



OULTON

PRIMARY SCHOOL

Whole School Curriculum Overview

Cycle A	2023-2024
Cycle B	2024-2025

INTENT – We come to school every day to...

CURRICULUM VISION	Think for ourselves	Care for each other	Understand the world
	Children learn to be safe, happy, resilient and successful learners Children have self-confidence and high aspirations Children have respect for themselves	Everyone has the right to feel safe and happy in school Children have respect and tolerance for others Children cooperate and work together to achieve goals	Children show curiosity about the wider world Children are active and responsible British citizens Children have the skills to allow them to make a positive contribution

IMPLEMENTATION

OUR PRINCIPLES OF EFFECTIVE TEACHING AND LEARNING	High Expectations	High Quality Questioning	A Learning Environment that Supports and Scaffolds Independence	Secure Subject Knowledge	Regular and Effective Feedback	Building on Pre-learning	Everybody Being Clear on the What and Why
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STRATEGIES TO SUPPORT RETENTION AND RECALL OF LEARNING	Scaffold Difficult Tasks: Modelling, teacher thinking aloud, cue cards, checklists	Provide Models: worked examples, teacher thinking aloud,	Provide New Learning in Small Steps to Prevent Cognitive Overload	Guide Student Practice: Time to practice and explore new learning	Independent Practice: Necessary for automatic application of learning	Regular Review: opportunities to recall recent learning ensures retention and enables links to be made	Check Student Understanding: The understanding of all children is regularly checked and support given
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ORGANISATION OF CURRICULUM	Reading	Writing	Phonics	Maths	Science	Geography	History	M.F.L.	Art	D.T.	P.S.H.E.	R.E.	P.E.	Music	Computing
	<ul style="list-style-type: none"> The school follows the National Curriculum and the delivers the statutory content in KS1 and KS2 In Early Years, the school follows the Early years foundation stage statutory framework (EYFS) and deliver a school-specific curriculum based on Development Matters High quality adaptations are made to the delivery of the curriculum to ensure that the individual needs of all children are met Teaching strategies and interventions are developed using evidence-based approaches Maths is taught in a real-life context and the school uses 'Maths, No Problem!' to organise the progression in Maths learning and teaching and structure lessons Phonics and Early Reading are taught through the Read Write inc. scheme and children's reading books are closely matched to their phonic knowledge Where appropriate, Science is taught in weeklong blocks throughout the year to give children an in-depth extended exploration of topics Discrete subjects are taught through interlinked curriculum themes P.S.H.E. is taught using the Leeds programme of study and is further supported by whole school assemblies and the Mind Mate curriculum Knowledge Organisers provide information, vocabulary, facts, diagrams, maps and pictures which children need to know by the end of each curriculum theme; these are also used to support recapping of prior learning 														

EVERY TERM...	1. Planned opportunity for parental engagement	2. A memorable experience – visit, visitor, workshop	3. A high-quality, stimulating book
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ASSESSMENT	Use of regular diagnostic assessment and 10-weekly summative assessment to target teaching	Ongoing formative assessment	Daily, high-quality, live verbal feedback	Other feedback and marking as appropriate	Use of self and peer assessment	Regular opportunities for children to demonstrate their new knowledge	Low-stakes quizzes and knowledge checks through curriculum themes	Regular low-stakes phonics, spelling, reading and maths assessments/screening
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IMPACT

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT
<ul style="list-style-type: none"> Pupils develop detailed knowledge and skills across the curriculum All children make good progress from their individual starting points A key assessment points, for each individual year group, attainment gaps for all groups of children are closing on national Pupils' work, in all subjects, is of good quality Children read regularly with increasing fluency and comprehension Children apply mathematical knowledge, skills and concepts with increasing mathematical fluency 	<ul style="list-style-type: none"> Children have a positive attitude to their learning and they actively participate Children know how they learn most effectively and develop a range of problem-solving strategies Children are resilient, learn from their mistakes and take pride in their achievements Children take responsibility for their actions and understand how to resolve difficulties/conflict appropriately Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe, and they feel safe. 	<ul style="list-style-type: none"> The curriculum supports pupils' wider emotional development alongside their spiritual, moral, social and cultural development Pupils become active British citizens who are tolerant of the beliefs of others and celebrate diversity Pupils are supported to be confident, resilient and independent learners and to apply these qualities to wider life Pupils access day to day, high-quality pastoral support and more specialist support as needed Pupils know how to care for themselves and have an age-appropriate understanding of healthy relationships Pupils' talents and interests are encouraged, developed and celebrated

