



OULTON
PRIMARY SCHOOL

**Whole School Curriculum: Topic Coverage
2021-2022**

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	Ourselves	Celebrations	Farms	Growing	Occupations	Journeys
Key Texts	You Choose Come on Daisy In Every House, on Every Street. The Growing Story (Ruth Krauss and Helen Oxenbury) Peepo Monkey Puzzle	Meg and Mog What do you Celebrate? You must bring a hat	Farmer Duck What the Ladybird Heard	The Very Hungry Caterpillar The Tiny Seed Jasper's Beanstalk	When I grow up, Look inside: jobs. Clothesline Clues to the Jobs People Do	The Train Ride Handa's Surprise What the Ladybird Heard on Holiday
Key Traditional Tales & Nursery Rhymes						
Each Peach Pear Plum- To be re-read throughout the year as children are exposed to more traditional tales and rhymes, so they become familiar with and recognise the characters in the story as we revisit the story. Nursery rhyme choosing bag- Children to sing nursery rhymes daily.						
Experiences/Trips	Little Red Riding Hood The Three Little Pigs Bye Baby Bunting Rockabye Baby	Cinderella Pat a cake 5 Little Pumpkins/snowmen	Old MacDonald had a Farm Old Mother Hubbard Little Bo Peep Jack & Jill 5 Little Ducks	Jack and the Beanstalk The Enormous Turnip Little Red Hen 5 Little Ducks	Little Red Hen – change character and item being made?	Gingerbread Man Three Billy Goats Gruff Tom Thumb Row, Row, Row your boat The Wheels on the Bus
	Invite a family with a baby into class. Home corner 'Family Album' display- build on throughout the year.	Invite Sarah Hancox in to talk about the nativity story.	Visit a farm. Visit and feed the chickens & ducks in school. Cooking- E.g. Cheese straws, omelettes.	Zoo Lab minibeasts RHS Harlow Carr Cooking- E.g. Making plum pie. Growing plants, vegetables and fruit.	Invite people in from different occupations breaking the stereotypes- E.g. A male nurse.	Class bear and book that goes on holidays- throughout the year. School field beach day- E.g. ice cream van, paddling pools. (Fundraise the event)
	Can talk about how they have changed from being a baby to now.	Develop an awareness of:		Understand key features of the		Explore how different materials float and sink.

Knowledge (Understanding the World)	Can talk about similarities and differences between themselves and their peers and their families.	Halloween		life cycle of a plant and an animal – frogs & sunflowers, beans/peas		Know that there are different countries in the world.
	Can retell what their family have told them about their life story and family.	Bonfire Night	Understand key features of the life cycle of an animal - chickens	Talk about the differences between materials and changes they notice- E.g. cooling/melting when cooking.	Can talk about different occupations and different ways of life.	Talk about the differences they notice between people.
	Be able to talk about family holidays or trips.	Diwali				
	Notice differences between people.	Christmas				
Woodland Session Including: Texts and Poems	Showing respect and care for the natural environment and living things	Seasonal changes: Autumn/Winter	Pond dipping for frogspawn	Seasonal changes: Signs of Spring. Investigate different types of leaves, flowers and seeds Study minibeasts Monitoring and caring for the tadpoles	Release frogs back into the woodland area Talk about 'why' we need to release the frogs back into the pond	Seasonal changes: Autumn/Winter/ Spring/Summer
Communication & Language	Introduce show and tell: include Q&A Talking about families Asking and answering questions about babies	Discussions about celebrations	Sentences to recall trip to the farm	Discussing what we want to grow and why	Begin helicopter stories in small groups	Answering questions about journeys – how did they get there? Why did they go there? etc
	Communication & language skills are being worked on continually in Nursery through quality play, story time, class bear journeys, conversations, modelling and support from adults and peers. The above half termly additions show what will be done in addition to the continual 'every day' development to support the development of good communication and language skills.					
Communication & Language Intervention	Seek guidance from SENCO/Speech & Language Therapist Children for whom Communication and Language is a concern should be targeted for supportive play where adults can model, scaffold and extend communication and language skills including vocabulary.					
Key Vocabulary and Concepts (including Word Aware)	Word Aware: Old, new, same, different, after, before, big, little, fat, in, out, under, behind, top, bottom, more, lots	Word Aware: fast, slow, night, day, empty, full, noisy, quiet, loud, dry, wet	Word Aware:	Word Aware:	Word Aware: some, less, a bit, all, most,	Word Aware: heavy, first, last

Level 1 vocab/concepts (should have knowledge of)	Now	Next, soon, today	Through, near, between, side, front, back, over, around, next to	Hard, soft, quick, long, short, tall, small, large	Yesterday	Tomorrow
Phonics	New nursery rhymes/songs: Bye Baby Bunting	New nursery rhymes/songs: Pat a cake, 5 Little Pumpkins/snowmen Peter Peter Pumpkin Eater	New nursery rhymes/songs: Old MacDonald had a Farm	New nursery rhymes/songs: I Had a Little Nut Tree. Lavender's Blue . Mary, Mary, Quite Contrary. Mulberry Bush. Oats, Peas, Beans and Barley Grow	New nursery rhymes/songs: A Sailor went to Sea, Doctor Foster	New nursery rhymes/songs: Row, Row, Row your boat
	Rockabye Baby, Head shoulders knees and toes	Daily Fred Talk game	Old Mother Hubbard	Daily Fred Talk game	Daily Fred Talk game	The Wheels on the Bus Daily Fred Talk game
	Daily Fred Talk game		Little Bo Peep	RWI Set 1A	RWI Set 1A	RWI Set 1A
	Clapping syllables in our names		Jack & Jill			
			Daily Fred Talk game			
Phonics Intervention Children are assessed regularly as part of the RWI scheme and are set in appropriately taught groups reflective of their needs. Children who need additional support are identified as part of this process and given RWI strategies such as targeted intervention to support their need.						
Literacy: Reading	Introduction to visual search activities	Begin leaving gaps at the ends of known stories, rhymes and songs for children to 'fill in'.	Adult to model thinking of alternative rhyming words that could be used in a rhyme or rhyming story	Children begin thinking of alternative rhyming words that could be used in a rhyme or rhyming story	Begin helicopter stories in small groups	
	Begin name recognition		Verbally retelling known stories	Model making up own stories		
	As pre-readers, children in nursery are read to at least once a day by an adult. Children sing the 'read a book song' to help them to identify the features of texts. As part of story time, children discuss the book. They also have daily rhyme time and sing songs throughout the days as part of their daily routines and every-day experiences in nursery. In addition, the children have access to books to enable them to independently explore them. The above half termly additions show what will be done in addition to the continual 'every day' reading activities which take place to develop good reading skills.					
	Beginning to recognise aspect of first name	Can select own name from a choice of two	Recognises first name unaided	Begin name writing practise	Beginning to write some letters of name unaided	Writing most of name unaided

