

# WHOLE SCHOOL CURRICULUM OVERVIEW



**SHARLSTON**

**COMMUNITY SCHOOL**

**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**

Long Term Plan		EYFS LFS Nursery				
	Autumn 1 (7)	Autumn 2 (7)	Spring 1(6)	Spring 2 (6)	Summer 1 (6)	Summer 2 (7)
<b>Key Learning Theme</b>	<b>Myself, My Family and Starting School</b>	<b>Celebrations</b>	<b>Getting around Town</b>	<b>New Life</b>	<b>Animals</b>	<b>Minibeasts</b>
<b>Key Texts</b>	The Colour Monster Goes to School	Little Glow- Katie Sahota	The Naughty Bus- Jan Oke	Growing Good Bernard Ashley	Farmyard Hullabaloo-Giles Andreae	The Very Hungry Caterpillar Eric Carle
<b>Cultural Texts</b>	Th Big Book of Families-Mary Hoffman		The Great Race- Emily Hiles			My Hair- Hannah Lee
<b>Nursery Rhymes</b>	Finger Family	Twinkle Twinkle Little Star	Row Row Row your Boat	Ring a Ring of Roses	Old Mc Donald	Incy Wincy Spider
<b>Supporting Texts</b>	The Colour Monster- Anna Llenas  My mum/dad/grandma/grandpa is brilliant series- Nick Butterworth	The Scarecrows Wedding- Julia Donaldson Stickman- Julia Donaldson The Gingerbread Man A Christmas Story Brian Wildsmith	Mr Grumpy's Motor Car John Burningham We're going on a Bear Hunt	Ten Seeds Ruth Brown  It Starts With a Seed Laura Knowles	Hairy McClairy Lynley Dodd  The Same but Different Too karl Newson	The Very Busy Spider-Eric Carle The Bad Tempered Ladybird-Eric Carle A Good Place Lucy Cousins
<b>Author of the Term</b>	Julia Donaldson		Oliver Jeffers		Eric Carle	
<b>Enrichment</b>	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 Minibeast Visit  Sports Day  Transition

<p><b>KIRF</b></p> <p>Daily Diet: Days of the Week Songs</p>	<p>Count to 10 in order</p>	<p>Subitise to 3</p>	<p>Subitise to 5</p>	<p>Show finger numbers up to 5</p>	<p>Copy and extend an ABAB pattern</p>	<p>Create an ABAB pattern</p>
<p><b>PSHE</b></p>	<p>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.</p> <p>NSPCC PANTS</p>	<p><b>Name and recognise feelings</b> 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.</p>	<p>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.</p> <p>NSPCC PANTS</p>	<p>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. <b>To show confidence when visiting the hall for PE.</b></p>	<p><b>To learn that rules keep us safe and make things fair.</b> To follow the rules of nursery. <b>To play with a small group of children.</b> To talk about and find ways to share and take turns. To learn to ask for what I want and need.</p> <p>NSPCC PANTS</p>	<p><b>To follow the rules of nursery.</b> <b>To take turns and share.</b> <b>To show awareness of the feelings of others.</b></p>
<p>As Historians</p> <p>Daily Diet: Our Classroom timeline and learning journey</p>	<p>Talk about people who are important to me.</p>		<p><b>Talk about people who are important to me.</b> 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.</p>		<p><b>Talk remember and talk about significant familiar school events from Term 1 and 2, presented on the timeline.</b> <b>Talk about how toys were played with in the past and explain how they worked.</b></p>	
<p>As Geographers</p> <p>Daily Diet: What is the weather today?</p>	<p>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.</p>		<p><b>Remember that Sharlston is a village in Wakefield.</b> Talk about different jobs that family members do. Talk about different jobs that people do in school.</p>		<p><b>Remember that Sharlston is a village in Wakefield.</b> Identify and name the human geographical features of Sharlston. (School, wheel, rugby club)</p>	

			Talk about the jobs that people do in Charlston's community.		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 sink?	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	Gross Motor: Use large muscle	Gross Motor: Use large muscle movements to	Fine Motor: Show a preference for a dominant hand	Fine Motor: Use a comfortable grip with good control	Fine Motor: Use a comfortable grip with good control	Fine Motor: Use a comfortable grip with good control

