**WHOLE SCHOOL CURRICULUM OVERVIEW**



**Nursery and Reception  
Year One and Year Two  
Lower Key Stage Two Cycle A and Cycle B  
Upper Key Stage Two Cycle A and Cycle B**

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| **Long Term Plan EYFS LFS Nursery** | | | | | | |
|  | Autumn 1 (7) | Autumn 2 (7) | Spring 1(6) | Spring 2 (6) | Summer 1 (6) | Summer 2 (7) |
| **Key Learning Theme** | **Myself, My Family and Starting School** | **Celebrations** | **Getting around Town** | **New Life** | **Animals** | **Minibeasts** |
| **Key Texts** | Goldilocks and the Three Bears | The Gingerbread Man | The Runaway Pancake | The Little Red Hen | The Elves and the Shoemaker | 3 Billy Goats Gruff |
| **Cultural Texts** | Th Big Book of Families-Mary Hoffman | Little Glow- Katie Sahota | The Great Race- Emily Hiles | The Neighbourhood surprise- Sarah Van Dongen |  | My Hair- Hannah Lee |
| **Nursery Rhymes** | Finger Family | Twinkle Twinkle Little Star | Row Row Row your Boat | Ring a Ring of Roses | Old Mc Donald | Incy Wincy Spider |
| **Supporting Texts** | The Colour Monster-Anna Llenas  The Colour Monster goes to School- Anna Llenas  My mum/dad/grandma/ grandpa is brilliant series- Nick Butterworth | The Scarecrows Wedding- Julia Donaldson  Stickman- Julia Donaldson | The Naughty Bus- Jan Oke  The Journey Home from Grandpas- Jemima Lumley | Jaspers Beanstalk-  Super Tato  What the Ladybird Heard- Julia Donaldson | Rumble in the Jungle- Giles Andreae  Farmyard Hullabaloo-Giles Andreae  Commotion in the Ocean- Giles Andreae | The Very Busy Spider-Eric Carle  The Bad Tempered Ladybird-Eric Carle |
| **Author of the Half Term** | Nick Butterworth | Julia Donaldson | Jan Oke | Sue Hendra | Giles Andreae | Eric Carle |
| **Enrichment** | Signs of Autumn Walk around school grounds.  School Tours  Making Scarecrows  Harvest | Baking; Xmas Cakes  Baking: Diwali Sweets  Santa Visit | Chinese New Year; food tasting | Signs of Spring Walk around school grounds.  Planting and caring for seeds/plants | Farm/Animal visit | Ladybirds  Sports Day  Transition |
| **KIRF**  Daily Diet: Days of the Week Songs | Count to 10 in order | Subitise to 3 | Subitise to 5 | Show finger numbers up to 5 | Copy and extend an ABAB pattern | Create an ABAB pattern |
| **PSHE** | Name and recognise feelings.  To choose, with help if needed where and what to play with.  To play with one or more children and an adult.  NSPCC PANTS | Name and recognise feelings  Develop coping strategies that calm me down.  To play with a small group of children and an adult.  To learn that I am part of my family and nursery.  To talk about the members of my family. | To learn that rules keep us safe and make things fair.  To begin to read emotions in others.  To show awareness of the feelings of others.  NSPCC PANTS | To learn who the important adults in wider school are.  To learn how to greet a person and respond to a greeting to be friendly.  **To show confidence when visiting the hall for PE.** | To learn that rules keep us safe and make things fair.  To follow the rules of nursery.  To play with a small group of children.  To talk about and find ways to share and take turns.  To learn to ask for what I want and need.  NSPCC PANTS | To follow the rules of nursery.  To take turns and share.  To show awareness of the feelings of others. |
| As Historians  Daily Diet: Our Classroom timeline and learning journey | Talk about people who are important to me. | | Talk about people who are important to me.  Remember and talk about significant familiar school events from Term 1, presented on the timeline.  Talk about how I play with my favourite toy and explain how it works. | | Talk remember and talk about significant familiar school events from Term 1 and 2, presented on the timeline.  Talk about how toys were played with in the past and explain how they worked. | |
| As Geographers  Daily Diet: What is the weather today? | Talk about their family, house and where they live.  Learn that Sharlston (village) is in Wakefield (City)  Learn we all live in different types homes and different places.  To talk about places they have visited. | | Remember that Sharlston is a village in Wakefield.  Talk about different jobs that family members do.  Talk about different jobs that people do in school.  Talk about the jobs that people do in Sharlston’s community. | | Remember that Sharlston is a village in Wakefield.  Identify and name the human geographical features of Sharlston. (School, wheel, rugby club)  Identify and name the human geographical features of a seaside town. (Arcades, gift shop, fish and chip shop)  Learn that a town is bigger than a village. | |
| As Scientists | Learn that there are four seasons; Autumn, Winter, Spring, Summer.  Learn that humans have 5 senses; sight, hearing, touch, taste, smell.  Use senses to explore the outdoor environment, identifying and describing Autumnal objects.  Classify leaves according to their colour, size or shape. | | Learn that there are four seasons; Autumn, Winter, Spring, Summer.  Learn that humans have 5 senses; sight, hearing, touch, taste, smell.  Use senses to explore the outdoor environment, identifying and describing signs of Spring.  Talk about what happens to things when the wind blows.  Plant and care for cress, potatoes and sunflowers. | | Learn that there are four seasons; Autumn, Winter, Spring, Summer.  Learn that humans have 5 senses; sight, hearing, touch, taste, smell.  Care for growing potato plants by watering them.  Use senses to explore collections of materials.  Make comparisons between wet and dry ingredients and notice changes when heating and cooling.  Make collections of objects made from the same materials. | |
| Scientific Enquiry | How can I grow a rainbow? | Can milk change colour? | What happens when it rains? | How does a plant drink water? | Will it float or sing? | Which materials are waterproof? |
| As Computational Thinkers | To use an ipad to take photos. | | To use coding toys. | | To explore technology in the environment. | |
| As Artists and Designers | To mix primary coloured paint to create secondary colours.  To use the skill of squirting paint from a bottle.  To use the skill of splattering with a paint brush. | | To mix primary coloured paint to create secondary colours.  To print by pressing paint covered shapes onto paper.  To tear paper and cut fabric. | | To mix primary coloured paint to create secondary colours.  To arrange collections of objects to create a natural sculpture. | |
