

Curriculum Overview by Year Group

Nursery







Topic	Autumn 1 Sing me a Song	Autumn 2 People Who Help Us	Spring 1 Once upon a Time	Summer 1 Yummy Scrummy in my Tummy	Spring 2 All Creatures Great and Small	Summer 2 Amazing Adventures
Synopsis	<p>This topic will give the children opportunities to learn new vocabulary and help children understand how words are formed through nursery rhymes.</p> <p>The children can extend their language through repetition, rhyme and role playing. This topic helps the children build imaginative and role play skills.</p>	<p>This topic invites the children to encounter real life experiences. The children can explore different professionals from the public sector and talk about their roles and responsibilities. This topic will excite the children's curious minds with the knowledge of the world around us. The children will learn how people can help us and understand the need for the appropriate services.</p>	<p>This topic builds on children's learning and enjoyment of reading from early childhood. These popular stories are familiar to most children from the popularity of them in the world around us. The children can extend their language through repetition, rhyme and role playing. Children can also understand other wider concepts such as morality and honesty through the exposure of these tales. This topic helps the children build their learning on to Alternative Tales/Fairy Tales in Reception, as they have a breath of prior knowledge around stories, settings and characters.</p>	<p>This topic provides opportunities to celebrate children's interests, likes and dislikes about the food that they eat. The topic provides opportunities for families to come and share food experiences from different cultures, children can learn about other cultures through the exploration of food.</p>	<p>The children are provided with the opportunities to explore and investigate minibeasts in the school setting. The children are provided with real life experience of holding insects and creatures following a special visit from Animal Intuition. Children develop questioning skills as they watch minibeasts grow and develop, the children watch the caterpillars grow into butterflies and release them. This topic provides children with the opportunity to observe and living things and learn how to care for them.</p>	<p>This topic enables children to explore different types of transport in the world. It allows great opportunities for cross curricular learning, through investigating patterns in real life, music, and geography (the world). This topic allows the children to explore their local environment that is familiar to them. It allows children to develop an understanding of how things move, journeys and maps.</p>
English (Key texts)	Twinkle, Twinkle little star Incy Wincy Spider Old Macdonald Humpty Dumpty Baa Baa Black Sheep The Grand Old Duke of York	Flashing Fire Engines Police Officer Ness the Nurse Emergency! Superkid Real Superheroes	The Gingerbread Man Little Red Riding Hood Goldilocks and the Three Bears The Billy Goats Gruff The Three Little Pigs	The Tiger who came to tea One Cool Watermelon Handa's Surprise The Enormous Turnip	Busy Busy Bee Mad about Minibeasts Argh Spider! The Very Hungry Caterpillar Norman the Slug with the Silly Shell Superworm	Up, up, up The Train Ride Magic Train Ride The Naughty Bus Whatever Next! The Journey Home from Grandpa's Amazing Aeroplanes
Maths	Sing counting songs/number rhymes Count in everyday contexts and play Explore shapes in construction, puzzles and models. Talk about routines and familiar places	Recite numbers to 5 Develop 1:1 correspondence to 3 Compare quantities (more than) Subitise 1 or 2 objects Explore size, weight and capacity Talk about and make own patterns	Describe and recall a familiar route Understand positional language Compare objects relating to length, height, weight and capacity Explore 2D and 3D Shapes, combining and selecting them appropriately	Explore and talk about 2D and 3D shapes Identify patterns around them Extend and create ABAB patterns Spot and correct errors in ABAB patterns Explore spatial patterns Understand and use positional language Make comparisons about length, height, weight and capacity	Recite numbers beyond 5 1:1 correspondence to 5 Compare quantities (more than/fewer than) Subitise to 3 Beginning to understand cardinal value Identify patterns around them	Recite numbers to 10 1:1 correspondence beyond 5 Compare quantities (more than/fewer than/ the same) Subitise to 3 (speed) Understand cardinal value Understand composition and partition numbers to 3 Link numerals and amounts Share objects
Driver	Musical Instruments	Exploring Paint	Making 3 little pigs house	Baking cupcakes-	Making a Bug Hotel-	Junk Model Vehicles
Physical Development	Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors.	Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors.	Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors.	Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors. In addition to the continuous provision, the children also now access the large apparatus in the hall and have standalone trim trail sessions to support their development of gross motor skills.	Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors. In addition to the continuous provision, the children also now access the large apparatus in the hall and have standalone trim trail sessions to support their development of gross motor skills.	Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors. In addition to the continuous provision, the children also now access the large apparatus in the hall and have standalone trim trail sessions to support their development of gross motor skills.