EVALUATION

REVIEW	High quality outcomes	Innovation	Communication	Developing staff	Improving and changing
	<ul style="list-style-type: none"> Learning must be clear, explicit and purposeful Children's recorded learning or teacher's systematic recording of learning must clearly show progress 	<ul style="list-style-type: none"> Teaching and learning are reviewed in light of current thinking and research 	<ul style="list-style-type: none"> Learning is reviewed regularly with all members of the school community 	<ul style="list-style-type: none"> Professional development meetings focus on building the capacity of staff Learning is open and teachers learn and adjust their practice in light of what they see 	<ul style="list-style-type: none"> Teaching and learning is reviewed regularly, improved and changed in light of outcomes and expectations

MONITORING	Book looks Teacher's records Team, phase and whole school moderation Moderation with other schools/local authority Teaching and learning reviews	Data outcomes Progress meetings Pupil progress meetings	Pupil voice 2 formal parents' meetings, mid-term report and end of year report External agency/local authority reviews Governor reviews and visits	Learning walks Lesson visits Team teaching/coaching/peer review/moderation Professional development meetings	Data outcomes Progress meetings Curriculum evaluations
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Long Term Planner Overview

EYFS: NURSERY



Nursery:	Start Point	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End point
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.						
		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	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	
Experiences/Trips		Invite a family with a baby into class. Home corner 'Family Album' display- build on throughout the year.	Invite vicar 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)	
Knowledge (Understanding the World)	Notice differences between people. Make connections between the features of their family and other families. Explore and respond to different natural phenomena. Explore materials with different properties. Explore natural materials indoor and outside.	Can talk about how they have changed from being a baby to now. Can talk about similarities and differences between themselves and their peers and their families. Can retell what their family have told them about their life story and family. Be able to talk about family holidays or trips. Notice differences between people.	Develop an awareness of: Halloween Bonfire Night Diwali Christmas	Understand key features of the life cycle of an animal - chickens	Understand key features of the life cycle of a plant and an animal – frogs & sunflowers, beans/peas 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.	Explore how different materials float and sink. Know that there are different countries in the world. Talk about the differences they notice between people.	Know that there are different countries in the world. Talk about the differences in the world and with materials that they have experienced or seen. Develop positive attitudes about the differences between people. Explore and talk about different forces they can feel. Care for growing plants. Understand the key features of the lifecycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and living things. Explore how things work. Begin to make-sense of their own life story and family history. Use their senses to explore natural materials. Explore collections of materials with similar/different properties. Talk about what they see using a wide vocabulary.
Woodland Session Including: Texts and Poems	Explore and respond to different natural phenomena. Explore materials with different properties. Explore natural materials indoor and outside.	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	Seasonal changes: Autumn/Winter/ Spring/Summer	
Communication & Language	Understand action words by pointing to the right picture in a book (who is jumping?). Understand	Introduce show and tell: include Q&A Talking about families	Discussions about celebrations	Sentences to recall trip to the farm	Discussing what we want to grow and why	Talk about 'why' we need to release the	Answering questions about journeys – how	Enjoy listening to longer stories and can recall much of what happens. Pay attention to more than one thing at a time. Understand a