| Artist of the Term | Jackson Pollock: Painting | | Wassily Kandinsky: Printing  Aileen Agar; Collage | | Jackson Pollock: Knowledge retrieval  Andy Goldsworthy: sculpture | |
| As Artists and Designers; Drawing Skills  Daily Diet: Dough Disco and Squiggle While you Wiggle | **Gross Motor:** Use large muscle movements to wave flags and streamers. | **Gross Motor:** Use large muscle movements to make marks and paint. (Horizontal, vertical and curved lines) | **Fine Motor:** Show a preference for a dominant hand when making large and small marks using one handed tools.  **Creating with materials:** Create closed shapes with continuous lines, and begin to use these shapes to represent objects. | **Fine Motor**: Use a comfortable grip with good control when holding pens and pencils.  **Creating with materials**: Use drawing to represent ideas like movement or loud noises. | **Fine Motor:** Use a comfortable grip with good control when holding pens and pencils.  **Creating with materials:** Draw with increasing complexity and detail, such as drawing a face with a circle and including details. | **Fine Motor:** Use a comfortable grip with good control when holding pens and pencils.  **Creating with materials:** Show different emotions in their paintings, like happiness, sadness, fear etc. |
| As Designers and Technologists  **In weekly baking/cooking:**  To peel using tools.  To cut, spread, mix and peel food. | To cut using tools.  To join materials.  To join materials in different ways. | | To use my imagination to build.  To talk about my ideas.  To cut using tools.  To join materials.  To join materials in different ways.  To make a simple model | | To use my imagination to build.  To talk about my ideas.  To use my senses to explore different materials.  To make models for specific purposes.  To choose the most effective materials, tools and techniques for a purpose.  To explain my choices.  To work with my friends. | |
| As Musicians  Daily Diet: Routine songs (Hello, how are you, Days of the Week, What is the weather today, make a circle etc) | Learn to sing familiar songs, number rhymes and other seasonal songs with good pitch.  Learn how to be a good listener in different circumstances.  Perform for peers and parents  Explore the sounds of different instruments.  Learn how to identify high and low sounds.  Nursery Rhyme Week Autumn 2 | | Sing familiar songs, number rhymes and other seasonal songs with good pitch.  Explore sounds of different instruments.  Perform for peers and parents  Follow a beat and rhythm pattern (frogs, tadpoles etc)  Begin to say if I like/dislike a piece of music. | | Sing familiar songs, number rhymes and other seasonal songs with good pitch.  Perform for peers and parents  Begin to say how a piece of music makes them feel and what they like/dislike.  Follow a beat and rhythm pattern using untuned instruments. (frogs, tadpoles etc)  Create our own simple compositions and alternative versions of familiar songs.  Nursery Rhyme Week Summer 1 | |
| As Performers | Explore provision, making music a variety of ways.  Use classroom resources to retell our favourite stories  Perform on my own and different groups.  Perform in the EYFS Harvest Festival | Perform on my own and different groups  Perform in the EYFS Nativity  Perform familiar and new Nursery Rhymes.  Use story vocabulary in their play | Perform a song for parents for Mother’s Day  Use learnt story language to retell and create story performances using classroom resources. | Use learnt story language to retell and create story performances using classroom resources.  Create own narrative to small world and pretend play. | Perform a song for parents for Father’s Day | Create own narrative to small world and pretend play. |
| As Sports People | Explore large muscle movements to wave flags and streamers and make marks  Begin to stand on one leg and hold a position for a few seconds.  Climb apparatus safely using alternate feet.  Develop Ball skills | Stand on one leg and hold a position for a few seconds.  Begin to skip hop and jump.  Climb apparatus safely using alternate feet.  Develop ball skills | Play games such as musical statues; holding a position.  Hop skip and jump successfully  Climb apparatus safely using alternate feet.  Develop ball skills | Explore large muscle movements to wave flags and streamers and make marks  Hold a balance of different points of the body.  Climb apparatus safely using alternate feet.  Develop ball skills | Hold a balance of different points of the body.  Play games and complete activities requiring hopping, skipping and jumping with control.  Climb apparatus safely using alternate feet.  Develop ball skills | Play games, explore equipment and complete activities moving in a safe and skilful way, negotiating space successfully.  Develop ball skills |
| As Theologists | Know that everybody/ every family is different.  Explore differences between themselves and others. | Know that Diwali is celebrated by Hindus and know some of the ways in which Diwali is celebrated (Rangoli patterns, diva lamps, mendi patterns and eating special food).  Know that the birth of Jesus is celebrated by Christians at Christmas.  Know different ways that Christmas is celebrated (giving presents, eating special food with family and friends) | Know that Chinese New Year is a cultural celebration; celebrated all around the world.  Know some of the ways in which CNY is celebrated. (Dragon/lion dances, sharing food, giving money)  Know that Holi is celebrated by Hindu’s  Know that Hindus celebrate Holi by taking part in a Colour Run | Know that Easter is celebrated by Christians.  Listen to the Easter Story and recall some key events. | Recall that Hindu’s celebrate Diwali and Holi and that Diwali is the festival of light and Holi is the festival of colour. | Recall that Christians celebrate Christmas and Easter.  Recall key events that happen at Christmas and Easter. |
| PSHE Provision | Topsy and Tim Stories: Visiting the Dr’s  Dirty Bertie; Why is it important to keep clean and wash my hands?  Hygiene | | Peppa goes to the Dentist:  Why is it important to keep our teeth clean?  Healthy Diet | | The Mega Magic Hair Swap; Why is it important to keep our hair clean? Celebrating Differences. | |