Reception

Topic	Autumn 1 I Am Special I Am Me	Autumn 2 Night and Day	Spring 1 Happily Ever After	Spring 2 Colourful Creatures	Summer 1 Old MacDonald	Summer 2 In the Garden
Synopsis	This topic starts by looking at the child themselves; their likes, dislikes and interests. It moves on to look at their families, who they live with and how we have similarities and differences. We think about lives of people around us and their roles in society. At the end of the topic we look at the types of houses we live in.	We begin this topic by discussing what the children already know about night and day. During this topic Reception learn about nocturnal and diurnal animals that are native to the UK. As part of this unit we look at light and dark, shadows, space, changing states of matter, the seasons of the year and 'The Starry Night' by Van Gogh. This links to the KS2 topic looking at seasonal changes in Science.	Happily ever after builds on the 'Once upon a time' topic in Nursery, enabling children to use their prior knowledge of traditional tales and how they are written. Children have the opportunity to explore alternative characters, settings and endings as well as writing their own. They bring their learning to life through imaginative role play. This topic gives children's the basics of story structures and language to be built upon in KS1.	This topic follows on from the 'Happily ever after' topic, allowing children to expand their understanding on settings, events and principal characters. Children will compare and see differences in creatures and their environmental homes/habitats. The topic will begin with creatures the children may be more familiar with, and then extended to beyond local environment.	During this topic, the children will develop knowledge and understanding of the farm. They will have the opportunity to observe the life cycle of a chicken through the 'Using Eggs' experience. This includes observing the eggs hatching, taking care of the newly hatched chicks and handling them with care. They also go on a trip to Burton Adventure farm, here they have first-hand experiences of farm animals.	'In the Garden' builds on the experiences and knowledge that the children acquired in Nursery during the topic of 'All creatures great and small'. During this topic, children develop an understanding of: growth, change and decay. They have the opportunity to observe and gain knowledge of the life cycles of: plants, butterflies and bees. The topic allows children to show responsibility for their environment and gain an understanding of growth over time. This topic follows on to the Year one science topic 'Plants'.
English (Key texts)	Super Duper You In My Heart All are Welcome Home	Night Monkey, Day Monkey Whatever Next Owl Babies Peace at Last Night and Day Animals	Jack and the Jelly Beanstalk Goldilocks and Just The One Bear Little Red & The Very Hungry Lion The Great Fairy Tale Disaster You Choose Fairytales	Zog The Gruffalo Monkey Puzzle Octopus Shoktopus The Lion Inside	Day at Greenhill Farm Egg to Chicken Bettell Farm Trip What The Ladybird Heard Rosie's Walk Where Oh Where is Rosie's Chick?	Oliver's Vegetables Egg to Bee Bloom Caterpillar to Butterfly Jack and the Beanstalk
Maths	NCETM Week 1 - Subitising within 3 NCETM Week 2 - Counting, cardinality and ordinality within 5 NCETM Week 3 - Composition of 3 and 4 NCETM Week 4 - Subitising within 4 NCETM Week 5 - Comparison 'more than' 'fewer than' within 5 Use directional language to describe a familiar route Recognise and describe 2D Shapes	NCETM Week 6 - Counting, ordinality and cardinality within 5 NCETM Week 7 - Comparison 'more than' 'fewer than' 'an equal number' within 5 NCETM Week 8 - Composition 'wholes' and 'parts' NCETM Week 9 - Composition of 3,4 and 5 Week 10 - Counting, ordinality and cardinality within 5 Explore ABB Patterns Comparing length and weight Recognise and describe 3D Shapes	NCETM Week 11 - Subitising within 6 NCETM Week 12 - Counting, ordinality and cardinality within 5 '1 more' NCETM Week 13 - Composition of 5 NCETM Week 14 - Composition of 6 and 7 '5 and a bit' NCETM Week 15 - Comparison 'more than' 'fewer than' 'an equal number' within 8 Explore corners and sides of 2D Shapes Positional language	NCETM Weeks 16 - Counting, ordinality and cardinality including counting beyond 20 NCETM Week 17 - Comparison 'more than' 'fewer than' 'an equal number' within 8 NCETM Week 18 - Composition of 7 NCETM Week 19 - Subitising and doubling patterns NCETM Week 20 - Composition doubles to 10 and even and odd numbers Explore ABC patterns Explore faces of 3D Shapes Comparing height and capacity Explore addition as combining groups	NCETM Week 21 - Cardinality, ordinality and counting. Counting larger numbers of objects and counting on from a given number. NCETM Week 22 - Subitising using doubles to support skills. NCETM Week 23 - Composition. Visualising and using spatial language to describe groups 'whole' within 5. NCETM Week 24 - Composition of 10 NCETM Week 25 - Comparison 'more than', 'fewer than' 'an equal number' within 10 Spatial reasoning Practical problems (length/weight/capacity) Explore subtraction as removing objects.	