	simple sentences about 'who'. Identify familiar objects and properties when they are described. Listen to simple stories and understand what is happening with the help of pictures.	Asking and answering questions about babies				frogs back into the pond Begin helicopter stories in small groups	did they get there? Why did they go there? etc	question or instruction that has got two parts. Use sentences of 4-6 words. Use sentences joined up with 'and' or 'because'. Answer simple 'why' questions. Start a conversation, express a point of view and use talk to organise themselves.
Communication & Language Intervention		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. 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) Level 1 vocab/concepts (should have knowledge of)	Expected vocabulary of concepts: action words – jumping, sitting, reading who	Word Aware: Old, new, same, different, after, before, big, little, fat, in, out, under, behind, top, bottom, more, lots Now	Word Aware: fast, slow, night, day, empty, full, noisy, quiet, loud, dry, wet Next, soon, today	Word Aware: Through, near, between, side, front, back, over, around, next to	Word Aware: Hard, soft, quick, long, short, tall, small, large	Word Aware: some, less, a bit, all, most, Yesterday	Word Aware: heavy, first, last Tomorrow	
Phonics	Listen to other people's talk with interest. Explore their voices and enjoy making sound. Join in with songs and rhymes. Make rhythmical sounds. Explore a range of sound-makers and instruments and play them in different ways.	New nursery rhymes/songs: Bye Baby Bunting Rockabye Baby, Head shoulders knees and toes Daily Fred Talk game Clapping syllables in our names	New nursery rhymes/songs: Pat a cake, 5 Little Pumpkins/snowmen Peter Peter Pumpkin Eater Daily Fred Talk game	New nursery rhymes/songs: Old MacDonald had a Farm Old Mother Hubbard Little Bo Peep Jack & Jill Daily Fred Talk game Noises animals on the farm make	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 Daily Fred Talk game RWI Set IA	New nursery rhymes/songs: A Sailor went to Sea, Doctor Foster Daily Fred Talk game RWI Set IA	New nursery rhymes/songs: Row, Row, Row your boat The Wheels on the Bus Daily Fred Talk game RWI Set IA	Develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables, recognise words with the same initial sound. Write some letters accurately
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	Enjoy sharing books with an adult, paying attention and responding to the pictures or the words. Have favourite books and seek them out to share or to look at alone. Repeat words and phrases from familiar stories. Ask questions and make comments about books and stories.	Introduction to visual search activities Begin name recognition	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 Verbally retelling known stories	Children begin thinking of alternative rhyming words that could be used in a rhyme or rhyming story Model making up own stories	Begin helicopter stories in small groups		Understand that print has meaning, print can have different purposes, that we read English text from left to right and top to bottom, The names of different parts of the book, That pages are sequential Develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables, recognise words with the same initial sound. Engage in extended conversations about stories learning new vocabulary.
Literacy: Writing	Enjoy drawing freely. Add some marks to their drawings which they give meaning to. Notice print in the environment.	Beginning to recognise aspect of first name Explores and copies a range of mark making patterns	Can select own name from a choice of two Copies and makes range of mark making patterns independently	Recognises first name unaided Creates mark making patterns independently Beginning to add detailed features to their drawings eg, leaf on a stem, window and door on a house	Begin name writing practise Uses mark making in their play to 'write'	Beginning to write some letters of name unaided Uses purposeful and meaningful marks to represent writing in play	Writing most of name unaided Using some letters in play independently	Write some letters accurately. Write some or all of their name. Use some of their print and letter knowledge in their early writing during play.
Literacy Intervention		As pre-writers, children in nursery are given daily access to a wide range of opportunities to explore and develop mark making skills. The above half termly additions show what will be done in addition to the continual 'every day' mark-making/writing activities which take place to develop good writing skills. Children not yet holding writing apparatus securely: work on gross motor skills and then fine motor skills Children need to recognise their name before they can be expected to write it. This skill should be encouraged by adults from entry to nursery. Pupils who are flagged as showing little progress in recognising name should be given increasing opportunities to target this skill with an adult in nursery.						
Maths	Take part in finger rhymes with numbers.	Join in with number rhymes/songs	Join in with number rhymes/songs	Join in with number rhymes/songs	Join in with number rhymes/songs	Join in with number rhymes/songs	Join in with number rhymes/songs	Subitising to 3. Reciting numbers past 5. (to 10)

Note: This planner shows coverage of the National Curriculum for the specific year group over the year. Not all subjects receive the same amount of time each term.