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| **Long Term Planning Key Stage UFS Reception** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Key Learning Theme** | **Myself, My Family and My Home.** | **Celebrations** | **The Big City** | **New Life** | **Animals** | **Minibeasts** |
| Text Drivers | Home-Carson Ellis  Let’s Build a House-Mick Manning.  The Three Little Pigs. | The Ugly Duckling.  Rama and Sita-Malachy Doyle. | The Enormous Turnip.  Ruby’s Chinese New Year- Vickie Lee | Jack and the Beanstalk.  Festival of Colours-Surishtha Sehgal | Rapunzel  Handa’s Surprise-Eileen Browne. | Rumplestiltskin  Hats of Faith-Medeia Cohen-Petrolino |
| Enrichment | Walk around the local area identifying types of houses and geographical features. | Walk to the local postbox to post a letter.  Children will receive a reply. | Making ice sculptures and hanging them around the local area.  Taste noodles and fortune cookies. | Take part in a Colour Run  Caterpillar to butterfly  Planting beans | Visit to Yorkshire Wildlife Park to observe African animals. | Sport’s Day  Transition to Year 1.  Mini-beast Hunt |
| Purpose for Writing | To write initial and final phonemes. | To write CVC words. | To write CVC words containing phase 3 phonemes. | To write a simple phrase. | To write a simple sentence. | To write simple sentences. |
| KIRF  Daily diet: Order days of week. | Subitise numbers to 5. | Say 1 more or 1 less than a given number | Recall number bonds of 10 | Know doubles to 5 | Recall odd and even numbers. | Say the number names in order beyond 20. |
| As Historians | Learn that the past is something that has already happened.  Learn that Jackson Pollock was an abstract artist from the past.  Talk about past and present events in their own lives, linked to places they have visited in Sharlston. | Listen to the story of Guy Fawkes to learn why Bonfire night is remembered and celebrated. Learn that King James was the king in the past. Compare to present day monarch.  Learn that people have died in wars and they are remembered by the poppy on Remembrance Day. | Remember that King Charles is our monarch but in the past there were different Kings and Queens.  Remember and talk about significant school events from Term 1, presented on the timeline.  Recall that Jackson Pollock was an abstract artist.  Learn that Wassily Kandinsky was an abstract artist from Russia. | Remember and talk about significant school events from Term 1, presented on the timeline.  Put events from Term 1 in chronological order. | Remember and talk about significant school events from Term 1 and 2 presented on the timeline.  Put events from Term 1 and 2 in chronological order. | Remember and talk about significant school events from Term 1 and 2 presented on the timeline.  Remember that King Charles is our monarch but in the past there were different Kings and Queens. |
| As Geographers  Daily diet: observe and comment on changes to weather and seasons. | Know that Sharlston is a village.  Identify and name different types of houses.  Name the type of house that I live in.  Identify and name human geographical features of Sharlston (School, wheel, rugby club, park, postbox)  Locate human features on a map. | Identify and name different types of houses.  Identify and name human geographical features of Sharlston (School, wheel, rugby club, park, postbox)  Locate human features on a map.  Learn that Queen Elizabeth lives in London; the capital city of England. | Recall that Sharlston is a village where they live.  Identify and name different types of houses.  Recall that King Charles lives in London in Buckingham Palace.  Recall that London is the capital city of England.  Identify different types of houses in London using photographs and Google Earth.  Identify and name the human features of London (Buckingham Palace, Big Ben, Houses of Parliament) | Recognise some environments that are different to the one in which they live.  Why don’t bananas and pineapples grow in England? They grow in hot countries. | Learn that Africa is a continent made of lots of countries.  Learn that Africa is hot so bananas and pineapples grow there.  Compare the climates in Africa and England and the effect of a hotter climate on people’s lives.  Compare houses in Handa’s village to house in Sharlston.  Recall types of houses in England. | Remember that London is the capital city of England.  Recall that King Charles lives in London in Buckingham Palace.  Identify and recall the names of the human features of London (Buckingham Palace, Big Ben, Houses of Parliament) and identify and name Tower Bridge and the London Eye.  Draw the human features of London on a map.  Make comparisons between the human features of Sharlston and London. |
| As Scientists | Learn the names of the 4 seasons.  Learn that humans have 5 senses (sight, hearing, touch, taste, smell)  Understand some important processes and changes in the natural world around them, including the seasons.  Use senses to explore the natural world around them, making observations of plants. (Trees) | Recall the names of the 4 seasons.  Learn that humans have 5 senses (sight, hearing, touch, taste, smell)  Use senses to explore collections of materials and classify them according to their properties.  Learn that some materials are natural.  Learn that some materials grow and come from the ground.  Learn that magnets stick to some metals. | Recall the names of the 4 seasons.  Learn that humans have 5 senses (sight, hearing, touch, taste, smell)  Learn that water freezes and becomes ice.  Learn that ice melts when it is heated. | Recall the names of the 4 seasons.  Learn that humans have 5 senses (sight, hearing, touch, taste, smell)  Plant a bean and observe growth and changes. Order the life cycle of a bean.  Observe Living eggs and order the life cycle of a butterfly.  Identify and name the parts of a plant.  Learn that vegetables grow under and above the ground.  Classify fruit and veg, knowing that fruits contain seeds. | Recall the names of the 4 seasons.  Learn that humans have 5 senses (sight, hearing, touch, taste, smell)  Learn that animals live in different homes.  Learn that animals have different body parts.  Learn that animals move in different ways. | Recall the names of the 4 seasons.  Learn that humans have 5 senses (sight, hearing, touch, taste, smell)  Recall that animals live in different homes.  Classify animals according to where they live.  Recall that animals, including minibeasts move in different ways.  Classify animals according to how they move.  Recall that some materials are natural.  Recall that some materials grow and come from the ground. |