Expressive Arts and Design	Self-portrait on entry Nativity performance and prop making Christmas craft Diwali art (rangoli)	Farm animals using shapes	Making labels/plant markers for growing in the garden	Collaborative occupation art (when we grow up?) – children to colour mix the paint	Beach art collage using sand, shells and mixed media Creating role play vehicles using boxes	
Children are given opportunities to explore a range of creative materials in the art area, small world area and movement areas of provision. In these areas, children are free to develop their ideas about materials and choose how to use them.						
Expressive Arts and Design Intervention	Staff will target specific children throughout provision who require additional support in expressive arts and design to unpick their particular barriers (motor control, confidence, experience etc) and develop these in order to support their creative skills.					
Physical Development: Gross Motor	Children will be given the opportunity and encouraged to walk, run, negotiate space, crawl, skip, hop, balance on one leg, climb and swing to build core strength and develop the stability that they will need to become competent, confident, creative and adaptive movers					
	Introduction to wiggle cars	Consolidation and confidence using wiggle cars	Introduction to using a tricycle	Consolidation and confidence using a tricycle	Introduction to using a 3 wheeled scooter	Consolidation and confidence using a 3 wheeled scooter
Physical Development: Gross Motor Intervention	Observation checkpoint: can children sit comfortably on chairs, children who are over-weight or have poor dental health, are children toilet trained? Follow the 'Motor Development' progression table at the end of this document to meet the need of specific children who are flagged as having concerning gross motor skills					
	Focus on securely developing gross motor skills					
	Children have access to a fine motor area of provision which provides them with a range of resources which aim to develop fine motor muscles. The resources and activities available are changed and updated based on the current needs of the cohort of children. In addition to this, children are encouraged to take part in other activities which promote the development of fine motor muscles such as writing, malleable play, scissor skills etc.					
Physical Development: Fine Motor Intervention	Follow the 'Motor Development' progression table at the end of this document to meet the need of specific children who are flagged as having concerning fine motor skills. Ensure that gross motor skills are in place before targeting the fine motor.					
Personal Social & Emotional Development	New Experiences: making new friends, meeting a baby	New Experiences: Being in the school hall, performing in a nativity	New Experiences: Visit a farm. Visit and feed the chickens & ducks in school. Cooking in school, trying new foods	New Experiences: Zoo Lab minibeasts RHS Harlow Carr trip	New Experiences: meeting new people from different occupations breaking the stereotypes- E.g. A male nurse.	New Experiences: School field beach day- E.g. ice cream van, paddling pools.

		Growing plants, vegetables and fruit.	
PSED is encouraged, modelled and supported as part of our daily practice through a variety of approaches including restorative behavioural support, naming and discussing feelings when reading books, having access to calming activities when needed, using small group activities regularly, sharing and using resources collaboratively and co-operatively, managing personal needs. The above half termly additions show what will be done in addition to the continual 'every day' development to support the development of good PSED skills.			
Personal Social & Emotional Development Intervention	<p>Adults in Nursery will target specific children who show that they need additional support to develop their Personal, Social and Emotional skills.</p> <p>The Learning Mentors and SENCo will be consulted to provide specific advice or interventions such as Thrive and Time to Talk.</p>		

Reception: Around the World and Beyond	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	Ourselves (Who am I?)	Localised area Rothwell and Leeds	UK	Another island - Madagascar	India	Beyond the world
Key Texts	Only One You (Linda Kranz) Shine All About Families (Usborne) The Great Big Book of Families	Can't You Sleep Little Bear – Light and Dark On The Train (Caron Brown & Bee Johnson)	The Town Mouse & Country Mouse. Town and Country: Flip the book - what can you see?	Mission to Madagascar, Thank You Baobab Tree, A Ticket to Madagascar	The Tiger Child, Festival of Colors, Pattan's Pumpkin: An Indian Flood Story	Whatever Next, On the Moon, The Way Back Home
Key Texts from Nursery to Include in Provision	<p>In Every House, on Every Street. When I grow up. How do you celebrate? Monkey Puzzle. Little Red Riding Hood. The Three Little Pigs. Cinderella. Jack and the Beanstalk.</p> <p>Little Red Hen. Gingerbread Man. Three Billy Goats Gruff. You Choose. What do you Celebrate? You must bring a hat. What the Ladybird Heard. The Very Hungry Caterpillar. Jasper's Beanstalk When I grow up. Handa's Surprise. What the Ladybird Heard on Holiday.</p>					
Key Figures	Each child as an individual Key figures/roles in school	John Blenkinsop – lived in Leeds, was a mining engineer and an inventor of steam locomotives, who designed the first practical railway locomotive	The Royal Family Prime Minister	President & Prime Minister James Rainimaharosoa (1860-1926) - notable artist who painted traditional Malagasy	Mahatma Gandhi Kalpana Chawla – first Indian Woman in space Pandit Ravi Shankar (1920-2012) - musician	Neil Armstrong Buzz Aldrin Tim Peak Kalpana Chawla
Experiences/Trips	Drones around school (Lee)	Trip to local church- Christingle service. Train into Leeds – Multi faith church, market- look at saris. Parents bonfire craft afternoon. Rama and Sita Workshop: Royal Armouries	Trip to the countryside Farmer visitor – petting zoo Visiting chicken and ducks in school	Yorkshire Wildlife Park	Indian dancing Tasting Indian food- at an Indian restaurant Indian celebration assembly for parents, with dancing and Holi colour run	Space day- mission to the moon Astronaut food Big bubble solarium travelling – Leeds City Museum