	<p>Reacts to changes in amounts of up to 3 items. Compare amounts- lots more/same. Develop counting like behaviour - pointing, saying some number names in order. Climb and squeeze themselves into different spaces. Count in everyday context, sometimes skipping numbers. Build with a range of resources. Complete inset puzzles. Compare sizes, weights, using gesture and language. Notice patterns and arrange things in those patterns.</p>	<p>Counting to 5 – reciting forwards and backwards Pattern hunting in daily life, ordering events</p>	<p>Counting to 5 – 1:1 2D shape naming & spotting Time language</p>	<p>Counting to 5 – recognition & subitising Positional language</p>	<p>Counting to 5 – matching amount and numerals, more/less Size ordering Comparing height</p>	<p>Counting to 8 – reciting forwards and backwards, Consolidation of counting to 5 – recognition & subitising, matching amount and numerals, more/less Comparing weight and capacity</p>	<p>Counting to 10 – reciting forwards and backwards, Consolidation of counting to 5 – recognition & subitising, matching amount and numerals, more/less Solve real world problems with numbers up to 5. Consolidating knowledge of size, length, weight and capacity</p>	<p>1:1 correspondence to 5. Develop cardinality of counting. Show finger numbers up to 5. Match numerals 1-5 to objects. Experiment with their own symbols. Solve real world problems with numbers up to 5. Compare quantities using more than/fewer than. Talk about and explore 2D shapes using informal and mathematical language. Understand position. Make comparisons to objects, size, length, weight and capacity. Selects shapes appropriately for building. Combine shapes to make new ones. Talk about and identify the patterns around them and relating to their daily life.</p>
		<p>Maths Tidy Time- Develop cardinality of counting, match numerals 1-5 to objects, 1:1 correspondence to 5, subitising to 3, solve real world problems with numbers up to 5, more than/fewer than, make comparisons to objects, size, length, weight and capacity, understand position.</p> <p>Daily Pattern Talk- Talk about patterns in events (E.g., every day we), count down to forthcoming events, days of the week, start to talk about the day before/day after, reciting numbers past 5, 1:1 correspondence to 5, develop cardinality of counting, show finger numbers up to 5, match numerals 1-5 to objects, solve real world problems with numbers up to 5, understand position- hiding home bear.</p> <p>The above half termly additions show what will be done in addition to the continual 'every day' maths activities which take place to develop good mathematical skills.</p>						
Expressive Arts and Design	<p>Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Explore their voices and enjoy making sound. Join in with songs and rhymes. Make rhythmical sounds. Explore a range of sound-makers and instruments and play them in different ways. Notice patterns with strong contrast. Make marks intentionally. Explore paint, use fingers and other tools. Give meaning to marks they make. Take part in action songs. Start to develop pretend play. Make simple models. Explore different materials using all their senses.</p>	<p>Follow Music Express EYFS Self-portrait on entry</p>	<p>Follow Music Express EYFS Nativity performance and prop making Christmas craft Diwali art (rangoli)</p>	<p>Follow Music Express EYFS Farm animals using shapes</p>	<p>Follow Music Express EYFS Making labels/plant markers for growing in the garden</p>	<p>Follow Music Express EYFS Collaborative occupation art (when we grow up?) – children to colour mix the paint</p>	<p>Follow Music Express EYFS Beach art collage using sand, shells and mixed media Creating role play vehicles using boxes</p>	<p>Play instruments with increasing control to express ideas and feelings. Remember and sing entire songs. Sing the pitch of a tune sung by another person. Create their own songs around one they already know. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail. Using drawing to represent ideas. Show emotions in their drawings and paintings. Explore colour and colour mixing. Take part in simple pretend play. Begin to develop complex stories using small world equipment. Explore different materials freely in order to develop their ideas about how to use them and what to make.</p>
		<p>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.</p> <p>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.</p>						
Physical Development: Gross Motor	<p>Learn to use the toilet with help and then independently. Pour drinks. Develop ability to spin, roll, crawl, climb, kick. Start kicking balls. Clap and stamp to music.</p>	<p>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</p>						<p>To be confident to use a 3-wheeled scooter and to be competent, confident, creative and adaptive movers with the core and upper body strength required to support fine motor skills. Go up steps and stairs using alternate feet. Skip, hop and stand on one leg. Be increasingly independent in meeting their own healthcare needs.</p>
Physical Development: Gross Motor Intervention		<p>Introduction to wiggle cars</p>	<p>Consolidation and confidence using wiggle cars</p>	<p>Introduction to using a tricycle</p>	<p>Consolidation and confidence using a tricycle</p>	<p>Introduction to using a 3 wheeled scooter</p>	<p>Consolidation and confidence using a 3 wheeled scooter</p>	
		<p>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</p>						
Physical Development: Fine Motor	<p>Manage buttons and zips. Develop manipulation and control with mark making. Explore different materials and tools.</p>	<p>Focus on securely developing gross motor skills</p>			<p>Begin dough disco groups</p>	<p>Dough Disco groups</p>	<p>Dough disco groups</p>	<p>Use one handed tools. Use a comfortable grip with good control when holding pens and pencils. Developing skills to use a knife and fork. Show a preference for dominant hand.</p>
		<p>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.</p> <p>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.</p>						
Physical Development: Fine Motor Intervention								

Personal Social & Emotional Development	Play with increasing confidence on their own and with other children. Begin to show effortful control; eg waiting for a turn, resisting impulse to grab what they want. Be increasingly able to talk about and manage their emotions in more elaborated ways. Notice and ask questions about differences. Develop friendships with other children.	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 Growing plants, vegetables and fruit.	New Experiences: meeting new people ifrom different occupations breaking the stereotypes- E.g. A male nurse.	New Experiences: School field beach day- E.g. ice cream van, paddling pools.	Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people in the context of the setting. Show more confidence in new social situations. Play with one or more children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry', 'worried'. Understand gradually how others might be feeling.
Personal Social & Emotional Development Intervention		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.						
		Adults in Nursery 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.						