| Scientific Enquiry | Which paper helicopter will travel the fastest? | Which materials are magnetic? | What will melt the ice the fastest? | What does a bean need to grow? | Can we grow a rainbow? | Whose mouse will travel the furthest? |
| As Computational Thinkers | Interact with age appropriate software.  Identify technology found in the home and what it is used for. | Select and use technology for a particular purpose e.g. use camera app to take a photograph (of collections of materials in Science) | Locate and observe human features of London using Google Earth. | Complete simple programmes on a computer using draw/paint app. | Complete a set of instructions involving multiple steps  Program a mechanical toy to complete a sequence-coding. | Program a mechanical toy to complete a sequence coding to travel from A to B on a map of London. |
| As Artists and Designers | To mix primary colours to create secondary colours.  To imitate the abstract artwork of Jackson Pollock using the skill of splattering on large paper.  To innovate the abstract artwork of Jackson Pollock using the skill of conker rolling to mix colours. | Provision: To mix primary colours to create secondary colours.  Creative area | To mix primary colours to create secondary colours. Recall knowledge of Jackson Pollock and his abstract art.  Learn that Wassily Kandinsky was a Russian abstract artist. He created abstract art containing shapes, lines and colours. To imitate the abstract artwork of Wassily Kandinsky’s Concentric Circles using brush strokes, shape and colour. To innovate the abstract artwork of Kandinsky using the skill of printing. | To learn that Eileen Agar was an Argentinian artist.  To imitate the work of Eileen Agar using the skill of collage.  To know that collage can be created using a combination of materials that are cut, torn and connected by overlapping.  To sort and mix materials to create texture. | Learn that Andy Goldsworthy is a sculptor who uses natural materials to make sculptures.  Recall that natural materials come from plants, animals or the ground.  Find and arrange collections of natural materials to create a sculpture. | To mix primary colours to create secondary colours.  To know that collage can be created using a combination of materials that are cut, torn and connected by overlapping.  Provision: Use skills of painting and collage to create own abstract art. |
| As Artists and Designers: Drawing skills | Drawing a portrait. Using curved, horizonal and vertical lines to include detail of facial features. | Drawing representations of fireworks in the sky using vertical, horizontal, zigzag, spirals, curved lines. | Drawing Big Ben. Using curved, horizonal and vertical lines to include details. | Drawing design for moving part puppet. Include small details. | Drawing an animal including body parts and including small details. | Show accuracy and care when drawing human features of London on a map. |
| As Designers and Technologists | Provision: Indoor and outdoor construction areas  Junk modelling area. | Understand that strong and stable models need to have bigger and heavier blocks/boxes at the bottom.  (Building cenotaphs)  Learn the skill of overlapping to make structures strong and stable.  Investigate different joining techniques to allow paper to be secure (glue, tape, staple) and to move (treasury tag, split pin) | Provision: Indoor and outdoor construction areas  Junk modelling area.  Use skill of overlapping to make structures stronger.  Practise joining skills in creative and junk modelling area.  Learn that Margaret Knight designed and invented the first paper bag using the skills of folding and sticking.  Use the skill of folding and sticking to make a paper bag. | Design a puppet with a moving part.  Use cutting and joining skills to make moving puppet.  Apply finishing techniques to their puppet.  Talk about the process of making their puppet with a moving part. | Design and make a fruit kebab with a repeating pattern (In Maths)  Provision:  Use cutting and joining skills in creative area and construction areas. | Develop small motor skills so that they can use a variety of tools competently, safely and confidently e.g. rolling pins, dough cutters and clay tools. |
| As Musicians  Daily diet: Nursery rhyme, number rhyme or song of the week. | Sing nursery rhymes, number rhymes and seasonal songs with good pitch within a group.  Create our own compositions and alternative versions of familiar songs. | Sing nursery rhymes, number rhymes and seasonal songs with good pitch within a group.  Perform songs to others.  Say how a piece of music makes them feel.  Follow a beat and rhythm pattern using untuned instruments. (frogs and tadpoles) | Sing nursery rhymes, number rhymes and seasonal songs with good pitch and following a melody within a group.  Follow a beat and rhythm pattern changing the speed or volume. | Respond to music by moving, expressing feelings and talking about what they heard.  Perform songs to others. | Sing nursery rhymes, number rhymes and seasonal songs with good pitch and following a melody within a group.  Follow a beat and rhythm pattern changing the speed or volume.  Use music to share own feelings. | Sing nursery rhymes, number rhymes and seasonal songs with good pitch and following a melody within a group.  Follow a beat and rhythm pattern changing the speed or volume.  Begin to recognise tuned and untuned instruments in music they listen to. |
| As Performers | Explore and engage in music making, performing solo and in groups.  Act out the story of Rama and Sita through dance and drama. | Perform in the Nativity production.  Perform Nursery rhymes during World Nursery rhyme week to classes in school. | Develop storylines in their pretend play in the small world areas and role play areas. | Develop storylines in their pretend play in the small world areas and role play areas. | Explore and engage in dance, performing solo or in groups (Animal Bop) | Invent, adapt and recount narratives and stories with peers and their teacher. |