<p>Daily Diet: Dough Disco and Squiggle While you Wiggle</p>	<p>movements to wave flags and streamers.</p>	<p>make marks and paint. (Horizontal, vertical and curved lines)</p>	<p>when making large and small marks using one handed tools.</p> <p><b>Creating with materials:</b> Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>when holding pens and pencils.</p> <p><b>Creating with materials:</b> Use drawing to represent ideas like movement or loud noises.</p>	<p>when holding pens and pencils.</p> <p><b>Creating with materials:</b> Draw with increasing complexity and detail, such as drawing a face with a circle and including details.</p>	<p>when holding pens and pencils.</p> <p><b>Creating with materials:</b> Show different emotions in their paintings, like happiness, sadness, fear etc.</p>
<p>As Designers and Technologists</p> <p><b>In weekly baking/cooking:</b> To peel using tools. To cut, spread, mix and peel food.</p>	<p>To cut using tools. To join materials. To join materials in different ways.</p>		<p>To use my imagination to build. To talk about my ideas. <b>To cut using tools.</b> <b>To join materials.</b> <b>To join materials in different ways.</b> <b>To make a simple model</b></p>		<p><b>To use my imagination to build.</b> <b>To talk about my ideas.</b> 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.</p>	
<p>As Musicians</p> <p>Daily Diet: Routine songs (Hello, how are you, Days of the Week, What is the weather today, make a circle etc)</p>	<p>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.</p> <p>Nursery Rhyme Week Autumn 2</p>		<p><b>Sing familiar songs, number rhymes and other seasonal songs with good pitch.</b> <b>Explore sounds of different instruments.</b> <b>Perform for peers and parents</b> Follow a beat and rhythm pattern (frogs, tadpoles etc) Begin to say if I like/dislike a piece of music.</p>		<p><b>Sing familiar songs, number rhymes and other seasonal songs with good pitch.</b> <b>Perform for peers and parents</b> <b>Begin to say how a piece of music makes them feel and what they like/dislike.</b> <b>Follow a beat and rhythm pattern</b> using untuned instruments. (frogs, tadpoles etc) Create our own simple compositions and alternative versions of familiar songs.</p> <p>Nursery Rhyme Week Summer 1</p>	

<p>As Performers</p>	<p>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</p>	<p>Perform on my own and different groups Perform in the EYFS Nativity Perform familiar and new Nursery Rhymes. Use story vocabulary in their play</p>	<p>Perform a song for parents for Mother's Day Use learnt story language to retell and create story performances using classroom resources.</p>	<p>Use learnt story language to retell and create story performances using classroom resources. Create own narrative to small world and pretend play.</p>	<p>Perform a song for parents for Father's Day</p>	<p>Create own narrative to small world and pretend play.</p>
<p>As Sports People</p>	<p>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</p>	<p>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</p>	<p>Play games such as musical statues; holding a position. Hop skip and jump successfully Climb apparatus safely using alternate feet. Develop ball skills</p>	<p>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</p>	<p>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</p>	<p>Play games, explore equipment and complete activities moving in a safe and skilful way, negotiating space successfully. Develop ball skills</p>
<p>As Theologists</p>	<p>Know that everybody/ every family is different.</p>	<p>Know that Diwali is celebrated by Hindus and know some of the ways in which Diwali is</p>	<p>Know that Chinese New Year is a cultural celebration; celebrated all around the world.</p>	<p>Know that Easter is celebrated by Christians.</p>	<p>Recall that Hindu's celebrate Diwali and Holi and that Diwali is the festival of light and Holi is</p>	<p>Recall that Christians celebrate Christmas and Easter.</p>

	<p>Explore differences between themselves and others.</p>	<p>celebrated (Rangoli patterns, diva lamps, mendi patterns and eating special food).</p> <p>Know that the birth of Jesus is celebrated by Christians at Christmas.</p> <p>Know different ways that Christmas is celebrated (giving presents, eating special food with family and friends)</p>	<p>Know some of the ways in which CNY is celebrated. (Dragon/lion dances, sharing food, giving money)</p> <p>Know that Holi is celebrated by Hindu's</p> <p>Know that Hindus celebrate Holi by taking part in a Colour Run</p>	<p>Listen to the Easter Story and recall some key events.</p>	<p>the festival of colour.</p>	<p>Recall key events that happen at Christmas and Easter.</p>
<p>PSHE Provision</p>	<p>Topsy and Tim Stories: Visiting the Dr's Dirty Bertie; Why is it important to keep clean and wash my hands? Hygiene</p>	<p>Peppa goes to the Dentist: Why is it important to keep our teeth clean? Healthy Diet</p>	<p>The Mega Magic Hair Swap; Why is it important to keep our hair clean? Celebrating Differences.</p>			