Knowledge (Understanding the World)	<p>Sharing information about own families (hot-seating). Look at family pictures. The differences in families. (Link to PHSE school scheme). Know where they live, the important people in their lives, the school community, maps- road name, village, town /city the school is located in</p> <p>Transport: Walking, scooting, riding on your bike to the local area</p> <p>Past and present</p> <p>Weekly cookery groups</p>	<p>Talk about other people in the local community, important local landmarks, maps</p> <p>Christmas lights in Leeds</p> <p>How we celebrate bonfire night/Halloween</p> <p>Diwali week – light and dark</p> <p>Transport: Getting a train or a bus to the city</p> <p>Weekly cookery groups</p>	<p>Know we live on an island, maps – draw from a map</p> <p>Compare different areas (city/countryside)</p> <p>Make reference to the 4 countries of the UK</p> <p>Transport- Trains, buses, cars, aeroplanes</p> <p>Similarities and differences – City and Country</p> <p>Weekly cookery groups</p>	<p>Different animals, culture, food, geographical features (maps,</p> <p>Travelling to different countries how will we get there? Aeroplanes. passports</p> <p>Similarities and differences – UK to Madagascar</p> <p>Weekly cookery groups</p>	<p>Holi festival – colour mixing, rangoli patterns</p> <p>Look at mountains and the coastline</p> <p>Religion- Hindu- build on from Diwali</p> <p>Transportation differences – rickshaws, trucks,</p> <p>Similarities and differences – Madagascar: India, India: UK</p> <p>Weekly cookery groups</p>	<p>The shape of the earth, the solar system, other planets, getting into space – rockets</p> <p>Similarities and differences Earth and Moon, Earth and other planets</p> <p>Weekly cookery groups</p>
Woodland Session Ideas	<p>Seasonal change & the effects</p> <p>Identifying plants and animals</p> <p>Woodland collection bags for each child – mallet art flowers and leaves to personalise</p>	<p>Seasonal change & the effects</p> <p>Identifying plants and animals</p> <p>Hibernation</p> <p>Drawing pictures</p>	<p>Seasonal change & the effects</p> <p>Identifying plants and animals</p>	<p>Seasonal change & the effects</p> <p>Identifying plants and animals</p>	<p>Seasonal change & the effects</p> <p>Identifying plants and animals</p>	<p>Seasonal change & the effects</p> <p>Identifying plants and animals</p>
Phonics – Expected Stages	RWI Set 1A	RWI Set 1C	RWI Ditty	RWI Red Books	RWI Green Books	RWI Purple
Phonics Intervention	<p>Children are assessed regularly as part of the RWI scheme and are set in appropriately taught groups reflective of their needs. Children who need additional support are identified as part of this process and given RWI strategies such as daily pinnie time or targeted intervention to support their need.</p>					
		Reading CVC words independently	Independently reading CVC words blending with speed.	Reading simple sentences with greater independence	Independently reading sentences fluently with a good understanding of what has been read	Independently reading a series of sentences fluently with a good understanding of what has been read

Literacy: Reading	Shared reading of simple CVC words	Starting to apply their reading skills to unseen words and texts	Independently reading CVCC and common exception words. Beginning to read simple sentences independently and showing an understanding of what has been read Beginning to develop fluency Continuing to apply their reading skills to unseen words and texts	Reading CVCC and common exception words with greater speed Read sentences independently and continue to develop an understanding of what has been read Increased fluency Continuing to apply their reading skills to unseen words and texts with confidence	Beginning to read a series of simple sentences and show an understanding of what has been read Continuing to apply their reading skills to unseen words and texts with confidence	Confidently applying their reading skills to unseen texts
Literacy: Writing	Consolidating name writing (first name), pencil grip, beginning to correctly form letters learnt in phonics Emergent writing in provision for real and imagined purposes	Writing CVC labels – topic based Writing first name independently and copying surname	CVCC word writing Begin use of scrapbooks for children to document own learning – continue throughout year	Completing sentences independently Writing first name and surname independently Snapshot diary account from trip to the wildlife park	Beginning to write with capital letters, finger spaces and full stops Rewriting a traditional tale with an Indian animal	Writing a series of sentences independently using capital letters, finger spaces and full stops Writing about our ‘moon mission’ as a recount
Literacy Intervention	<p>Children are assessed regularly as part of the RWI scheme and are set in appropriately taught groups reflective of their needs. Children who need additional support are identified as part of this process and given RWI strategies such as daily pinnie time or targeted intervention to support their need.</p> <p>Name writing – regular work with staff to practise</p> <p>Pencil grip – strategies implemented for gross/fine motor intervention</p>					
Communication & Language	Share collages that were made over summer in small groups Introduce helicopter stories in small groups Use of past, present and future tenses surrounding drone flight	Use of past, present and future tenses surrounding trips	Continue helicopter stories whole class Use of past, present and future tenses surrounding trips	Use of past, present and future tenses surrounding trips	Continue helicopter stories whole year group Use of past, present and future tenses surrounding trip and experiences	Use of past, present and future tenses surrounding experiences
<p>Communication & language skills are being worked on continually in Reception through quality play, story time, conversations, modelling and support from adults and peers. The above half termly additions show what will be done in addition to the continual ‘every day’ development to support the development of good communication and language skills.</p>						

