim Peake** (astronauts) *Understand and use* all of the **taught vocabulary**				

Our Humanities (Geography and History) Curriculum Overview
Knowledge and Understanding of the World
Base Scheme: Kapow

Autumn 1 Geography	Autumn 2 History	Spring 1 History	Spring 2 Geography	Summer 1 Geography	Summer 2 History

Exploring Maps	Is everyone's family the same?	How has Neil Armstrong changed the world today?	Outside Adventures	Around the World	How has travel changed over time?
• Identifying land and water on a map or globe. • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Discussing how environments in stories and images are different to the environment they live in. • Making observations about the features of places (in stories, photographs or in the school grounds/local area). • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Ask questions about the world around them. • Commenting on the features they see in their school and school grounds. • Answering simple questions, guided by the teacher. • Representing some of the features they notice in their school and school grounds. • Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. • Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.	• Beginning to sequence events when describing them (e.g. daily routines, events in a story). • Recognising significant dates for them (birthday). • Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery…"). • Recounting activities that happened in their past using photos as a prompt. • Being aware of changes that happen throughout the year (e.g. seasons, nature). • Experiencing cause and effect in play. • Beginning to recognise similarities and differences between the past and today. • Using photographs and stories to compare the past with the present day. • Recognising that different members of the class may notice different things in photographs from the past. • Asking questions about the differences they can	• Being aware of changes that happen throughout the year (e.g., seasons and nature). • Experiencing cause and effect in play. • Recalling special people in their own lives. • Using stories and non-fiction books to find out about life in the past. • Using photographs and stories to compare the past with the present day. • Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery…", etc.). • Beginning to recognise similarities and differences between the past and today. • Asking questions about the differences they can see in photographs or images (in stories) that represent the past. • Making simple observations about the past from photographs and images.	• Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Discussing how environments in stories and images are different to the environment they live in. • Observing weather across the seasons. • Observing and discussing the effect the changing seasons have on the world around them. • Beginning to use the names of the seasons in the correct context. • Making observations about the features of places (in stories, photographs or in the school grounds/local area). • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Ask questions about the world around them. • Commenting on the features they see in their school and school grounds. • Answering simple questions, guided by the teacher. • Representing some of the features they notice in their school and school grounds.	• Identifying land and water on a map or globe. • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Discussing how environments in stories and images are different to the environment they live in. • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Answering simple questions, guided by the teacher. • Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. • Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. • Recognising features on maps (real or imaginary).	Consolidate Autumn and Spring Skills and: Recognising that some stories are set a long time ago. **Link to Marvellous Machines English**

• Beginning to use modelled directional vocabulary when describing features in the surrounding environment. • Recognising features on maps (real or imaginary). • Creating real or imaginary maps even if features are indistinguishable.	see in photographs or images (in stories) that represent the past. • Making simple observations about the past from photographs and images. • Deciding whether photographs or images (e.g. from stories) depict the past. • Communicating findings by pointing to images and using simple language to explain their thoughts.	• Deciding whether photographs or images (e.g. from stories) depict the past. • Communicating findings by pointing to images and using simple language to explain their thoughts.			
ELG	**ELG: People, Culture and Communities** Children at the expected level of development will: Describe their immediate environment using knowledge from observation, stories, maps and texts. Know similarities and differences between religious and cultural communities. Explain similarities and differences between life in this country and elsewhere. **ELG: Past and Present** Children understand simple concepts of history and talk about events.				
Know and Understand	The concept **Place, Location and Cultural Understanding and Diversity** a range of geographical skills such as **observe, identify, describe and recognise** *understand and use* all of the **taught vocabulary** Concepts **chronology, significance, change, similarity and difference.** use history skills such as **recognising, identifying and explain.** *understand and use* all of the **taught vocabulary**				

Our Computing Curriculum Overview Base Scheme: Purple Mash		
Autumn 1 **Autumn 2**	**Spring 1** **Spring 2**	**Summer 1** **Summer 2**
How can I give clear instructions? **Mouse and Trackpad Skills**	How can I stay safe online? **Sounds**	All Autumn/Spring plus: **Technology Around Us**

• This includes clicking, navigating using the movement of the mouse and dragging and dropping. • The activities aim to support children in developing the hand-eye coordination skills and fine-motor required to operate a mouse effectively. • A typical laptop trackpad is also introduced. **Keyboard Skills** • This includes simple typing, capital letters and function keys such as 'enter'. • Activities are included that match lower-case and capital letters as most keyboards that children encounter will contain capital letters. • It also includes recognising different fonts for example, an 'a' written a or a. • Children can also combine mouse skills and typing skills using the mouse or arrow keys to control the cursor when writing. **Robots** • Most early years classroom have access to floor robots; ideas are included for structured play with robots, starting with toy vehicles initially. • There are also ideas that start to develop children's logical processing skills in terms of following and creating instructions and making predictions	• These ideas make use of recording tools within Purple Mash • Children will also create music using the tools. **Photography** • Ideas for using photos in the classroom. • How to upload images; a variety of devices and connections are suggested but will need to be adapted to the resources available in the school **Drawing skills** • This includes choosing pens and style and composing drawn images on screen. • It also includes the undo function. • The use of a tablet is suggested as well as a mouse to enable children to mark make using touch	• A selection of role-play ideas for including technology in play. **Hardware** • Introduces knowledge about the parts of a computer and how to look after equipment. • Basic computer hygiene, including handwashing, being gentle and keeping food and drinks away from devices **All Terms to include:** **Safety and Privacy** • **Cross-over with PSHE curriculum: many of these aspects will be covered in PSHE sessions and can be extended to lay the foundations for online safety awareness. • Introduces the idea of ownership and privacy.** • **How to recognise when you are not comfortable with something.** • **The concept of a helping hand of people to get support from.** • **The idea of how to say no to something • Keeping healthy; link to screentime** **• Being kind**