Long Term Planning		Key Stage UFS Reception				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Learning Theme</b>	<b>Myself, My Family and My Home.</b>	<b>Celebrations</b>	<b>The Big City</b>	<b>New Life</b>	<b>Animals</b>	<b>Minibeasts</b>
Text Drivers	Home-Carson Ellis	Kipper's birthday Mick Inkpen	Last Stop on Market Street Matt de la Pena	Jasper's Beanstalk Nick Butterworth	Rumble in the Jungle Giles Andreae	Mad about Minibeasts Eric Carle
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	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.	Remember that <b>King Charles is our monarch</b> but in the past there were different Kings and Queens. Remember and talk about significant school events from Term 1, presented on the timeline.	<b>Remember and talk about significant school events from Term 1, presented on the timeline.</b> Put events from Term 1 in chronological order.	<b>Remember and talk about significant school events from Term 1 and 2 presented on the timeline.</b> Put events from Term 1 and 2 in chronological order.	<b>Remember and talk about significant school events from Term 1 and 2 presented on the timeline.</b> Remember that <b>King Charles is our monarch</b> but in the past there were different Kings and Queens.





	<p>Learn that humans have 5 senses (sight, hearing, touch, taste, smell)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>Use senses to explore the natural world around them, making observations of plants. (Trees)</p>	<p>Learn that humans have 5 senses (sight, hearing, touch, taste, smell)</p> <p>Use senses to explore collections of materials and classify them according to their properties.</p> <p>Learn that some materials are natural.</p> <p>Learn that some materials grow and come from the ground.</p> <p>Learn that magnets stick to some metals.</p>	<p>Learn that humans have 5 senses (sight, hearing, touch, taste, smell)</p> <p>Learn that water freezes and becomes ice.</p> <p>Learn that ice melts when it is heated.</p>	<p>Learn that humans have 5 senses (sight, hearing, touch, taste, smell)</p> <p>Plant a bean and observe growth and changes. Order the life cycle of a bean.</p> <p>Observe Living eggs and order the life cycle of a butterfly.</p> <p>Identify and name the parts of a plant.</p> <p>Learn that vegetables grow under and above the ground.</p> <p>Classify fruit and veg, knowing that fruits contain seeds.</p>	<p>Learn that humans have 5 senses (sight, hearing, touch, taste, smell)</p> <p>Learn that animals live in different homes.</p> <p>Learn that animals have different body parts.</p> <p>Learn that animals move in different ways.</p>	<p>Learn that humans have 5 senses (sight, hearing, touch, taste, smell)</p> <p>Recall that animals live in different homes.</p> <p>Classify animals according to where they live.</p> <p>Recall that animals, including minibeasts move in different ways.</p> <p>Classify animals according to how they move.</p> <p>Recall that some materials are natural.</p> <p>Recall that some materials grow and come from the ground.</p>
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	<p>Interact with age appropriate software.</p> <p>Identify technology found in the home</p>	<p>Select and use technology for a particular purpose e.g. use camera app to take a photograph (of</p>	<p>Locate and observe human features of London using Google Earth.</p>	<p>Complete simple programmes on a computer using draw/paint app.</p>	<p>Complete a set of instructions involving multiple steps</p>	<p>Program a mechanical toy to complete a sequence coding to travel from A to B on a map of London.</p>

	and what it is used for.	collections of materials in Science)			Program a mechanical toy to complete a sequence-coding.	
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, horizontal 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, horizontal 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.