Long Term Planner Overview

EYFS: RECEPTION



Reception: Around the World and Beyond	Start Point	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End point ELG	
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 (Carron 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 Colours, Pattan's Pumpkin: An Indian Flood Story	Whatever Next, On the Moon, The Way Back Home		
Key Texts from Nursery to Include in Provision		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. 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.							
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	James Rainimaharosa (1860-1926) – notable artist who painted traditional Malagasy images on fabric	Mahatma Gandhi Kalpana Chawla – first Indian Woman in space Pandit Ravi Shankar (1920-2012) – musician: Music experience	Neil Armstrong Buzz Aldrin Tim Peak Kalpana Chawla		
Experiences/Trips		Drones around school – images	Visitor from local church – Christingle service. Parents Christmas craft afternoon. Rama and Sita Workshop: Royal Armouries	Train into Leeds – Multi faith church, market- look at sari's. Trip to the countryside Visiting chicken and ducks in school	Yorkshire Wildlife Park –visiting Madagascan animals	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)	Know that there are different countries in the world. Talk about the differences in the world and with materials that they have experienced or seen. Develop positive attitudes about the differences between people. Explore and talk about different forces they can feel. Care for growing plants. Understand the key features of the lifecycle of a plant and an animal. Explore how things work. Begin to make-sense of their own life story and family history. Use their senses to explore natural materials. Explore collections of materials with similar/different properties. Talk about what they see using a wide vocabulary.	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 Transport: Walking, scooting, riding on your bike to the local area Past and present Weekly cookery groups	Talk about other people in the local community, important local landmarks, maps Christmas lights in Leeds How we celebrate bonfire night/Halloween Diwali week – light and dark Transport: Getting a train or a bus to the city Weekly cookery groups	Know we live on an island, maps – draw from a map Compare different areas (city/countryside) Make reference to the 4 countries of the UK Transport- Trains, buses, cars, aeroplanes Similarities and differences – City and Country Weekly cookery groups	Different animals, culture, food, geographical features (maps, Travelling to different countries how will we get there? Aeroplanes, passports Similarities and differences – UK to Madagascar Weekly cookery groups	Holi festival – colour mixing, rangoli patterns Look at mountains and the coastline Religion- Hindu- build on from Diwali Transportation differences – rickshaws, trucks, Similarities and differences – Madagascar: India, India: UK Weekly cookery groups	The shape of the earth, the solar system, other planets, getting into space – rockets Similarities and differences Earth and Moon, Earth and other planets Weekly cookery groups	ELG Past & Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting	
Woodland Session Ideas	Care for growing plants. Understand the key features of	Seasonal change & the effects	Seasonal change & the effects	Seasonal change & the effects	Seasonal change & the effects	Seasonal change & the effects Identifying plants and animals	Seasonal change & the effects		

	the lifecycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and living things. Use their senses to explore natural materials. Explore collections of materials with similar/different properties. Talk about what they see using a wide vocabulary.	Identifying plants and animals Woodland collection bags for each child – mallet art flowers and leaves to personalise	Identifying plants and animals <ul style="list-style-type: none">• Hibernation• Drawing pictures	Identifying plants and animals	Identifying plants and animals		Identifying plants and animals	environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Phonics – Expected Stages to be working in by the end of the half term	Develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables, recognise words with the same initial sound, segment and blend sounds in words.	RWI Set IA	RWI Set IC	RWI Ditty	RWI Red Books	RWI Green Books	RWI Purple	ELG Word Reading: Say a sound for each letter of the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
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 daily pinnie time or targeted intervention to support their need.							ELG Writing: Write letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
Literacy: Reading	Understand: <ul style="list-style-type: none">• That print has meaning• That print can have different purposes• That we read English text from left to right and top to bottom• The names of different parts of the book• That pages are sequential Develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables, recognise words with the same initial sound, segment and blend sounds in words. Engage in extended conversations about stories learning new vocabulary. Recognise their first name securely.	Shared reading of simple CVC words Recalling stories Inference skill: looking at a front cover, what might the story be about?	Reading CVC words independently Starting to apply their reading skills to unseen words and texts Sequence text and identify beginning middle and end Identify story settings Inference skill: Looking at images from a text, what do we think is happening? Why?	Independently reading CVC words blending with speed. 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 Identify characters Inference skill: Looking at a series of images from a text, what do we think happens in the story?	Reading simple sentences with greater independence 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 Predicting what happens next Inference skill: Looking at images from a picture book, what do we think is happening? What does this tell us about the story?	Independently reading sentences fluently with a good understanding of what has been read 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 Inference skill: Looking at multiple images from a story, what can we infer? Do our ideas change based on the images we are looking at?	Independently reading a series of sentences fluently with a good understanding of what has been read Confidently applying their reading skills to unseen texts Predict whether a book will be story or non-fiction based upon the cover and title Inference skill: building inference from part of a picture – does our idea change when we have more information or see another part of the picture?	ELG Comprehension: Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate- key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG Word Reading: Say a sound for each letter of the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Literacy: Writing	Write some letters accurately. Write some or all of their name. Use some of their print and letter knowledge in their early writing during play.	Consolidating name writing (first name), pencil grip, beginning to correctly form letters learnt in phonics	Writing CVC labels – topic based Writing first name independently and copying surname	CVCC word writing <ul style="list-style-type: none">• Begin use of scrapbooks for children to document	Completing sentences independently Writing first name and surname independently	Beginning to write with capital letters, finger spaces and full stops <ul style="list-style-type: none">• Rewriting a traditional tale with an Indian animal	Writing a series of sentences independently using capital letters, finger spaces and full stops	ELG Writing: Write letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