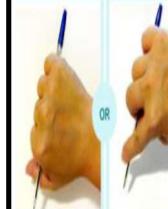
Communication & Language Intervention	<p>NELI intervention Seek guidance from SENCO/Speech & Language Therapist</p>					
Key Vocabulary and Concepts (including Word Aware)	<p>Word Aware: early, later, second, next, bigger, heavier, taller, longer, biggest, heaviest, tallest, longest, half, whole, both, few, enough, corner</p> <p>Week, this week, introduce year concept, this year, part</p>	<p>Word Aware: dark, light, shiny, rough, smooth, straight, bendy, thick, thin</p> <p>Next week, last week building year knowledge (months of the year)</p>	<p>Word Aware: forwards, light (weight)</p> <p>In depth application of double, half</p>	<p>Word Aware: backwards, above, below</p>	<p>Word Aware: wide, narrow</p>	<p>Word Aware:</p> <p>Next year, last year</p>
Vocabulary & Concept Intervention	<p>NELI Intervention</p>					
Maths	<p>To match and sort the same/different, more then/fewer than/equal to (estimating). To talk about and create AB patterns</p> <p>To learn about numbers 0, 1, 2 – including counting, recognition, subitising, comparing, 1 more/fewer (estimating), even and odd numbers, partitioning (linked to the number bond), doubling & halving, addition & subtraction, within problem solving, links to shape: circles, triangles, linked to coins: 1p & 2p, showing our knowledge through concept maps</p> <p>Begin Mastering Number Programme using a rekenrek</p>	<p>To talk about and create ABC patterns</p> <p>To learn about numbers 0-5 – including counting, recognition, subitising, comparing, 1 more/fewer (estimating), even and odd numbers, partitioning (linked to the number bond), doubling & halving, addition & subtraction, within problem solving, links to shape: squares, rectangles, pentagons, linked to coins: 5p, showing our knowledge through concept maps</p> <p>Mastering Number Programme using a rekenrek</p>	<p>To talk about and create ABB patterns</p> <p>To learn about numbers 0-7 – including counting, recognition, subitising, comparing, 1 more/fewer (estimating), even and odd numbers, partitioning (linked to the number bond), doubling & halving, sharing equally, addition & subtraction, within problem solving, links to shape: squares, rectangles, pentagons, linked to coins: 5p, showing our knowledge through concept maps</p> <p>Mastering Number Programme using a rekenrek</p>	<p>To talk about and create AAB patterns</p> <p>To learn about numbers 0-9 – including counting, recognition, subitising, comparing, 1 more/fewer (estimating), even and odd numbers, partitioning (linked to the number bond), doubling & halving, addition & subtraction, within problem solving, links to shape: squares, rectangles, pentagons, linked to coins: 5p, showing our knowledge through concept maps</p> <p>Mastering Number Programme using a rekenrek</p>	<p>To talk about and create AABB patterns</p> <p>To learn about numbers 0-10 – including counting, recognition, subitising, comparing, 1 more/fewer (estimating), even and odd numbers, partitioning (linked to the number bond), doubling & halving, addition & subtraction, within problem solving, links to shape: squares, rectangles, pentagons, linked to coins: 5p, showing our knowledge through concept maps</p> <p>Noticing patterns to 20 and beyond</p> <p>Mastering Number Programme using a rekenrek</p>	<p>To talk about and create AABBC patterns</p> <p>To consolidate knowledge of numbers 0-10 – including counting, recognition, subitising, comparing, 1 more/fewer (estimating), even and odd numbers, partitioning, number bonds, doubling & halving, addition & subtraction, within problem solving, links to shape: squares, rectangles, pentagons, linked to coins: 5p, showing our knowledge through concept maps</p> <p>Introduce Maths No Problem style teaching</p> <p>Mastering Number Programme using a rekenrek</p> <p>TBC based on need</p>

Maths Intervention	Children will be taught in small groups to enable staff to teach to the needs of pupils. Staff will target specific children throughout provision who require additional support in maths and use a range of strategies and songs to strengthen and build mathematical knowledge.						
Expressive Art and Design	Follow Music Express EYFS Self-portraits in pencil Singing familiar and new songs Helicopter stories	Follow Music Express EYFS Nativity performance including set and prop design Helicopter stories	Follow Music Express EYFS Self-portraits in pastel Landscapes of city and countryside Helicopter stories	Follow Music Express EYFS Madagascar animal masks, Malagasy weaving Painting on fabric Helicopter stories	Follow Music Express EYFS Colour mixing recap Self-portraits in paint Indian dancing & performance Helicopter stories	Follow Music Express EYFS Building a rocket – trip to the moon Helicopter stories	
Expressive Art and Design Intervention	Staff will target specific children throughout provision who require additional support in expressive arts and design to unpick their particular barriers (motor control, confidence, experience etc) and develop these in order to support their creative skills.						
Physical Development:	Trim trail sessions throughout the year to develop strength, coordination, balance, agility						
Gross motor	Weekly cookery groups Climbing, jumping & movements 3-wheel and 2-wheel scooters	Weekly cookery groups Throwing & catching: balloons, scarves, beanbags, paper bags, jumpers 2-wheel scooter	Weekly cookery groups Throwing & catching: full size balls, tennis balls, small balls Balance bike introduction	Weekly cookery groups Kicking, passing Balance bike consolidation & confidence	Weekly cookery groups Batting, aiming games, cricket - India Introduction to 2-wheel bike riding without stabilisers	Weekly cookery groups Skills games: teams, rules and targets to consolidate ball skills Consolidation and confidence of 2-wheel bike riding without stabilisers	Weekly cookery groups Indian dancing
Physical Development: Gross Motor Intervention	Assess pencil grip on entry Have tricycles available for children to learn to pedal. Extra trim trail time for children with poor core/upper-body strength. Follow the 'Motor Development' progression table at the end of this document to meet the need of specific children who are flagged as having concerning gross motor skills						
Physical Development:	Begin dough disco groups	Dough disco groups	Dough disco groups	Dough disco groups Discrete teaching of handwriting – letter formation (RWI)	Dough disco groups Discrete teaching of handwriting – letter formation (RWI)	Dough disco groups Discrete teaching of handwriting – letter formation (RWI)	