NCETM Week 26 - Subitising within 5 including on a rekenrek NCETM Week 27 - Comparison (Review and assess) NCETM Week 28 - Counting beyond 20. Review and assess NCETM Week 29 - Patterns within numbers to 10 (Review and assess) NCETM Week 30 - Recall (Review and assess) Explore faces vertices and edges of 3D Shapes Number bonds and double facts to 10 Explore addition and subtraction using signs and strategies of own choice
Driver	Junk Modelling	Van Gough's Starry Night	Chatterpix	Clay Models	Photography	30 Days Wild
Physical Development	Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors. Explicit indoor PE lessons are taught weekly following the SPLAY Scheme of work. Autumn 1: Treasure Hunt	Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors. Explicit indoor PE lessons are taught weekly following the SPLAY Scheme of work. Autumn 2: Dance	Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors. Explicit indoor PE lessons are taught weekly following the SPLAY Scheme of work. Spring 1: Ball Skills	Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors. Explicit indoor PE lessons are taught weekly following the SPLAY Scheme of work. Spring 2: Gymnastics	Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors. Explicit indoor PE lessons are taught weekly following the SPLAY Scheme of work. Summer 1: Dance	Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors. Explicit indoor PE lessons are taught weekly following the SPLAY Scheme of work. Summer 2: Athletics

Curriculum Overview by Year Group

KS1

	Autumn 1 Where are we? 8 weeks	Autumn 2 London's Burning 7 weeks	Spring 1 Moon Zoom 6 weeks	Spring 2 Memory Box 5 weeks	Summer 1 Looking out on India 6 weeks	Summer 2 At the Carnival
Subject Topic						
Maths	Baseline Number and Place Value Addition and Subtraction Geometry- properties of shape	Number and Place Value Multiplication and Division Measurement- Length and Height Money	Number and Place Value Multiplication and Division Statistics Measurement- Weight and Volume	Number and Place Value Fractions Addition and Subtraction Time	Addition and Subtraction Shape Position and Direction Fractions Length and Height Statistics	Multiplication and division Money Length and Height Time
Shared Reading Texts and Progression of Comprehension Skills	This is London - Miroslav Sasek (Non-Fiction) Katie in London - James Mayhew (Fiction) You can't take an Elephant on the Bus - Patricia Cleveland-Peck (Fiction) Landmarks of the UK - (Non-Fiction)	Firework Night - Enid Blyton (Poetry) The Great Fire of London information text and photograph (Non-fiction) Diary entry extract - Guy Fawkes Newspaper Article - linked to Christmas	Neil Armstrong - Little People - Big Dreams (Non-Fiction) First Moon Landing information text and photograph (Non-Fiction) The Darkest Dark - Chris Hadfield (Fiction)	The Velveteen Rabbit - Margery Williams (Fiction) What am I? - Poetry (Kenning) The Old Toy Room - Online ebook (Fiction)	Mother Theresa - Little People - Big Dreams (Non-fiction) Tiger Tiger Burning Bright (Poetry) Mahatma Gandhi - Little People Big Dreams (Non-fiction)	Claudia Jones = Notting Hill Carnival Information Text - (Non Fiction) Malaika's Costume - Nadia L Hohn (Fiction) Charlie's Magical Carnival-Marit Tornqvist (Fiction)
English	The King's Pants - Nicholas Allan Narrative The Giant's Icky Roll - Nicholas Allan Alternative Retell Fact Files about Royal Family - Information Text Dick Whittington ppt - Recount	Vlad and the Great Fire of London- Kate Cunninghamham Recount Samuel Pepys Diary Writing in role/Diary Excitable Edgar (Literacy Shed) Newspaper Report	Beegu: Alexis Deacon Letter Man on the Moon-Simon Bartram Narrative How to Catch a Star- Oliver Jeffers Narrative	Lost in the Toy Museum- David Lucas Alternative Retell Memory Jars- Vera Brosgol Instructions Terrific Toys in the past-William Anthony Fact file	The Tiger Child - Joanna Troughton Retell Martha Maps It Out-Leigh Hodgkinson Non Chronological Report Chapatti Moon-Pippa Goodhart Instructions	Nini at Carnival- Errol Lloyd Letter Carnival Catastro Pea-Paul Linnet Retell Carnival of the Animals Poetry Haiku/Kenning