| As Sports People | Revise and refine fundamental movement skills: rolling, jumping, hopping, skipping, climbing.  Progress towards a more fluent style of moving with developing control and grace.  Gymnastics-floor work. | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body-strength, balance, coordination and agility. | Know and talk about the different factors that support their overall health and wellbeing e.g. healthy eating, sleep, exercise.  Further develop and refine a range of ball skills including | Combine different movements with ease and fluency.  Move energetically in dance.  throwing, catching, kicking, passing, | Further develop and refine a range of ball skills including throwing, catching, batting, aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, skipping, hopping, climbing. |
| RE | Learn that Hindus celebrate Diwali; the festival of light.  Learn the story of Rama and Sita.  Learn how Hindus celebrate Diwali, including going to the temple. | Learn that Christians celebrate the birth of Jesus at Christmas time.  Know that Jesus is the son of God.  Learn how Christians celebrate Christmas, including going to church. | Learn that Chinese New Year is celebrated all over the world. Learn that red and gold are significant colours in the festival. Learn that it is celebrated by dragon dancing, giving money in red envelopes and eating special food. | Learn that Hindus celebrate Holi as the start of Spring.  Recall how Hindus celebrate Diwali; the festival of light.  Learn that Hindus celebrate Holi by eating special food and taking part in a colour run.  Learn that Christians celebrate Easter: signifying new life.  Listen to the Easter Story to understand why Christians celebrate Easter. | Recall that Hindus celebrate Diwali; the festival of light. Recall that Hindus celebrate Holi as the start of Spring.  Identify similarities and differences between Hindu festivals. | Recall that Christians celebrate Easter; new life. Recall that Christians celebrate Christmas as the birth of Jesus.  Identify similarities and differences between Christian festivals.  Identify similarities and differences between a Hindu and Christian places of worship. |
| PSHE | Safety in the home.  Learn that different emotions can be represented by colour. Match emotions and feelings to facial expressions. Say how they are feeling. | Bonfire safety.  Identify people who are special to us including family, friends, school staff and members of community groups that we belong to. Learn the importance of sharing and taking turns. | Internet Safety Day  Children’s Mental Health week  To learn why following rules is important.  To learn how to overcome challenges and grow from mistakes.  To learn how to calm myself down when feeling angry. | Holi  Anti-bullying Day  Mother’s Day  Earth Day  To learn and understand the importance of good listening. To listen to follow instructions accurately.  To learn how to overcome challenges and grow from mistakes. | How do we care for pets?  To learn how to overcome challenges and grow from mistakes.  To understand the qualities that make a good friend.  To identify what is special about me. | Sun safety  Water safety  Handling minibeasts with care.  To learn the importance of keeping our mind and bodies healthy by getting enough sleep, regular exercise and good nutrition and hydration.  To learn how different foods help our bodies. |

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| **SHINE CURRICULUM LONG TERM PLAN**  **Key Stage One Year 1** | | | | | | |
|  | **Autumn** | | **Spring** | | **Summer** | |
| **Curriculum Focus** | **Geography** | **History** | **History** | **Geography** | **Geography** | **History** |
| **Text Drivers** | Storm  Paddington’s Post | Lubna and Pebble  Tibble and Grandpa | Toys in Space  Lost in the Toy Museum | The Storm Whale  Lost and Found | The Great Race  Lin Yi’s Lantern | Man on the Moon  Supertato |
| **Enrichment** | Local walk |  | Abbey House Museum |  |  |  |
| **Purpose for Writing** | Handwriting  CV/VC words  CVC words (nouns) | Capital letters and dictated sentences  Labelled nouns  Adjectives/ noun phrases  Sentences from given noun phrases | **Fiction:**  **Non-fiction:** Recount of School Trip | **Fiction:**  **Non-fiction:** | **Fiction:**  **Non-fiction:** | **Fiction:**  Wanted poster for Evil Pea  Diary of Bob’s Day  **Non-fiction:** |
| **KIRF** | Know all number bonds of 10. | Know all additive facts for all numbers to 10. | Know all doubles to 14. | Know halves of numbers to 14. | Count in 2s from any given number. | Count in 10s from any multiple of 10. |
| **As Scientists** | Seasonal Changes | Everyday materials | Sensitive Bodies | Comparing Animals | Introduction to Plants | Making Connections |
| **As Artists and Designers** | Painting |  |  | Sculpture | Printing |  |
| **As Computational Thinkers** | Computing systems and networks – Technology around us | Creating media – digital painting | Programming A – Moving a robot | Data and information – Grouping Data | Programming B – Introduction to animation | Creating media – digital writing |
| **As Designers and Technologists** |  | Cutting and sticking skills – Christmas Card | Food – Preparing fruit and vegetables  Fruit salad |  |  | Mechanisms – Sliders and levers  Moving / sliding Picture |
| **As Geographers** | What is interesting about our local area? |  |  | What is the weather like in the UK? | What is it like to live in Shanghai? |  |
| **As Historians** |  | What were homes like in the past? | How were my grandparents’ toys different to mine? |  |  | How have explorers changed the world? |
| **As Musicians** | My musical heartbeat | Dance, sing and play! | Exploring sounds | Learning to listen | Having fun with improvisation | Let's perform together! |
| **As Sports People** | Fundamental movement skills 1  Invasion game skills 1 | Gymnastics – balancing and spinning on points and patches  Gymnastics – wide, narrow & curled rolling & balancing | Yoga storybook  Dance – animals | Fundamental movement skills 2  Invasion game skills 2 | Striking & fielding game skills 1  Locomotion 2 | Striking & fielding game skills 2  Athletics 2 |
| **As Theologists** | What do Christians believe God is like? | Why does Christmas matter to Christians? | Who is Jewish and how do they live? | Why does Easter matter to Christians? | Who made the world? | Who am I? What does it mean to belong? |