Fine motor	Children have access to a fine motor area of provision which provides them with a range of resources which aim to develop fine motor muscles. The resources and activities available are changed and updated based on the current needs of the cohort of children. In addition to this, children are encouraged to take part in other activities which promote the development of fine motor muscles such as writing, malleable play, scissor skills etc.					
Physical Development: Fine Motor Intervention	Follow the 'Motor Development' progression table at the end of this document to meet the need of specific children who are flagged as having concerning fine motor skills. Ensure that gross motor skills are in place before targeting the fine motor.					
Personal, Social & Emotional Development	New experiences to try: meeting new person (Lee) and seeing different parts of the school – hall, lunch time, assembly, field to fly drone	New experiences to try: trip to church, train journey into the city, visiting new places	New experiences to try: trip to the countryside, meeting new people when they visit us (farmer/petting zoo), being comfortable around animals	New experiences to try: visiting a wildlife park, being close to wild animals (lemurs)	New experiences to try: Indian dancing, tasting Indian food, colour run	New experiences to try: solarium experience
	PSED is encouraged, modelled and supported as part of our daily practice through a variety of approaches including restorative behavioural support, naming and discussing feelings when reading books, having access to a calm basket when needed, using small group activities regularly, sharing and using resources collaboratively and co-operatively, managing personal needs, washing up when painting/snack is finished, compost bin/milk monitors. The above half termly additions show what will be done in addition to the continual 'every day' development to support the development of good PSED skills.					
Personal, Social & Emotional Development Intervention	Adults in Reception will target specific children who show that they need additional support to develop their Personal, Social and Emotional skills. The Learning Mentors and SENCo will be consulted to provide specific advice or interventions such as Thrive and Time to Talk.					

Motor Development

Scissors	Holds scissors, often with both hands, learning to open and close the blades	Opens/closes blades (not ready to use them on paper yet)	Starts snipping paper (not moving forward with the scissors but making small snips)	Snips paper moving forward	Uses helping hand to hold and help to guide the paper (non-dominant hand)	Cuts straight line (within $\frac{1}{2}$ inch from the drawn line, improving in accuracy)	Cuts curved line (a 1/4inch curved line, within 1/4inch from the line drawn)	Cuts circle shape (a circle of 6inch in diameter, within $\frac{1}{2}$ from the drawn line, improving to about $\frac{1}{4}$ inch)	Cuts square shape	Cuts complex shapes, such as figures.	
How to support:	Practice tearing paper	Practise opening and closing blades on playdough, in the sand or shaving foam, progressing to more firm materials like modelling clay	Practice snipping, using foam sheets at first, to practice holding paper and snipping one handed	Practice activities to promote crossing the mid-line of the body e.g. passing a ball from left to right, or filling up a pot on the left with the toys placed on the right	Promote activities to strengthen bilateral coordination e.g. lacing cards, holding a stencil with one hand and drawing with another, hand clapping games	Use a piece of paper that is up to 6 inches long and have child make snips along a line	Gide verbally	Gide verbally	Gide verbally	Gide verbally	
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Building and constructing in craft	Join together	Wrap/Cover	Cut/Stick	Explore the stickiness of glue	Controlling glue	Describe pictures/models and the creative process					

How to support	Have building materials available in the setting for children to explore the concept away from the art table.	Provide range of box sizes and materials to wrap and cover them.	Opportunities to collage using a range of materials and sticking resources. Adults to support using sustained shared thinking and modelling own	Provide opportunities to explore types of glue freely (in tuff tray with brushes, spreaders, sticks, squeezy bottles, boxes and paper) – allow children	Give children an option to choose from and talk about what they think might happen depending on which they choose. Model own creative	Comment on children's processes as they create. Move to enabling them to help the commentary before moving to independent					
	Collaborative building job encouraging the children to help place boxes and materials where they think would make sense.	Model and scaffold own creative processes.			Practise with glue tracing over simple images, shapes or letters using coloured/glitter glue						
Pencil grip and control	Fisted grip  FISTED GRIP 1-2 years old Children often hold their writing tool like a dagger, scribbling using their whole arm.	Digital pronate grip  OR DIGITAL PRONATE GRIP 3-3 years old All fingers are holding the writing tool so the wrist is forced so that the pen is facing down towards the page. Movement now comes mostly from the elbow. Children should start trying to copy a horizontal, vertical and circular line.	Four finger grip  4 FINGER GRIP 3-4 years old 4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.	Hooked wrist or extended wrist 	Cross thumb  the cross thumb	Thumb tuck  the thumb tuck	Index finger joint in hyper extended position  joints of index finger and thumb in a flexed position	Thumb in hyper extended position  index finger joint in hyperextended position	Static tripod grip  STATIC TRIPPOD GRIP 4-6 years old This is a 3 finger grip, where the thumb, index finger and middle finger work as one unit.	Lateral tripod grip  the lateral tripod	Dynamic tripod grip  DYNAMIC TRIPPOD GRIP By 6 or 7 years old Using only 3 fingers to hold the writing tool. This is the ideal grip to help move the pencil efficiently, accurately.
Motor Development	Gross Motor-Shoulder Pivot	Gross Motor-Elbow Pivot	Gross Motor-Wrist Joint	Mid-Body: Balance	Mid-Body: Proprioception	Fine Motor: Pincer Grip	Fine Motor: Palm Arches	Fine Motor: In-hand Manipulation	Fine Motor: Thumb Opposition	Fine Motor: Bi-Lateral Movement	Fine Motor: Finger Isolation

How to support Motor Development	mopping the walls, paint rollers, mopping the floor with paint, upside down mark making, washing walls, swingball, making big tracks with bikes, water pouring – big teapots, jugs, Jedi writing	lots of space, large rollers and brushes on walls, sweeping with stiff brushes on the floor, large paper rolls/table top covered in paper, spaces on internal walls to mark make, sawing, tuff tray sensory play, climbing wall ropes, ribbon scarf twirling, throwing and catching – elbows forward, sawing wood, lollipop stick patterns in the sand, plunger play, climbing holds into a tree? Or fence? Or wall?	poppits, fishing game, tweezing, splatter painting, bubble wrap, weaving, cheerio stacking in playdough, threading, moving objects to finger, little spray bottles aquabeads, pegs, squirting, tidy up time with one hand,	'tightrope walking' bench walking, walking the plank, balance boards, hopping games, hopscotch, yoga	'tummy time', crawling, mini trampolines, space hoppers,	Peg and tweezer activities, manipulating small objects with index finger and thumb, malleable play, dough disco, funky fingers activities	malleable play, dough disco, funky fingers activities	elastic bands on pencils/sticks, cats cradles, marbles/conkers in hand to manipulate,	Thumb to finger touch, tea leaves in the mud kitchen	rub your head and pat your tummy, cutting and holding paper, bopping balloon back and forth from hand to hand, connecting and separating lego/duplo etc	Pushing button, poppits, malleable play, dough disco, funky fingers activities
Motor Development	Fine Motor: Crossing the Midline	Fine Motor: Knuckle, Pip & Dip Joints	Fine Motor: Hand-eye co-ordination								
How to support Motor Development cont.	Putting socks and shoes on, drawing lines across a page without swapping hands (on playground, in air etc)	Small fiddly and malleable materials that give a high level of resistance e.g. elastic bands, plasticine, clay, button fastening	Throwing and catching, knife and fork skills, kicking balls, threading buttons								