		Emergent writing in provision for real and imagined purposes		own learning – continue throughout year	<ul style="list-style-type: none"> Snapshot diary account from trip to the wildlife park 		<ul style="list-style-type: none"> Writing about our 'moon mission' as a recount 	
Literacy 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 daily pinnie time or targeted intervention to support their need. Name writing – regular work with staff to practise Pencil grip – strategies implemented for gross/fine motor intervention							
Communication & Language	Enjoy listening to longer stories and can recall much of what happens. Pay attention to more than one thing at a time. Understand a question or instruction that has got two parts. Use sentences of 4-6 words. Use sentences joined up with 'and' or 'because'. Answer simple 'why' questions. Start a conversation, express a point of view and use talk to organise themselves.	Share collages that were made over summer in small groups Introduce helicopter stories in small groups <ul style="list-style-type: none"> Use of past, present and future tenses surrounding drone flight 	<ul style="list-style-type: none"> Use of past, present and future tenses surrounding trips 	Continue helicopter stories whole class <ul style="list-style-type: none"> Use of past, present and future tenses surrounding trips 	<ul style="list-style-type: none"> Use of past, present and future tenses surrounding trips 	Continue helicopter stories whole year group <ul style="list-style-type: none"> Use of past, present and future tenses surrounding trip and experiences 	<ul style="list-style-type: none"> Use of past, present and future tenses surrounding experiences 	ELG: Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Communication & Language Intervention	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. NELI intervention – depending on staffing capacity Seek guidance from SENCO/Speech & Language Therapist							
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, fast, slow, night, day, empty, full, noisy, quiet, loud, dry, wet, through, near, between, side, front, back, over, around, next to, hard, soft, quick, long, short, tall, small, large, some, less, a bit, all, most, heavy, first, last, now, next, soon, today, yesterday, tomorrow	Word Aware: early, later, second, next, bigger, heavier, taller, longer, biggest, heaviest, tallest, longest, half, whole, both, few, enough, corner Week, this week, introduce year concept, this year, part	Word Aware: dark, light, shiny, rough, smooth, straight, bendy, thick, thin Next week, last week building year knowledge (months of the year)	Word Aware: forwards, light (weight) In depth application of double, half	Word Aware: backwards, above, below	Word Aware: wide, narrow	Word Aware: Next year, last year	ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Vocabulary & Concept Intervention	NELI Intervention depending on staffing capacity							
Maths	Subitising to 3. Reciting numbers past 5. (to 10) 1:1 correspondence to 5. Develop cardinality of counting. Show finger numbers up to 5. Match numerals 1-5 to objects. Experiment with their own symbols.	To match and sort the same/different, more than/fewer than/equal to (estimating). To talk about and create AB patterns To learn about numbers 0, 1, 2 –	To talk about and create ABC patterns To learn about numbers 0-5 – including counting, recognition, subitising, comparing, 1 more/fewer	To talk about and create ABB patterns To learn about numbers 0-7 – including counting, recognition, subitising, comparing, 1 more/fewer	To talk about and create AAB patterns To learn about numbers 0-9 – including counting, recognition, subitising, comparing, 1 more/fewer	To talk about and create AABB patterns 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 &	To talk about and create AABBC patterns To consolidate knowledge of numbers 0-10 – including counting, recognition, subitising, comparing, 1 more/fewer	ELG: Numbers: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count

	Solve real world problems with numbers up to 5. Compare quantities using more than/fewer than. Talk about and explore 2D shapes using informal and mathematical language. Understand position. Make comparisons to objects, size, length, weight and capacity. Selects shapes appropriately for building. Combine shapes to make new ones. Talk about and identify the patterns around them.	including counting, recognition, subitising, comparing, 1 more/fewer, even and odd numbers, doubling & halving, addition & subtraction, within problem solving, links to shape: circles, triangles, linked to coins: 1p & 2p, showing our knowledge through concept maps	(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 Begin Mastering Number Programme using a rekenrek	(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 Mastering Number Programme using a rekenrek	(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 Mastering Number Programme using a rekenrek	halving, addition & subtraction, within problem solving, links to shape: squares, rectangles, pentagons, linked to coins: 5p, showing our knowledge through concept maps Noticing patterns to 20 and beyond Mastering Number Programme using a rekenrek	(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 Noticing patterns to 20 and beyond Introduce Maths No Problem style teaching Mastering Number Programme using a rekenrek	beyond 20, recognising the pattern of the counting system. ELG: Numerical Patterns: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
Main Shape Space & Measure Focus in Provision		Length	2D shape	Height	Capacity	Weight	TBC based on need		
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	Play instruments with increasing control to express ideas and feelings. Remember and sing entire songs. Sing the pitch of a tune sung by another person. Create their own songs around one they already know.	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	ELG: Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.	
Expressive Art and Design Intervention	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail. Using drawing to represent ideas. Show emotions in their drawings and paintings. Explore colour and colour mixing. Take part in simple pretend play. Begin to develop complex stories using small world equipment. Explore different materials freely in order to develop their ideas about how to use them and what to make.	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.						ELG: Being Imaginative and Expressive: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	
Physical Development: Gross motor	To be confident to use a 3-wheeled scooter and to be competent, confident, creative and adaptive movers with the core and upper body strength required to support fine motor skills.	Trim trail sessions throughout the year to develop strength, coordination, balance, agility							ELG: Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
		Climbing, jumping & movements 3-wheel and 2-wheel scooters	Throwing & catching: balloons, scarves, beanbags, paper bags, jumpers 2-wheel scooter	Throwing & catching: full size balls, tennis balls, small balls Balance bike introduction	Kicking, passing Balance bike consolidation & confidence	Batting, aiming games, cricket – India Introduction to 2-wheel bike riding without stabilisers Indian dancing	Skills games: teams, rules and targets to consolidate ball skills Consolidation and confidence of 2-wheel		