| **As Global Citizens (PSE/SRE)** | Family and relationships | Health and Wellbeing | Safety and the Changing Body | Citizenship | Economic Wellbeing | Transition |

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| **SHINE CURRICULUM LONG TERM PLAN**  **Key Stage One Year 2** | | | | | | |
|  | **Autumn** | | **Spring** | | **Summer** | |
| **Curriculum Focus** | **Geography** | **History** | **History** | **Geography** | **Geography** | **History** |
| **Text Drivers** | Tidy by Emily Gravett  Inside the Villains by Clotilde  Paddington’s Post by Michael Bond | Vlad and the Florence Nightingale Adventure by Kate Cunningham  Winter Sleep by Alex Morss | Vlad and the Great Fire of London by Kate Cunningham  Diary of a Killer Cat by Anne Fine | The Proudest Blue by Ibtihaj Muhammad  Dear Greenpeace by Simon James  Three Little Wolves and the Big Bad Pig by Eugene Trivizas | The Lighthouse Keeper’s Lunch and The Lighthouse Keeper’s Rescue by David and Rhonda Armitage  Grandad’s Island by Benji Davies | Traction Man by Mini Grey  Fantastic Mr Fox by Roald Dahl  The Story of the Wright Brothers by Annette Whipple |
| **Enrichment** | **Local Walk** | **FN History Box** | **History Box** |  |  | **Visit: Whistlestop Valley** |
| **Purpose for Writing** | **Non-Fiction:** All about me |  |  | **Narrative:** Alternative Tale  **Non Chronological Report:** Whales | **Letter** to the Lighthouse Inspector  **Instructions** for making a sandwich  **Narrative:** The Lighthouse | **Recount** from school trip |
| **KIRF** | **Know number bonds to 20** | **Know doubles to 20** | **Know halves of even numbers to 20** | **Know near doubles to 20** | **Know multiplication facts for 10 x tables** | **Know multiplication facts for 2 x table** |
| **As Scientists** | **Habitats** | **Microhabitats** | **Uses of Everyday Materials** | **Life Cycles and Health** | **Plant Growth** | **Making Connections** |
| **As Artists and Designers** | **Painting** |  | **Sculpture** |  | **Collage** |  |
| **As Computational Thinkers** | **Computing Systems and Networks: IT Around Us** | **Creating Media: Digit Photography** | **Programming A: Robot Algorithms** | **Data and Information: Pictograms** | **Programming B: An Introduction to Quizzes** | **Creating Media: Word Processing and PowerPoint** |
| **As Designers and Technologists** |  | **Textile: Templates and Joining Techniques** |  | **Structures: Free Standing Structures** |  | **Mechanisms: Wheels and Axies** |
| **As Geographers** | **What is interesting about our local area? Physical and Human Geography in the locality** |  |  | **Why is our world so wonderful? Continents and Oceans** | **What is it like to live by the coast? Coastal Physical and Human Geography** |  |
| **As Historians** |  | **Why were Florence Nightingale and Mary Seacole treated differently?** **Significant Individuals** | **Why did The Gret Fire of London spread so quickly?**  **An event beyond living memory** |  |  | **How has transport changed over time?**  **Significant individuals and events beyond and within living memory** |
| **As Musicians** | **Ocarinas**  **Pulse, Rhythm and Pitch** | | **Ocarinas**  **Playing in an Orchestra** | | **Ocarinas**  **Recognising Different Sounds** | |
| **As Sports People** | **Fundamental Skills 2**  **Fundamental Skills 3** | **Gymnastics**  **Striking and Fielding Games 2** | **Dance: Great Fire of London**  **Yoga** | **Striking and Fielding Games 2**  **Gymnastics: Stretching, Curling and Arching** | **Net and Wall Games Skills 2**  **Matlympics** | **Athletics 2**  **Target Games 3** |
| **As Theologists** | **Why do we need to give thanks?** | **What do candles mean to people?** | **How do we know some people were chosen in early life?** | **What is a prophet?** | **How do some people talk to God?** | **Where do some people talk to God?** |
| **As Global Citizens (PSE/SRE)** | **Families and Relationships** | **Health and Wellbeing** | **Safety and the Changing Body** | **Citizenship** | **Economic Wellbeing** | **Transition** |

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| **Cycle A**  **SHINE CURRICULUM LONG TERM PLAN**  **Lower Key Stage 2** | | | | | | |
|  | **Autumn** | | **Spring** | | **Summer** | |
| **Curriculum Focus** | History | Geography | History | Geography | History | Geography |
| **Text Drivers** | Stone Age Boy by Satoshi Kitamura  Hunters, Gatherers and Woolly mammoths by Marcia Williams  The Iron Man – Ted Hughes | | The Firework Makers Daughter by Philip Pullman.  British Museum: So you think you’ve got it bad? A kid’s life in Ancient Rome by Chae Strathie  The Orchard Book of Roman Myths by Geraldine McCaughrean | | Nim’s Island by Wendy Orr  The Secret Explorers and Rainforest Rangers – S J King | |
| **Enrichment** | Stone Age workshop | A walk around the local area  Pantomime |  | tbc |  | Magna Science Museum |
| **Purpose for Writing** | Recount – Stone Age Day Workshop  Narrative – Retell the story of Stone Age Boy  Narrative – Retell the story of The Iron Man  Non-chronological report - | | Narrative – continue the story of The Firework Makers Daughter  Non-chronological report – volcanoes | | **TBC** | |
| **KIRF**  **Year 3**  **Year 4** | Know additive facts for all numbers to 20  Know additive facts for all numbers to 100 | Know how to double any number that doesn’t bridge 10  Know multiplicative facts for 3 x table | Know how to halve number with even 10s digit  Know multiplicative facts for 6 x table | Know multiplicative facts for 5 x tables  Know multiplicative facts for 7 x table | Know multiplicative facts for 4 x table  Know how to double any number (focus on bridging 10) | Know multiplicative facts for 8 x table  Know how to halve any even number |
| **As Scientists** | Animals including humans: food and digestion | | Living things and their habitat | States of matter | Plants | Light and shadow |
| **As Artists and Designers** | **Painting**  Using tints and shades to give 3 dimensional effects.  A theoretical study on Paul Cezanne. |  | **Sculpture**  Focus on abstract shapes and negative space.  A theoretical study on Robert Morris. |  | **Printing**  Using different techniques to create prints.  A theoretical study on William Morris and Megan Carter with a focus on the art nouveau movement. |  |