Name recognition and writing	Recognising first name from choice of 2 with different initial letters	Recognising first name from choice of 2 with same initial letters – taking note of all letters	Recognising first name from larger choice (5) with similar lettering patterns Secure recognition	Copying initial letter from first name – adult to verbally talk through the rest of the letters/sounds	Writing initial letter independently and copying remaining letters. Adult to support verbally to remind of sounds or formation ditty.		Writing first name independently and recognising surname from choice of 2 with different initial letters	Recognising surname from choice of 2 with same initial letters – taking note of all letters	Recognising surname from larger choice (5) with similar lettering patterns Secure recognition	Writing initial letter independently and copying remaining letters. Adult to support verbally to remind of sounds or formation ditty.	Writing first and surname independently and securely
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Y1/2: Cycle A	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic Theme:	Whizz! Pop! Bang!	Brilliant Bodies	On Safari	Where in the world?	Home Sweet Home	Disaster Strikes!
History	The Gunpowder Plot	Significant scientists/inventors linked to bodies				World and local disasters
Geography			Africa	World countries (class specific)	Geography – UK	
Science	Y1 – Seasonal Changes (Autumn/Winter)	Y1 – Animals, including humans	Y1 – Animals, including humans	Y1 – Seasonal Changes (Spring/Summer): Plants	Y1 – Everyday materials	Y1 – Plants
	Y2 – Animals, including humans	Y2 – Animals, including humans	Y2 – Living things and their habitats	Y2 - Plants	Y2 – Uses of everyday materials	Y2 - Plants
Art	Mark Rothko - Colour mixing, Brush skills	Sculpture (humans): Henry Moore, Barbara Hepworth	Line, pattern, form, texture (animal print): Printing (animal print)	World Art (linked to class focus): Observational drawing		Water colour landscapes
DT	Moving pictures (fireworks)		Textiles (Puppet animals)	Food Technology – world foods	Structures (houses)	
P.S.H.E	Y1 – Boys, girls and families/Me and others	Y1 – What do we put into and onto our bodies		Y1 – Fun times	Y1 – Feelings	Y1 – Feeling Safe
	Y2 – Boys, girls and families/Indoors and outdoors	Y2 – Medicines and me		Y2 – What keeps me healthy?	Y2 – Friendship	Y2 – My Money
RE	Y1 – How and why do we care for others?	Y1 – How do we celebrate special events?	Y1- Who brought messages about God and what did they say?	Y1 – Which books and stories are special?	Y1 – What does it mean to belong to a church or mosque?	Y2 – How and why do people pray?
	Y2 – How can we make good choices	Y2 – <u>How is new life welcomed?</u>	Y2- What did Jesus teach and how did he live?	Y2 – How can we look after our planet?		
Computing	Y1 – Online safety	Y1 – Technology outside school/Spreadsheets	Y1 Grouping and sorting/Pictograms	Y1 – Maze explorers/Lego builders	Y1 – Animated storybooks	Y1 – Coding
	Y2 – Online safety	Y2 – Spreadsheets	Y2 – Effective searching/Presenting ideas	Y2 – Questioning	Y2 – Creating pictures/Making music	Y2 – Coding
Music	Split into year groups	Split into year groups	Split into year groups	Split into year groups	Split into year groups	Split into year groups
	Units 1 and 2 for appropriate year group	Units 3 and 4 for appropriate year group	Units 5 and 6 for appropriate year group	Units 7 and 8 for appropriate year group	Units 9 and 10 for appropriate year group	Units 11 and 12 for appropriate year group
P.E.	Invasion Games – Football	Dance; Gymnastics	Dance; Gymnastics	Net/Wall Games – Tennis	Striking and Fielding; Batting and Bowling	Athletics
Visits	Rothwell fire station; Y1 – Rothwell park (Science link)	Yorkshire Sculpture Park?; Eureka?; Nurse visit; Dental Nurse Visit	Yorkshire Wildlife Park?	Y1 – Rothwell park (Science link)	Sundown Adventureland	Visit to the river – Methley?