							bike riding without stabilisers	
Physical Development: Gross Motor Intervention		<p>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</p>						
Physical Development: Fine motor	Use one handed tools. Use a comfortable grip with good control when holding pens and pencils. Developing skills to use a knife and fork. Show a preference for dominant hand.	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)	<p>ELG Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. Be able to thread beads onto a lace.</p>
Physical Development: Fine Motor Intervention		<p>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.</p>						
		<p>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.</p>						
Personal, Social & Emotional Development	Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people in the context of the setting. Show more confidence in new social situations. Play with one or more children, extending and elaborating play ideas. Find solutions to conflicts and rivalries.	New experiences to try: meeting new person (staff in school) and seeing different parts of the school – hall, lunch time, assembly, field to fly drone	New experiences to try: trip to church, visiting new places	New experiences to try: trip to the countryside, train journey into the city, meeting new people when they visit us	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	<p>ELG: Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>
	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry', 'worried'. Understand gradually how others might be feeling.	<p>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.</p>						
Personal, Social & Emotional Development Intervention		<p>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.</p>						

Long Term Planner Overview: Cycle A

KS1- Y1/2



Term / Subject	Autumn		Spring		Summer	
Topic	Whizz, Pop, Bang!	Brilliant Bodies	On Safari	Where in the World?	Home Sweet Home	Disaster Strikes!
English	Non-Chronological Report: London (including The Gunpowder Plot)	Poetry: Senses	Narrative: Meerkat Mail (postcards and letters)	Instructions: World Food	Narrative: The Three Little Pigs (innovation)	Newspaper report: Flooding
Y1 Mathematics	<u>Maths No Problem</u> Numbers to 10 Number bonds to 10 Addition within 10 Subtraction within 10	<u>Maths No Problem</u> Position Numbers to 20 Addition and subtraction within 20 Shape and Pattern Length and height	<u>Maths No Problem</u> Numbers to 40 Addition and subtraction word problems Multiplication	<u>Maths No Problem</u> Multiplication word problems Division Division word problems Fractions	<u>Maths No Problem</u> Time Numbers to 100 Money	<u>Maths No Problem</u> Time problems Volume and capacity Mass Space
Y2 Mathematics	<u>Maths No Problem</u> Numbers to 100 Addition and Subtraction	<u>Maths No Problem</u> Multiplication of 2, 5 and 10 Multiplication and Division of 2, 5 and 10 Fractions	<u>Maths No Problem</u> Time Money Length	<u>Maths No Problem</u> Mass 2D Shapes 3D Shapes	<u>Maths No Problem</u> Picture graphs Solving word problems Volume Temperature	<u>Maths No Problem</u> Solving word problems
Science	Working scientifically- Investigations linked to firework night	Animals, including humans <ul style="list-style-type: none"> • Body parts • Senses • Needs 	Animals, including humans <ul style="list-style-type: none"> • Identify, name and describe animals • Herbivores, carnivores, omnivores 	Living things and their habitats	Everyday materials	Uses of everyday materials
Computing	Programming A: Moving a robot	Data and Information- Grouping Data	Creating media- digital photography	Programming B: Robot Algorithms	Data and Information- Pictograms	Creating media- digital music
Design Technology	Moving Pictures - Fireworks	Not a focus this term	Textiles - Animal Puppets	Food Technology - linked to class country	Structures (Houses)	Not a focus this term
History	The Gunpowder Plot Significant individuals - Guy Fawkes, Robert Catesby, King James I	Significant individual - Florence Nightingale	Not a focus this half term	Significant individual/event - linked to class country	Not a focus this term	Flooding - Methley 2004 Boxing Day Tsunami - Indian Ocean

Note: This planner shows coverage of the National Curriculum for the specific year group over the year. Not all subjects receive the same amount of time each term.