<p>As Designers and Technologists</p>	<p>Provision: Indoor and outdoor construction areas Junk modelling area.</p>	<p>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)</p>	<p>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.</p>	<p>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.</p>	<p>Design and make a fruit kebab with a repeating pattern (In Maths) Provision: Use cutting and joining skills in creative area and construction areas.</p>	<p>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.</p>
<p>As Musicians</p> <p>Daily diet: Nursery rhyme, number rhyme or song of the week.</p>	<p>Sing nursery rhymes, number rhymes and seasonal songs with good pitch within a group. Create our own compositions and alternative versions of familiar songs.</p>	<p>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</p>	<p>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.</p>	<p>Respond to music by moving, expressing feelings and talking about what they heard. Perform songs to others.</p>	<p>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.</p>	<p>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.</p>

		instruments. (frogs and tadpoles)				
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,	Learn that Christians celebrate the birth of Jesus at Christmas time. Know that Jesus is the son of God.	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	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	Recall that Hindus celebrate Diwali; the festival of light. Recall that Hindus celebrate Holi as the start of Spring. Identify similarities and differences	Recall that Christians celebrate Easter; new life. Recall that Christians celebrate Christmas as the birth of Jesus. Identify similarities and differences

	including going to the temple.	Learn how Christians celebrate Christmas, including going to church.	is celebrated by dragon dancing, giving money in red envelopes and eating special food.	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.	between Hindu festivals.	between Christian festivals. Identify similarities and differences between a Hindu and Christian places of worship.
PSHE	<p>Safety in the home.</p> <p>Learn that different emotions can be represented by colour. Match emotions and feelings to facial expressions. Say how they are feeling.</p>	<p>Bonfire safety.</p> <p>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.</p>	<p>Internet Safety Day Children's Mental Health week</p> <p>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.</p>	<p>Holi Anti-bullying Day Mother's Day Earth Day</p> <p>To learn and understand the importance of good listening. To listen to follow instructions accurately. <a href="#">To learn how to overcome challenges and grow from mistakes.</a></p>	<p>How do we care for pets?</p> <p><a href="#">To learn how to overcome challenges and grow from mistakes.</a> To understand the qualities that make a good friend. To identify what is special about me.</p>	<p>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.</p>

# SHINE CURRICULUM LONG TERM PLAN

Key Stage One Year 1



	Autumn		Spring		Summer	
Curriculum Focus	Geography	History	History	Geography	Geography	History
<b>Text Drivers</b>	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
<b>Enrichment</b>	Local walk		Abbey House Museum			
<b>Purpose for Writing</b>	Handwriting CV/VC words CVC words (nouns)	Capital letters and dictated sentences Labelled nouns Adjectives/ noun phrases Sentences from given noun phrases	<b>Fiction:</b>  <b>Non-fiction:</b> Recount of School Trip	<b>Fiction:</b>  <b>Non-fiction:</b>	<b>Fiction:</b>  <b>Non-fiction:</b>	<b>Fiction:</b> Wanted poster for Evil Pea Diary of Bob's Day  <b>Non-fiction:</b>
<b>KIRF</b>	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.
<b>As Scientists</b>	Seasonal Changes	Everyday materials	Sensitive Bodies	Comparing Animals	Introduction to Plants	Making Connections
<b>As Artists and Designers</b>	Painting			Sculpture	Printing	
<b>As Computational Thinkers</b>	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
<b>As Designers and Technologists</b>		Cutting and sticking skills – Christmas Card	Food – Preparing fruit and vegetables Fruit salad			Mechanisms – Sliders and levers Moving / sliding Picture

<b>As Geographers</b>	What is interesting about our local area?			What is the weather like in the UK?	What is it like to live in Shanghai?	
<b>As Historians</b>		What were homes like in the past?	How were my grandparents' toys different to mine?			How have explorers changed the world?
<b>As Musicians</b>	My musical heartbeat	Dance, sing and play!	Exploring sounds	Learning to listen	Having fun with improvisation	Let's perform together!
<b>As Sports People</b>	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
<b>As Theologists</b>	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?
<b>As Global Citizens (PSE/SRE)</b>	Family and relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition



# SHINE CURRICULUM LONG TERM PLAN

## Key Stage One Year 2



	Autumn		Spring		Summer	
Curriculum Focus	Geography	History	History	Geography	Geography	History
<b>Text Drivers</b>	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 Mr Wolf's Pancakes by Jan Fearnley	The Kindest Red 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	The Dragon Sitter Josh Lacey Rosie Revere Engineer Andrea Beaby Mrs Armitage on Wheels Quentin Blake
<b>Enrichment</b>	<b>Local Walk</b>	<b>FN History Box</b>	<b>History Box</b>			<b>Visit: Whistlestop Valley</b>
<b>Purpose for Writing</b>	<b>Non-Fiction:</b> All about me			<b>Narrative:</b> Alternative Tale <b>Non Chronological Report:</b> Whales	<b>Letter</b> to the Lighthouse Inspector <b>Instructions</b> for making a sandwich <b>Narrative:</b> The Lighthouse	<b>Recount</b> from school trip
<b>KIRF</b>	<b>Know number bonds to 20</b>	<b>Know doubles to 20</b>	<b>Know halves of even numbers to 20</b>	<b>Know near doubles to 20</b>	<b>Know multiplication facts for 10 x tables</b>	<b>Know multiplication facts for 2 x table</b>
<b>As Scientists</b>	<b>Habitats</b>	<b>Microhabitats</b>	<b>Uses of Everyday Materials</b>	<b>Life Cycles and Health</b>	<b>Plant Growth</b>	<b>Making Connections</b>
<b>As Artists and Designers</b>	<b>Painting</b>		<b>Sculpture</b>		<b>Collage</b>	
<b>As Computational Thinkers</b>	<b>Computing Systems and Networks: IT Around Us</b>	<b>Creating Media: Digit Photography</b>	<b>Programming A: Robot Algorithms</b>	<b>Data and Information: Pictograms</b>	<b>Programming B: An Introduction to Quizzes</b>	<b>Creating Media: Word Processing and PowerPoint</b>
<b>As Designers and Technologists</b>		<b>Textile: Templates and Joining Techniques</b>		<b>Structures: Free Standing Structures</b>		<b>Mechanisms: Wheels and Axies</b>

<b>As Geographers</b>	<b>Would you like to live in a hot or a cold place?</b>			<b>Why is our world so wonderful? Continents and Oceans</b>	<b>What is it like to live by the coast? Coastal Physical and Human Geography</b>	
<b>As Historians</b>		<b>Why were Florence Nightingale and Mary Seacole treated differently? Significant Individuals</b>	<b>Why did The Great Fire of London spread so quickly? An event beyond living memory</b>			<b>How has transport changed over time? Significant individuals and events beyond and within living memory</b>
<b>As Musicians</b>	<b>Ocarinas Pulse, Rhythm and Pitch</b>		<b>Ocarinas Playing in an Orchestra</b>		<b>Ocarinas Recognising Different Sounds</b>	
<b>As Sports People</b>	<b>Fundamental Skills 2 Fundamental Skills 3</b>	<b>Gymnastics Striking and Fielding Games 2</b>	<b>Dance: Great Fire of London Yoga</b>	<b>Striking and Fielding Games 2 Gymnastics: Stretching, Curling and Arching</b>	<b>Net and Wall Games Skills 2 Matlympics</b>	<b>Athletics 2 Target Games 3</b>
<b>As Theologists</b>	<b>Why do we need to give thanks?</b>	<b>What do candles mean to people?</b>	<b>How do we know some people were chosen in early life?</b>	<b>What is a prophet?</b>	<b>How do some people talk to God?</b>	<b>Where do some people talk to God?</b>
<b>As Global Citizens (PSE/SRE)</b>	<b>Families and Relationships</b>	<b>Health and Wellbeing</b>	<b>Safety and the Changing Body</b>	<b>Citizenship</b>	<b>Economic Wellbeing</b>	<b>Transition</b>

**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. The Orchard Book of Roman Myths Geraldine McCaughrean Roman Diary – The Journey of Illiona a young Slave by Richard Platt		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		Roman Day		Tropical World Leeds
Purpose for Writing	Recount – Stone Age Day Workshop Narrative – Retell the story of Stone Age Boy Narrative – Retell the story of The Iron Man Recount – local area visit		Narrative – continue the story of The Firework Makers Daughter Non-chronological report – volcanoes		Narrative – include speech Diary Non chronological report – rainforest	
KIRF						
Year 3	Know additive facts for all numbers to 20	Know how to double any number that doesn’t bridge 10	Know how to halve number with even 10s digit	Know multiplicative facts for 5 x tables	Know multiplicative facts for 4 x table	Know multiplicative facts for 8 x table
Year 4	Know additive facts for all numbers to 100	Know multiplicative facts for 3 x table	Know multiplicative facts for 6 x table	Know multiplicative facts for 7 x table	Know how to double any number (focus on bridging 10)	Know how to halve any even number