Y1/2: Cycle B	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic Theme:	Me and My World	Let it Snow	Kings and Queens 1	Kings and Queens 2	Let's Cook	Going for Gold
History	Local History	Captain Scott	The Great Fire of London	Significant King or Queen from the past		Recent 2012 - 1st Olympics: Significant Sports People
Geography		South Pole	UK Capitals etc		World Food - countries, continents, contrasting	Comparison of London/Greece
Science	Y1 - Animals inc. Humans	Y1 - Seasonal Change	Y1 - Everyday Materials	Y1 - Seasonal Changes	Y1 - Plants	Thinking Scientifically
	Y2 - Animals inc. Humans	Y2 - Living Things and Their Habitats	Y2 - Uses of Everyday Materials		Y2 - Plants	Thinking Scientifically
Art	Self Portraits: Andy Warhol/Picasso			Hans Holbein - Portraits: Watercolours	Fruit and veg - Giuseppe Arcimboldo (collage, printing, pastels)	
DT		Textiles – Penguin decoration	Tudor Houses		Food Tech	Healthy Food/World Food - Japan
P.S.H.E	Y1 - Boys, Girls & Families. Me and Others	Y1 - Feelings	Y1 - Feeling safe	Y1 - N/A	Y1 - Fun Times	Y1 - What do we put into our bodies?
	Y2 - Boys, Girls and Families	Y2 - Friendship	Y2 - Indoors and Outdoors	Y2 - My Money	Y2 - What keeps me healthy	Y2 - Medicines and me
RE	Y1 - Why and why do we care about others?	Y1 - How do we celebrate special events?	Y1 - What does it mean to belong to a church or a mosque?	Y1 - Which books and stories are special?	Y1 – Who brought messages about God and what did they say?	
	Y2 - How can we make good choices?	Y2 - <u>How is new life welcomed?</u>	Y2 - How and Why do people pray?	Y2 – What did Jesus teach and how did he live?	Y2 - How can we look after our planet?	
Computing	Y1 – Online safety	Y1 - Tech Outside School: Grouping and Sorting	Y1 - Animated Storybooks	Y1 - Maze Explorers / Lego Builders	Y1 - Grouping and sorting / Pictograms	Y1 - Coding
	Y2 – Online safety	Y2 - Questioning		Y2 - Effective searching/ Presenting ideas	Y2 - Spreadsheet	Y2 - Coding
Music	Review based on how well it worked in cycle A					
P.E.	Invasion Games – Hockey	Dance / Gymnastics	Dance / Gymnastics	Net/Wall Games – Tennis	Batting and Bowling	Athletics
Visits	Local area walk – canal, river and train station; Y1- Rothwell Park	Xscape	Local area walk to Tudor house	Y1 – Rothwell park; National Railway Museum	Leeds market?	South Leeds Sports Stadium

Y3/4: Cycle A	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
History	Stone Age and Iron Age		Vikings, Anglo Saxons and Scots			History: Crime and Punishment
Geography		Volcanoes and Earthquakes		UK Waterways	Climate and Weather	
Science	Animals including Humans	Rocks and Soils		Forces and Magnets	Plants- Reproduction	Light - Shadows
Art		Art: 3D Modelling- Making volcanoes		Art: Sketching Skills using photos as a stimulus- pastels/watercolors?		Art: Artist Study- David Hockney (Local links)
D.T.	D.T: Stone Age Traps (Hinges/Design focus)		D.T: Computer Aided Design		D.T: Food Technology. Design/make a healthy plant based meal	
P.S.H.E		Year 3 : PSHE: Keeping Safe (Antibullying week) / Mental Health and Emotional Wellbeing: strengths and challenge		PSHE: Drug, Alcohol and Tobacco-Tobacco		P.S.H.E/RSE: Identity, Society, Equality- - Celebrating Differences
R.E.	<u>What do the creation stories tell us?</u>	<u>What is Spirituality and how do people experience this?</u>	What do Christians believe about a good life?		<u>How do Jews remember God's covenant with Abraham and Moses?</u>	Additional Unit: Who can inspire us? Focus on broad range of current figures in society- positive role models from different backgrounds
Computing	Coding: 6 weeks	Online Safety: 4 weeks / Spreadsheets: 2 weeks	Spreadsheets: 4 weeks / Writing for different audiences: 2 weeks	Writing for different audiences: 3 weeks / Logo: 4 weeks	Animation: 3 weeks / Scratch: 3 weeks	Hardware Investigators: 2 weeks / Making Music: 4 Weeks
Music	Year 3 Human Body unit / Year 3 Poetry + Whole Class Music Lesson (class 1):	Year 3 Singing French Unit / Year 4 Communication Unit + Whole Class Music Lesson (class 1):	Year 3 In the Past Unit / Year 4 Recycling Unit + Whole Class Lesson: Class 2	Year 3: Ancient Worlds Unit / Year 3 Building Unit + Whole Class Lesson: Class 2	Year 3 Food and Drink Unit / Year 4 Food and Drink Unit + Whole Class Lesson: Class 3	Year 3 Time Unit / Year 4 Time Unit + Whole Class Lesson: Class 3
P.E.	Invasion Games – Tag Rugby / Striking and Fielding – Rounders	Gymnastics / Dance	Dance /Gymnastics	Net/Wall - Tennis / Striking and Fielding – Cricket	Net/Wall - Volleyball / Athletics	Athletics / Invasion Games – Handball
MFL	Y3 Meet and Greet (6 x 30 min lessons)	Y3 My Body (6 x 30 min lessons) / Y3 Time to Eat (2 x 30 min lessons)	Y3 Time to Eat (4 x 30 min lessons) / Y4 The Wider World (2 x 30 min lessons)	Y4 Let's Go (6 x 30 min lessons)	Y4 The Wider World (4 x 30 min lessons) / Recap previous learning (2 x 30 min lessons)	Y4 Free Time (6 x 30 min lessons)
Visits			Scarborough Trip?	Visit to local waterways- Oulton Beck, Canal and St. Aiden's- photos/stimulus for artwork		