ELG	
Know and Understand	The concept **communication, safe connectivity and code** a range of computing skills such as **logging on, typing, mouse control, naming different parts of a computer** understand and use all of the taught vocabulary

Our Expressive Art and Design Curriculum Overview Art
Focus Artist: Matisse. Base Scheme : Access Art

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

I know how to select materials and tools. I know how to hold a pencil correctly for sketching/drawing. I know that a pencil can make different lines. I know that I can add texture using lines.	I know how to select materials and tools. I know the effects created from brush sizes and shapes. I know how to mix primary colours to create secondary colours. I know what a 2D shape looks like.	I know how to select materials and tools. I know how to use a pair of scissors safely. I know how to apply depth in the form of collage. I know what a snail looks like.	I know how to select materials and tools. I know that clay can be pulled, twisted, stretched and rolled. I know how to use tools to add texture to clay. I know that a sculpture is a 3D model.	I know how to select materials and tools. I know what a print is. I know how to create a print from shapes. I can use paint to create a print.	I know how to select materials and tools. I know how to practice and apply prior knowledge and skills.
Drawing Line Shape Texture	**Painting** Colour Shape Line Expression	**Collage** Shape Colour Expression	**Sculpture** Shape Colour Texture	**Printing** **Natural collage** **texture** Shape Colour Line	**Collage/Painting** **Drawing** Line Colour Shape Texture Expression
ELG	**ELG: Creating with Materials** Children use materials, tools, and techniques safely and creatively.				
Know and Understand	Concepts **colour, pattern, line and shape** a range of art and design techniques such as **pencil drawing, painting, sketching, modelling, sculpture** how art has changed over time by comparing the artists Matisse and Sophie Harding. understand and use all of the taught vocabulary				

Our Expressive Art and Design Curriculum Overview Design Technology		
Autumn 1 **Autumn 2**	**Spring 1** **Spring 2**	**Summer 1** **Summer 2**
I know how to use a pair of scissors safely.	I know how to select equipment and ingredients.	I know how to use a pair of scissors safely.

I know how to select materials and tools. I know how to join two boxes together. I know how to use construction to create my own design. **Project: Make a house.**	I know how to measure ingredients. I know how to mix ingredients. I know how to form a shape. I know how to use a rolling pin to flatten my mixture. I know how to form a shape. **Project: Cookery Rock cakes/healthy snacks. Fruit rockets/ Easter biscuits**	I know how to select a range of materials and tools. I know how to join two boxes together. I know how to use materials to make collage. **Project: design and make a Musical instrument**
ELG	**ELG: Creating with Materials** Children use materials, tools, and techniques safely and creatively.	
Know and Understand	The concepts **design, technology, component and evaluation.** A range of design and technological techniques such as **construct, scissor skills, 3D sculpture, sculpting, collage.** How design and technology has changed over time and the progressions within transport. Understand and use all of the taught vocabulary	

Our Expressive Art and Design Curriculum Overview
Music
Base Scheme: Kapow

Autumn 1 Autumn 2	Spring 1 Spring 2	Summer 1 Summer 2
Kapow - Music and Movement Action songs Finding the beat Exploring tempo Exploring pitch through dance Music and movement performance	**Kapow – Musical Stories** Moving to music Using instruments to represent characters Storytelling with actions Using instruments to represent actions Musical story composition Musical story performance	**Kapow - Big Band** What makes an instrument? Introduction to the orchestra Follow the beat Tuned and untuned instruments Big band performance
ELG	**ELG: Being Imaginative and Expressive** Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and adults. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories; move in time to music when appropriate.	
Know and Understand	The concepts; **Pulse, pitch, tempo, dynamics, performance** A range of music skills such as; **to tap a pulse, to sing in tune, to perform at different speeds, to perform at different volumes, that a performance requires us to take turns** Understand and use all of the taught vocabulary	

Our Religious Education Curriculum Overview

Base Scheme: Jigsaw

Autumn 1	Spring 1	Summer 1

Autumn 2	Spring 2	Summer 2
How can people show they belong together? **Belonging and Believing** **Human and Social Sciences** **Christian** **Hindu** **Muslim** **Sikh** **Non-religious**	Who are the people in sacred (special) stories and why might they still be important today? **Wisdom and Guidance** **Theology** **Christian** **Hindu** **Muslim** **Sikh** **Non-religious**	How do people know how to treat each other? **Personal Responsibility** **Philosophy** **Christian** **Muslim** **Sikh/Hindu/Buddhist** **Non-religious**