| **As Computational Thinkers Y3** | Computing Systems and Networks | Creating Media - animation | Creating Media – Desktop Publishing | Data and Information – Branching Databases | Programming - Sequencing | Programming – Actions |
| **As Computational Thinkers Y4** | Computing Systems and Networks – The Internet | Programming – Repetition in Shapes | Data and Information – Data Logging | Creating Media – Photo Editing | Programming – Repetition in Games | Creating Media – Audio Production |
| **As Designers and Technologists** |  | Textiles – 2D shapes to 3D product |  | Shell Structures |  | Mechanical systems – levers and linkages |
| **As Geographers** |  | Settlements |  | Volcanoes |  | Rainforests |
| **As Historians** | Stone Age to Iron Age |  | The settlement of Romans in Britain |  | Explorers- Charles Waterton |  |
| **As Musicians** | **Orinoco –** Recorders + Charanga  **Rhine and Nile –** Guitars + Charanga | | | | | |
| **As French Speakers** | French greetings with puppets | French adjectives of colour, size and shape. | French playground games – numbers and age | In a French classroom | Bon Appetite | Shopping for French food |
| **As Sports People** | Invasion games: Football  Invasion Games: Hockey | Gymnastics: Linking movements  Invasion games: Dodgeball | Yoga  Dance: Around the world | Invasion games: Korfball  Health related fitness | Outdoor and adventurous (orienteering)  Net games: tennis | Striking and Fielding: Cricket  Athletics: Running, throwing and jumping, |
| **As Theologists** | What makes us humans? | Where do our morals come from? | Are scriptures central to religion? | What happens if we do wrong? | Why is water symbolic? | Why is fire used ceremonially? |
| **As Global Citizens (PSE/SRE)** | Family and relationships | Health and Wellbeing | Economic Wellbeing. | Citizenship | Safety and the Changing Body | Transition |

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| **Cycle B**  **SHINE CURRICULUM LONG TERM PLAN**  **Lower Key Stage 2** | | | | | | |
|  | **Autumn** | | **Spring** | | **Summer** | |
|  | **History** | **Geography** | **Geography** | **History** | **History** | **Geography** |
| **Text Drivers** | The Plot on the Pyramid – Terry Deary  River - TBC | | The Ice Palace – Robert Swindells  The Puffin Keeper – Michael Morpurgo | | How to Train Your Dragon – Cressida Cowell  Attack of the Vikings – Tony Bradman | |
| **Enrichment** | Leeds City Museum |  |  | Visit to Pontefract/Sandal Castle | Anglo Saxon Experience |  |
| **Purpose for Writing** | **TBC** | | **TBC** | | Instructions – How to Train a Dragon  Narrative – Retell part of a story  Non-Chronological report - Dragons | |
| **KIRF**  **Year 3**  **Year 4** | Know additive facts for all numbers to 20  Know additive facts for all numbers to 100 | Know how to double any number that doesn’t bridge 10  Know multiplicative facts for 3 x table | Know how to halve number with even 10s digit  Know multiplicative facts for 6 x table | Know multiplicative facts for 5 x tables  Know multiplicative facts for 7 x table | Know multiplicative facts for 4 x table  Know how to double any number (focus on bridging 10) | Know multiplicative facts for 8 x table  Know how to halve any even number |
| **As Scientists** | Rocks and Soils | Animals: Movement and Nutrition | Electricity: Circuits | States of matter | Sound and Vibrations | Making Connections |
| **As Artists and Designers** | Painting |  | Collage |  | Sculpture |  |
| **As Computational Thinkers Y3** | Computing Systems and Networks | Creating Media - animation | Creating Media – Desktop Publishing | Data and Information – Branching Databases | Programming - Sequencing | Programming – Actions |
| **As Computational Thinkers Y4** | Computing Systems and Networks – The Internet | Programming – Repetition in Shapes | Data and Information – Data Logging | Creating Media – Photo Editing | Programming – Repetition in Games | Creating Media – Audio Production |
| **As Designers and Technologists** |  | Textiles TBC |  | Food: Healthy and Varied Diet |  | Electrical Systems |
| **As Geographers** |  | Rivers | Antarctica |  |  | Food Miles |
| **As Historians** | Ancient Egypt |  |  | Castles – Local history study | Anglo Saxons and Vikings |  |
| **As Musicians** | **Orinoco –** Recorders + Charanga  **Rhine and Nile –** Guitars + Charanga | | | | | |
| **As French Speakers** | School Day | Birthday Celebrations | French Food | This is Me | Colourful Creatures | Gourmet Tour of France |
| **As Sports People** | Invasion games: Tag rugby  Invasion Games: Handball | Gymnastics: Arching, bridges and rolling  Invasion games: Dodgeball | Yoga  Dance: Egyptians | Invasion games: Danish Longball  Health related fitness | Outdoor and adventurous (orienteering)  Net games: tennis | Striking and Fielding: rounders  Athletics: Running, throwing and jumping, |
| **As Theologists** | Are all religions equal? | What makes some texts sacred? | Just how important are our beliefs? | What happens if we do wrong? | Who was Jesus? | Why is the Bible the best-selling book of all time? |
| **As Global Citizens (PSE/SRE)** | Family and relationships | Health and Wellbeing | Economic Wellbeing | Citizenship | Safety and the Changing Body | Transition |

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| **Cycle A**  **SHINE CURRICULUM LONG TERM PLAN**  **Upper Key Stage 2** | | | | | | | |
|  | | **Autumn** | | **Spring** | | **Summer** | |
| **Curriculum Focus** | | History | Geography | Geography | History | History | Geography |
| **Text Drivers** | | The Boy at the Back of the Class – Onjali Q Rauf | Leila and the Blue Fox – Kiran Millwood Hargrave | The Explorer – Katherine Rundell | Treason – Berlie Doherty | Carries War – Nina Bawden | Now or Never. A Dunkirk Story – Bali Rai |
| **Enrichment** | | Robin Wood (Year 6) |  | tbc |  | Murton Park | Go Ape (Year 6) |
| **Purpose for Writing** | | Recount in role as Ahmet  Formal persuasive letter to HRH  Narrative – Ahmet’s journey to the UK | | Narrative – plane crash  How to survive in a rainforest instructions  Non-chronological report on a dangerous rainforest animal | | Letter to Mister Tom  Recount of Murton Park  Diary in role as an evacuee  Non-fiction information poster for refuges | |
| **KIRF** | **Year 5** | Know multiplicative facts for up to 12 x 12 including squares and their roots | Know all decimals that total 1 or 10 (1d.p.) | Know how to double and halve any number | Count forwards and backward in steps and powers of 10 | Find factor pairs of a number, including common factors | Identify all prime numbers to 20 |