Phonics	See Harmony Phonics Framework for progression of weekly learning including spellings: Recap Phase 4 Hear and recognise all previously taught phonemes and blend in cvc, ccvc, ovc, cvcc, ccvcc, cvcvc, ccvccv words	See Harmony Phonics Framework for progression of weekly learning including spellings: Phase 5 Hear and recognise all 40+ phonemes. Know which parts of the words can be decoded using phonics.	See Harmony Phonics Framework for progression of weekly learning including spellings: Phase 5 Read common words using phonic knowledge Identify all 40+ graphemes in reading. Blend sounds in unfamiliar words based on known GPCs.	See Harmony Phonics Framework for progression of weekly learning including spellings: Phase 5 Read common words using phonic knowledge where possible.	See Harmony Phonics Framework for progression of weekly learning including spellings: Phase 5 Read words of more than one syllable that contain taught GPCs. Read phonetically decodable texts with confidence.	See Harmony Phonics Framework for progression of weekly learning including spellings: Phase 5 Know that words can have omitted letters and that an apostrophe represents the omitted letters. Find contractions in reading. Read words with contractions.
Year 2 Spelling	Follow No Nonsense spelling scheme					
Year 1 Grammar	Separation of words with spaces Use of capital letters and full stops to demarcate sentences Name the alphabet in order Form lower case letters in the correct direction starting and finishing in the correct place	Combining words to make sentences Using a capital letter for names of people and places, days of the week and I Recognise and use language relating to days, dates, months and years	Joining words and clauses with 'and' Combining words to make sentences Introduction to question marks to demarcate sentences	Using a capital letter for names of people and places, days of the week and I Introduction to using exclamation marks to demarcate sentences	Regular plural noun suffixes -s or -es (for example, dogs, dogs; wish, wishes) including the effects of these suffixes on the meaning of the noun How the prefix un- changes the meaning of verbs and adjectives (example, unkid, or undoing: untie the boat)	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Sequencing sentences to form short narratives Apply the spelling rules for adding the endings -ing, -ed and -er to verbs
Year 2 Grammar (SPaG)	Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Learning how to use both familiar and new punctuation correctly (see English appendix2) including: • full stops • capital letters • exclamation marks • question marks Joining words and joining clauses using 'and' Writing for a range of purposes	Learn how to use expanded noun phrases to describe and specify (for example, the blue butterfly) Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones Co-ordination using or and but Subordination using when if that because How the grammatical patterns in a sentence indicate it's function as a question or command Writing for a range of purposes Timing the events of the fire and look at Samuel Pepys' diary to solidify the key facts and concepts within History.	Use of 'ly' to turn adjectives into adverbs Apostrophes for omission and possession How the grammatical patterns in a sentence indicate its function as an exclamation or statement Present and Past tense including progressive form Formation of nouns by adding suffixes including ness, er and ment and by compounding eg whiteboard Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Writing for a range of purposes	Present and Past tense including progressive form Formation of nouns by adding suffixes including ness, er and by compounding eg whiteboard Formation of adjectives using suffixes -ful, -less Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Read aloud what they have written with appropriate intonation to make the meaning clear Writing for a range of purposes	Use of suffixes -er, -est in adjectives Formation of adjectives using suffixes -ful, -less Recap all terminology Learning to spell more words with contracted forms Learning how to use both familiar and new punctuation correctly- commas in a list Writing for a range of purposes	Sequencing sentences to form short narratives Use of suffixes -ing, -ed and -er to verbs Consolidation Phonics Revisit Writing for a range of purposes
History		Compare a fire fighter, equipment and roles. Guy Fawkes and the events surrounding The Gunpowder Plot.	Identify where events come on a simple timeline Research of a famous person (Neil Armstrong) outside of their lifetime and their achievements.	How toys in British culture have changed over time. They will also look at how toys have evolved into the ones we know now.		
Geography	Local landmarks within Great Britain. 4 countries within the United Kingdom and focus on Capital cities, with landmarks. Identify physical and human features in the UK				Identify India on a map Name and place the world's seven continents and five oceans	Study the geographical features of Brazil. They will recap their knowledge of the seven continents and five oceans. They will also compare the geographical features of Brazil with the UK.