Belonging & identity; family; early worldview awareness	Festivals of light (Diwali, Hanukkah, Christmas); symbolism	Stories that teach (Christian, Muslim, Hindu); morals	New life; early Easter concepts	Creation stories; caring for the world	Special places; sacredness; belonging

ELG	Know similarities and differences between religious and cultural communities. Explain similarities and differences between life in this country and elsewhere.
Know and Understand	The concepts of **Belonging and Believing, Wisdom and Guidance, Personal Responsibility** That there are different **religions** and that everyone has a different **worldview** How to re-tell a story from a religious text *U*nderstand and use all of the **taught vocabulary** Answer the **Big Questions** for each unit

Our Personal, Social and Emotional Development Curriculum Overview

Base Scheme: Jigsaw

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Autumn 1 – Being Me in My World	**Autumn 2 – Celebrating Difference**	**Spring 1 – Dreams & Goals**	**Spring 2 – Healthy Me**	**Summer 1 – Relationships**	**Summer 2 – Changing Me**
Belonging, classroom routines; expressing feelings; being part of a class	Uniqueness, kindness; understanding differences; early anti-bullying language	Setting simple goals; trying new activities; celebrating success	Making healthy choices; recognising safe vs unsafe situations	Friendships, taking turns; recognising emotions in themselves and others	Growing up; changes in routines; confidence in new experiences

ELG	**Building Relationships ELG** I can work and play cooperatively and take turns with others. I can form positive attachments to adults and friendships with peers. I can show sensitivity to their own and to others' needs. **Managing Self ELG** I can be confident to try new activities and show independence, resilience and perseverance in the face of challenge. I can explain the reasons for rules, know right from wrong and try to behave accordingly. I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices **Self-Regulation ELG** I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly. I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate. I can give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

Know and Understand	The concepts of **Diversity, Uniqueness and Personal Responsibility**
	That there everyone is different and that everyone has a different **view**
	The way we behave can affect others around us
	*U**nderstand and use** all of the **taught vocabulary**

Our Physical Development Curriculum Overview
Base Scheme: Get Set for PE, Dough Disco

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Introduction to PE – moving safely, spatial awareness, simple teamwork.	Fundamentals – balance, running, hopping, jumping variations.	Ball Skills – rolling, stopping, simple target throwing.	Dance – copying actions, rhythm, expression.	Gymnastics – body shapes, travelling on hands/feet.	Games – simple team relays, co-operation, sports day prep.
Balance **What do I need to do to balance safely?**	**Travelling** **Do I just need to use my feet to travel?**	**Ball skills Coordination** **Balance and Travelling** **Where do my hands need to be to catch a big ball?**	**Dance and Yoga** **Do I use only my leg muscles when I do yoga?**	**Can I run just using my legs?**	**Obstacles, Races and Team Games** **Can I do whatever I like in a race?**

ELG	**ELG: Gross Motor Skills**
	Children at the expected level of development will:
	Negotiate space and obstacles safely.
	Demonstrate strength, balance and coordination.
	Move energetically such as running, jumping, dancing, hopping, skipping, climbing.
	ELG: Fine Motor Skills
	Children at the expected level of development will:
	Hold a pencil effectively using a tripod grip.
	Use a range of small tools such as scissors, paintbrushes and cutlery.
	Show accuracy and care in their drawing.
Know and Understand	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment	**Visit a local place of Worship**	**Book a Yoga Teacher to work with the children** **Divali Day** **Christmas Celebrations**	**Planetarium (Space)** **Shrove Tuesday** **Easter Egg Hunt**	**Trip to the Zoo (animals)**	**Teddy Bears Picnic** **Dad's/Uncle/Grandad Bacon Sandwich Saturday morning**	**Summer Art Gallery** **Trip to the Seaside?**

Outdoor learning	Our new and temporary home (HLNA)	Andy Goldsworthy inspired (temporary) outside Art (HLNA)	Old and New walk in the local area- Amateur photographers (HLNA)	Getting to know our new outdoor environment and setting it up	Loving and enhancing our new school	Setting up an outside story telling area
WMPS Pledge	Plant a Tree Simple Makaton		Den Building Simple Makaton		Worked with an Artist Simple Makaton	

Watling Meadows Pledge
By the time our children have left Year Six they will have experienced:

Meeting an Author	Working with an Artist	Worked collaboratively on an Art Project
Supported local charities and organisations	Going to the Theatre	Learning Makaton
Planting their own Tree	Speaking publicly at an event or concert	Going on a local short residential visit
Made meaningful links with another country	Learning a new language	Going to the Houses of Parliament
Den Building	Making a Sculpture	Being a Leader and positive role model
Eating in a Restaurant	Feeling the sand between their toes at the seaside	Cooking with a real Chef
Finding out where our food comes from	Being part of a studio audience	Going on a longer Residential Visit