<b>As Scientists</b>	Animals including humans: food and digestion		Living things and their habitat	States of matter	Plants	Light and shadow
<b>As Artists and Designers</b>	<p><b>Painting</b></p> <p>Using tints and shades to give 3 dimensional effects.</p> <p>A theoretical study on Paul Cezanne.</p>		<p><b>Sculpture</b></p> <p>Focus on abstract shapes and negative space.</p> <p>A theoretical study on Robert Morris.</p>		<p><b>Printing</b></p> <p>Using different techniques to create prints.</p> <p>A theoretical study on William Morris and Megan Carter with a focus on the art nouveau movement.</p>	
<b>As Computational Thinkers Y3</b>	Computing Systems and Networks	Creating Media - animation	Creating Media – Desktop Publishing	Data and Information – Branching Databases	Programming - Sequencing	Programming – Actions
<b>As Computational Thinkers Y4</b>	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
<b>As Designers and Technologists</b>		Textiles – 2D shapes to 3D product		Food – Healthy snacks		Mechanical systems – levers and linkages
<b>As Geographers</b>		Settlements		Volcanoes		Rainforests
<b>As Historians</b>	The Stone Age		The settlement of Romans in Britain		Explorers- Charles Waterton	
<b>As Musicians</b>	<p><b>Orinoco</b> – Recorders + Charanga</p> <p><b>Rhine and Nile</b> – Guitars + Charanga</p>					
<b>As French Speakers</b>	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

<b>As Sports People</b>	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,
<b>As Theologists</b>	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?
<b>As Global Citizens (PSE/SRE)</b>	Family and relationships	Health and Wellbeing	Economic Wellbeing.	Citizenship	Safety and the Changing Body	Transition

**Cycle B**  
**SHINE CURRICULUM LONG TERM PLAN**  
**Lower Key Stage 2**



	Autumn		Spring		Summer	
	History	Geography	Geography	History	History	Geography
<b>Text Drivers</b>	The Plot on the Pyramid – Terry Deary The River Singers – Tom Moorhouse		Race to the Frozen North Catherine Johnson The Puffin Keeper – Michael Morpurgo		How to Train Your Dragon – Cressida Cowell  Attack of the Vikings – Tony Bradman	
<b>Enrichment</b>	Leeds City Museum			Visit to Pontefract/Sandal Castle	Anglo Saxon Experience	
<b>Purpose for Writing</b>	Narrative Instructions		Narrative Non Chronological Report		Instructions – How to Train a Dragon  Narrative – Retell part of a story  Non-Chronological report - Dragons	
<b>KIRF</b>	Know additive facts for all numbers to 20	Know how to double any number that doesn't bridge 10	Know how to halve number with even 10s digit	Know multiplicative facts for 5 x tables	Know multiplicative facts for 4 x table	Know multiplicative facts for 8 x table
<b>Year 3</b>						
<b>Year 4</b>	Know additive facts for all numbers to 100	Know multiplicative facts for 3 x table	Know multiplicative facts for 6 x table	Know multiplicative facts for 7 x table	Know how to double any number (focus on bridging 10)	Know how to halve any even number
<b>As Scientists</b>	Rocks and Soils	Animals: Movement and Nutrition	Electricity: Circuits	States of matter	Sound and Vibrations	Making Connections
<b>As Artists and Designers</b>	Painting		Collage		Sculpture	