| **Year 6** | Multiply and divide any number by 10, 100, 1000 | Multiply and divide decimal numbers using times table facts | Convert between decimals, fractions and percentages | Identify all prime numbers to 50 |  |  |
| **As Scientists** | | Animals including Humans (Year 5) – The Life Cycle | Animals including Humans (Year 6) – The Heart and Circulatory System | Living things and their habitats (Year 5) – Human Life Cycle | Living things and their habitats (Year 6) – Classification | Forces (Year 5) |  |
| **As Artists and Designers** | | Sculpture (Making Memories) – Louise Nevelson |  | Tessellation – Maurits Cornelis Escher |  | War Art – Thomas Lea and Pablo Picasso |  |
| **As Computational Thinkers** | | Computer Systems and Networks: Communication and Collaboration (NCCE 6) | Creating Media: Introduction to Vector Graphics (NCCE 5) | Programming: Variables in Games (NCCE 6) | Data and Information:  Flat File Databases (NCCE 5) | Programming: Sensing \*create a step counter (NCCE 6) | Creating Media: Webpage Creation (NCCE 6) |
| **As Designers and Technologists** | |  | Textiles – Combining different fabric shapes – create a bag |  | Food – Celebrating culture and seasonality |  | Structures – Frame structures (Anderson Shelter) |
| **As Geographers** | |  | Deserts | Renewable Energy |  |  | Field Work Enquiry |
| **As Historians** | | Ancient Islam – The House of Wisdom and its legacy |  |  | Tudor Monarchs | World War II – The Battle of Britain |  |
| **As Musicians** | | Melody and Harmony in Music | Sing and Play in Different Styles | Composing and Chords | Enjoying Musical Styles | Freedom to Improvise | Battle of the Bands! |
| **As French Speakers** | | Portraits – describing in French | Meet my French family | Getting dressed in France | French Weather | Exploring the French speaking world | Planning a French holiday |
| **As Sports People** | **All** | Hockey | Volleyball | Dance – The Haka | Netball | Team Building and Problem Solving | Athletics |
| **Year 5** | Swimming + Football | Swimming + Gymnastics | Swimming + Yoga | Swimming | Swimming + Tennis | Swimming + Cricket |
| **As Theologists** | | Why do people have to stand up for what they believe in? | Why doesn’t Christianity always look the same? | What happens when we die? | What happens when we die? | Who should get to be in charge? | Why are some places in the world significant to believers? |
| **As Global Citizens (PSE/SRE)** | | Cycle A  Health and Wellbeing | Cycle A  Families and Relationships | Cycle A  Safety and the changing body | Cycle A  Citizenship | Cycle A  Economic Wellbeing | Cycle A  Transition |

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| **Cycle B**  **SHINE CURRICULUM LONG TERM PLAN**  **Upper Key Stage 2** | | | | | | | |
|  | | **Autumn** | | **Spring** | | **Summer** | |
| **Curriculum Focus** | | History | Geography | Geography | History | History | Geography |
| **Text Drivers** | | Street Child – Berlie Doherty | Son of the Circus. A Victorian Story – E L Norry | Floodland – Marcus Sedgwick | Freedom 1783 – Katherine Johnson | Theseus and The Minotaur | Who Let the Gods Out – Maz Evans |
| **Enrichment** | | Robin Wood (Year 6) | National Coal Mining Museum |  | tbc |  | Go Ape (Year 6) |
| **Purpose for Writing** | | Letter to Emily from Jim  Non Chronological Report on Workhouses  Escape from The Lily Narrative | | Dooby’s Speech – Persuasion  Zoe’s escape – Narrative  Norwich Survival Guide | | Theseus Narrative  Instructions – How to slay a Mythical Beast | |
| **KIRF** | **Year 5** | Know multiplicative facts for up to 12 x 12 including squares and their roots | Know all decimals that total 1 or 10 (1d.p.) | Know how to double and halve any number | Count forwards and backward in steps and powers of 10 | Find factor pairs of a number, including common factors | Identify all prime numbers to 20 |
| **Year 6** | Multiply and divide any number by 10, 100, 1000 | Multiply and divide decimal numbers using times table facts | Convert between decimals, fractions and percentages | Identify all prime numbers to 50 |  |  |
| **As Scientists** | | Light | Electricity | Materials – Properties and their Changes |  | Earth and Space | Evolution and Inheritance |
| **As Artists and Designers** | | Painting |  | Collage |  | Sculpture |  |
| **As Computational Thinkers** | | Computer Systems and Networks:  Online Safety  (Be Internet Legends)  Typing Skills | Data and Information:  Spreadsheets  (NCCE 6) | Programming:  Selection in Quizzes or Selection in physical computing  (NCCE 5) | Creating Media:  3D Modelling  (NCCE 6) | Computer Systems and Networks:  Systems and Searching  (NCCE 5) | Creating Media:  Video Production \*create an advert  (NCCE 5) |
| **As Designers and Technologists** | |  | Mechanical systems – Pulleys or gears |  | Using CAD |  | Electrical Systems – More complex switches |
| **As Geographers** | |  | Population | Oceans |  |  | The Alps |
| **As Historians** | | Mining – local area study and The Featherstone Massacre |  |  | The Atlantic Slave Trade | How have the Ancient Greeks influenced our Government today? |  |
| **As Musicians** | | Music and Technology | Developing Ensemble Skills | Creative Composition | Musical Styles Connect Us | Improvising with Confidence | Farewell Tour |
| **As French Speakers** | | French Transport | In my French House | Music in France | French verbs in a week | Visiting a town in France | French sport and the Olympics |
| **As Sports People** | **All** | Hockey | Volleyball | Dance – The Haka | Netball | Team Building and Problem Solving | Athletics |
| **Year 5** | Swimming + Football | Swimming + Gymnastics | Swimming + Yoga | Swimming | Swimming + Tennis | Swimming + Cricket |
| **As Theologists** | | Why does religion look different around the world? Part 1 | Why does religion look different around the world? Part 2 | Why is it better to be there in person? | Why is there suffering? Part 1 | Why is there suffering? Part 2 | What place does religion have in our world today? |
| **As Global Citizens (PSE/SRE)** | | Cycle B  Health and Wellbeing | Cycle B  Families and Relationships | Cycle B  Safety and the changing body | Cycle B  Citizenship | Cycle B  Economic Wellbeing | Cycle B  Transition |