Science	Living things including food chains Basic needs of animals and humans for survival. Explain the difference between living and non-living and decide if it is living, dead or non-living. The children compare different animals and what they eat using language such as producer and consumer. The children describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Materials This half term the children learn about materials- naming and describing them. They compare these materials by thinking about their properties and they use this knowledge to suggest why a material may or may not be used for a specific job. The children also have the opportunity to discover which famous people invented certain materials such as John Dunlop.	Growing and changing animals Growing and changing animals is a science topic that gives the opportunity for children to think about the life cycle of humans and animals. This links to the Spring and Growth topic in Reception. When children are thinking about the difference between the different stages of the cycle in humans and animals, this learning is built on in key stage two.	Living Things and habitats Living things in their habitats is an opportunity for the children to explore animals and how they are adapted to their environments. They also go hunting for habitats to ensure they have a first-hand experience of what these habitats look like in real life. Later in the topic they are able to describe the similarities and differences between animals and the places they have chosen to live in. They can use specifically taught scientific vocabulary to do this.	Plants- how to grow The children learn about what plants need to survive. After thinking about this and the different features of a plant, the children conduct an investigation into the survival of plants.	Healthy lifestyles This half term the children learn about healthy lifestyles which includes thinking about personal hygiene, the effects of exercise on our bodies and what a balanced diet would look like. Children name body parts and senses. This links with the nutrition and diet topic in year 3 and the teeth and digestion topic in year 4.
ART	Observational drawings leading into making a sculpture of a UK landmark		Create art in the style of Andy Warhol using collage and a range of materials		Develop use of colour mixing, lines and texture to paint an Indian elephant based on Madhubani Art.	
D&T		Design and build a structure of a house Design, make and evaluate a loaf of bread		Make a moving toy using a range of mechanisms		Create a carnival mask using a range of materials
PE and Progression of Skills	Gymnastics	Dance - Great Fire of London	Gymnastics	Dance	Team Games - Striking	Athletics/Cricket
RE	Christianity What would Jesus do? What do stories of Jesus tell Christians about how to live?	Islam What makes some places sacred? Mosques and Makkah is Islam.	How should we care about others and the world?	Christianity Why does Easter matter in Christians? How and why do we celebrate special and sacred times?	What does it mean to belong to a faith community? Celebrations that matter: Christian and Muslim	Who is an inspiring person? What can we learn from sacred books and stories?
Music	Hands Feet Heart- South African Find the pulse in the music. Identify two or more instruments they hear. March to the pulse, clap the rhythm knowing that rhythm is different to pulse, sing the different structures of a song, play instruments accurately and in time, compose a simple rhythm. Perform to the class and evaluate.	Ho Ho Ho - Rap Find the pulse in the music. Understand that songs have a musical style. Recognise and name some of the instruments. March to the pulse, copy and clap back rhythms, sing the different structures of a song, recognise high and low pitch, sing and rap together. Perform to the class and evaluate.	I wanna play in a band - Rock Find the pulse. Recognise and name the instruments they hear. March to the pulse, copy and clap back rhythms, play instruments accurately to the music, compose a simple melody. Perform to the class and evaluate.	Zootime- Reggae Find the pulse. Recognise and name the instruments they hear. Be an animal to the pulse, copy and clap back rhythms, recognise high and low sounds, sing and dance together using actions, play instruments accurately to the music, compose a simple melody. Perform to the class and evaluate.	Friendship Song- Pop Find the pulse. Recognise and name the instruments they hear. Decide how to find the pulse, copy and clap back rhythms, sing in two parts, play instrumental parts, compose a simple melody. Perform to the class and evaluate.	Reflect Rewind Replay- Western Classical Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
Computing	Digital Literacy - Children recap the fundamentals of coding vocabulary and skills via Scratch Jr.	Coding	Develop digital literacy skills introducing spreadsheets	Digital literacy is further developed with the use of basic iPad skills to complete a Stop, Motion, Animation.	Combine digital literacy and coding skills learnt year to date, to use iPads to program Bee-bots remotely.	Children continue to develop digital literacy skills through Animated Storybooks .
PSHE	Rules & Expectations Getting Help/ Trusted adults Taking Turns Lending/Borrowing Sharing/ Caring Manners and consequences	Keeping Safe	Changing and growing (including sensitive lesson yr2 only)	Healthy lifestyles	Money	Communities