Y3/4: Cycle B	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
History	Baghdad		Romans		Numbers through time	
Geography		Mountains		UK and Counties		Around the world: Comparison between UK and China
Science	Animals including Humans	States of Matter	Electricity	Living Things and Habitats	Sound	
Art	Geometric Art (Printing)			Artist Study- Juan Miro: Line/form/space		Painting skills linked to different art types from around the world/cultures. Study of different styles
D.T.		Structures. Shell Structure challenge (Building to hold) -Jewellery box? Container with hinged lid and viewing window	Electrical Systems		2D shape to 3D Product - Mascots (Air Syringes)	
P.S.H.E	RSE	Saving, Spending, and Budgeting - Money and Spending		Playing Safe - emergencies, first aid and location safety / Democracy	Drugs, Alcohol and Tobacco-Medication/Drugs / Physical Health	
R.E.	How are important events remembered?	<u>How do the Five Pillars guide Muslims?</u>	<u>Why are Gurus at the heart of Sikh belief and practice?</u>			What faiths are shared in our country?
Computing	Coding: 6 weeks	Online Safety: 3 weeks / Spreadsheets: 3 weeks	Typing: 4 Weeks / Email: 6 Weeks	Email: Contd. / Branching Databases: 4 Weeks	Simulations: 3 Weeks / Graphing: 3 Weeks	Presenting with PowerPoint: 5 weeks
Music	Year 4 Singing Spanish Unit / Year 4 Around the World Unit + Whole Class Lesson: Class 1	Year 4 In the Past Unit / Year 4 Ancient Worlds Unit + Whole Class Lesson: Class 1	Year 4 Poetry Unit / Year 4 Building Unit + Whole Class Lesson: Class 2	Year 3 Environment Unit / Year 4 Environment Unit + Whole Class Lesson: Class 2	Year 3 Sounds Unit / Year 4 Sounds Unit + Whole Class Lesson: Class 3	Year 3 China Unit / Year 3 Communication Unit + Whole Class Lesson: Class 3
P.E.	Invasion Games – Basketball / Striking and Fielding – Baseball	Gymnastics / Dance	Dance / Gymnastics	Net/Wall – Badminton / Striking and Fielding – Rounders	Net/Wall - Volleyball / Athletics	Athletics / Invasion Games – Lacrosse
MFL	Y3 Meet and Greet (6 x 30 min lessons) / Y3 My Body – Classroom Instructions (1 x 30 min lesson)	Y3 My Body – Colours (1 x 30 min lesson) / Y3 The People Around Me (6 x 30 min lessons) - start earlier once revisited.	Y3 All About School (6 x 30 min lessons)	Y3 Tell Me When (6 x 30 min lessons)	Y4 My Town (6 x 30 min lessons)	Y4 Shopping (6 x 30 min lessons) / Y4 My Routine (6 x 30 min lessons) - if have time.
Visits	Thackray Medical Museum			Scarborough Trip		

Y5	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
History	Victorians- Thematic Study of Education (Needs practical resources)		Local Transport		Ancient Egypt	
Geography		The Americas		Climate Change and Pollution		Changes to Leeds and the UK.
Science	Animals including Humans – changes as humans develop to old age: Include SRE	Forces	Earth and Space	Living Things and Their Habitats- Life Cycles and reproduction	Properties and Change	
Art	Artist Study- Lowry			3D art	Egyptian Art including printing	
D.T.		Moving Toys (mechanical systems)	Food Technology			Structures- Bridges
P.S.H.E		Identity, society and equality- prejudice and stereotypes	Physical Health and Wellbeing in the Media / Keeping Safe and Managing Risk	Drugs, Alcohol and Tobacco- Influences		
R.E.	What values are shown in codes for living?	Should we forgive others?			What do Christians believe about the old and new covenants?	Why are some places and journeys special?
Computing	Coding: 5 weeks	Online Safety: 3 weeks / 3D Modelling: 4 weeks	Spreadsheets: 6 weeks	Databases: 4 weeks / Game Creator: 2 weeks	Game Creator: 3 weeks / Concept Maps: 4 weeks	Microsoft Office- Word processing: 7 weeks
Music	Keeping Healthy	Celebration	Solar System	Life Cycles	At the Movies	Our Community
P.E.	Dance /Swimming / Club and Ball – Go / Net/Wall - Badminton	Invasion Games – Hockey/Swimming / Net/Wall - Badminton	Gymnastics/Swimming / O.AA - Orienteering	Invasion Games – Netball / Dance/Swimming	Athletics / Swimming/ Invasion Games – Hockey	Athletics / Swimming/ Gymnastics
MFL	Y3 Meet and Greet (6 x 30 min lessons)	Y3 My Body (6 x 30 min lessons) / Y3 Time to Eat (2 x 30 min lessons)	Y3 Time to Eat (4 x 30 min lessons)	Y3 The People Around Me (6 x 30 min lessons)	Y3 All About School (6 x 30 min lessons)	Y3 Tell Me When (6 x 30 min lessons) / Recap previous learning (2 x 30 min lessons)
Visits	Armley Mills		Local Walk Observatory			Owl Trail

Y6	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
History	Ancient Greeks (Move to Spring B next year)		World War 2		Journey of Migration (Move to Autumn A next year – include Black History)	
Geography		North/South Pole			Interconnected Worlds - (UK, Spain and Russia) physical geography	Interconnected Worlds -human geography
Science	Living Things & Habitats - classification	Adaptation & Evolution	Humans & Animals / The Circulatory System		Light	Electricity
Art	clay (linked to Ancient Greeks) (Move next year)	Water colours		Artist Studies: Alma Thomas-Mosaics; Kandinsky-Line/form/space (Move next year)	Digital media: Andy Warhol	
D.T.			textiles			electrical systems / CAD controllable vehicles
P.S.H.E		Drugs, alcohol & tobacco – risks / Careers, financial wellbeing	Identity, society, equality – human rights.			Keeping safe & managing risks.
R.E.	How do Jews remember the Kings and Prophets in worship and life?			What do Christians believe about Jesus' death and resurrection?	How do Sikhs show commitment?	How does growing up bring responsibilities?
Computing	Coding: 6 weeks	Online Safety: 2 weeks / Spreadsheets: 5 weeks	Blogging: 5 Weeks	Text Adventures: 5 weeks	Networks: 3 weeks / Quizzing: 3 weeks	Quizzing: 3 weeks / Understanding Binary: 4 weeks
Music	Roots (Swap with Journey next year)	Class Awards	Growth	Journeys	World Unite	Moving On
P.E.	Invasion Games – Basketball / Sports Hall Athletics	Gymastics – YOGA / Dance	Dance / Gymnastics	Striking and Fielding- Cricket / O.A.A - Orienteering	Invasion Games – Football / Net/Wall - Badminton	Athletics / Striking and Fielding – Rounders
MFL	Y3 Meet and Greet (recap previous learning) / Y3 My Body (6 x 30 min lessons)	Y3 Time to Eat (6 x 30 min lessons)	Y3 The People Around Me (6 x 30 min lessons)	Y3 All About School (6 x 30 min lessons)	Y3 Tell Me When (6 x 30 min lessons)	Recap previous learning
Visits	Ingleborough		Eden Camp		Leeds Art Gallery	Junior Total Warrior