<b>As Computational Thinkers Y3</b>	Computing Systems and Networks	Creating Media - animation	Creating Media – Desktop Publishing	Data and Information – Branching Databases	Programming - Sequencing	Programming – Actions
<b>As Computational Thinkers Y4</b>	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
<b>As Designers and Technologists</b>		Shell Structures Gift Boxes		Food: Healthy and Varied Diet Healthy Wrap		Electrical Systems
<b>As Geographers</b>		Rivers	Antarctica			Food Miles
<b>As Historians</b>	Ancient Egypt			Castles – Local history study	Anglo Saxons and Vikings	
<b>As Musicians</b>	<b>Orinoco – Recorders + Charanga</b>					
	<b>Rhine and Nile – Guitars + Charanga</b>					
<b>As French Speakers</b>	School Day	Birthday Celebrations	French Food	This is Me	Colourful Creatures	Gourmet Tour of France
<b>As Sports People</b>	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,
<b>As Theologists</b>	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?
<b>As Global Citizens (PSE/SRE)</b>	Family and relationships	Health and Wellbeing	Economic Wellbeing	Citizenship	Safety and the Changing Body	Transition

**Cycle A**  
**SHINE CURRICULUM LONG TERM PLAN**  
**Upper Key Stage 2**



		Autumn		Spring		Summer	
Curriculum Focus		History	Geography	Geography	History	History	Geography
<b>Text Drivers</b>		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
<b>Enrichment</b>		Robin Wood (Year 6)				Murton Park	Field Trip
<b>Purpose for Writing</b>		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 refugees	
<b>KIRF</b>	<b>Year 5</b>	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
	<b>Year 6</b>	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		
<b>As Scientists</b>		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)	
<b>As Artists and Designers</b>		Sculpture (Making Memories) – Louise Nevelson		Tessellation – Maurits Cornelis Escher		War Art – Thomas Lea and Pablo Picasso	



<b>As Computational Thinkers</b>		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)
<b>As Designers and Technologists</b>			Textiles – Combining different fabric shapes – create a bag		Food – Celebrating culture and seasonality		Structures – Frame structures (Anderson Shelter)
<b>As Geographers</b>			Deserts	Renewable Energy			Field Work Enquiry
<b>As Historians</b>		Ancient Islam – The House of Wisdom and its legacy			Tudor Monarchs	World War II – The Battle of Britain	
<b>As Musicians</b>		Melody and Harmony in Music	Sing and Play in Different Styles	Composing and Chords	Enjoying Musical Styles	Freedom to Improvise	Battle of the Bands!
<b>As French Speakers</b>		Portraits – describing in French	Meet my French family	Getting dressed in France	French Weather	Exploring the French speaking world	Planning a French holiday
<b>As Sports People</b>	<b>All</b>	Hockey	Volleyball	Dance – The Haka	Netball	Team Building and Problem Solving	Athletics
	<b>Year 5</b>	Swimming + Football	Swimming + Gymnastics	Swimming + Yoga	Swimming	Swimming + Tennis	Swimming + Cricket
<b>As Theologists</b>		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?
<b>As Global Citizens (PSE/SRE)</b>		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

**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	Orchard Book of Greek Myths	Who Let the Gods Out – Maz Evans
Enrichment		Robin Wood (Year 6)	National Coal Mining Museum				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)	Data and Information: Spreadsheets (NCCE 6)	Programming: Selection in Quizzes or Selection in physical computing	Creating Media: 3D Modelling (NCCE 6)	Computer Systems and Networks: Systems and Searching	Creating Media: Video Production *create an advert (NCCE 5)

	Typing Skills		(NCCE 5)		(NCCE 5)		
<b>As Designers and Technologists</b>		Mechanical systems – Pulleys or gears		Using CAD		Electrical Systems – More complex switches	
<b>As Geographers</b>		Population	Oceans			The Alps	
<b>As Historians</b>	Local History Study - Mining			How have Black People been treated in Britain over time?	How have the Ancient Greeks influenced our Government today?		
<b>As Musicians</b>	Music and Technology	Developing Ensemble Skills	Creative Composition	Musical Styles Connect Us	Improvising with Confidence	Farewell Tour	
<b>As French Speakers</b>	French Transport	In my French House	Music in France	French verbs in a week	Visiting a town in France	French sport and the Olympics	
<b>As Sports People</b>	<b>All</b>	Hockey	Volleyball	Dance – The Haka	Netball	Team Building and Problem Solving	Athletics
	<b>Year 5</b>	Swimming + Football	Swimming + Gymnastics	Swimming + Yoga	Swimming	Swimming + Tennis	Swimming + Cricket
<b>As Theologists</b>	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?	
<b>As Global Citizens (PSE/SRE)</b>	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	