Geography	London	Not a focus this half term	Africa and Kenya	World Geography – focus country (class specific)	Local Area	Methley and Sumatra
Art & Design	Not a focus this half term	Sculpture – Clay bodies Artist focus – Barbara Hepworth, Henry Moore	Not a focus this half term	Art and focus artist linked to class's focus country	Not a focus this term	Watercolour – Landscapes and seascapes
Music	Y1 Unit 8: Pattern followed by Y2 Unit 10: Pattern	Y1 Unit 10: Our Bodies followed by Y2 Unit 4: Our Bodies	Y1 Unit 3: Animals followed by Y2 Unit 5: Animals	Y1 Unit 11: Travel followed by Y2 Unit 12: Travel	Y1 Unit 9: Storytime followed by Y2 Unit 7: Storytime	Y1 Unit 12: Water followed by Y2 Unit 11: Water
PE	Jumping Heroes (dance)	Jumping Mr Candy's Sweet Factory (dance)	Hands Body Parts (gymnastics)	Hands Pathways (gymnastics)	Growing (dance) Games for Understanding	Health and Wellbeing Games for Understanding
RE	How and why do we care for others?	How do we celebrate special events?	What does it mean to belong to a Church or Mosque?	Which books and stories are special?	Who brought messages about God and what did they say?	Not a focus this term
PSHE	Feeling Safe	Medicines and Me	Not a focus this term	Fun Times	Me and Others	Not a focus this term
Trips/visitors	Tempus Fugit Theatre Company	Yorkshire Sculpture Park Eureka? Nurse Visit Dental Nurse Visit	Yorkshire Wildlife Park C Ponda Rosa?			Methley/ Methley Estate?

Note: This planner shows coverage of the National Curriculum for the specific year group over the year. Not all subjects receive the same amount of time each term.

Long Term Planner Overview: Cycle B

KS1



Term / Subject	Autumn		Spring		Summer	
Topic	Me and My World	Let it Snow!	Kings and Queens		Let's Cook!	Going for Gold
English	Non-Chronological report: The Human Life Cycle	Poetry: Seasons	Non-Chronological report: The Great Fire of London	Narrative: Jack and the Beanstalk (innovation)	Instructions: How to make a fruit smoothie	Letters: Y1 to Reception/ Y2 to Y3
Y1 Mathematics	<u>Maths No Problem</u> Numbers to 10 Number Bonds Addition within 10 Subtraction within 10	<u>Maths No Problem</u> Position Numbers to 20 Addition and subtraction within 20 Shape and Pattern Length and height	<u>Maths No Problem</u> Numbers to 40 Addition and subtraction word problems Multiplication	<u>Maths No Problem</u> Multiplication word problems Division Division word problems Fractions	<u>Maths No Problem</u> Time Numbers to 100 Money	<u>Maths No Problem</u> Time problems Volume and capacity Mass Space
Y2 Mathematics	<u>Maths No Problem</u> Numbers to 100 Addition and Subtraction	<u>Maths No Problem</u> Multiplication of 2, 5 and 10 Multiplication and Division of 2, 5 and 10 Fractions	<u>Maths No Problem</u> Time Money Length	<u>Maths No Problem</u> Mass 2D Shapes 3D Shapes	<u>Maths No Problem</u> Picture graphs Solving word problems Volume Temperature	<u>Maths No Problem</u> Solving word problems
Science	Animals, including humans <ul style="list-style-type: none"> Life Cycles 	Seasonal changes: <ul style="list-style-type: none"> Autumn and Winter 		Plants <ul style="list-style-type: none"> Identify and name plants/ trees Plant and tree structures 	Plants <ul style="list-style-type: none"> Observe and describe plant growth Conditions of growth Plants as food Animals, including Humans (link to PSHE) <ul style="list-style-type: none"> Exercise Food types Hygiene 	Seasonal changes: <ul style="list-style-type: none"> Spring and Summer
Computing	Computing Systems and Networks- Technology around us	Programming A: Programming animations	Creating Media: Digital Painting	Computing Systems and Networks- IT around us	Creating Media: Digital Writing	Programming B: Programming Quizzes
Design Technology	Not a focus this half term	Textiles – Christmas Decoration	Structures – Bridges	Not a focus this half term	Food Technology – Healthy Smoothie	Not a focus this half term

Note: This planner shows coverage of the National Curriculum for the specific year group over the year. Not all subjects receive the same amount of time each term.

History	Personal history History of Railways Significant individuals – John Blenkinsop, George Stephenson	Significant individual – Captain Scott of the Antarctic	Significant event – The Great Fire of London Significant individuals – King Charles II, Samuel Pepys, Sir Christopher Wren	Significant individuals: Henry VII, Queen Victoria, William the Conqueror, Elizabeth I	Not a focus this half term	Not a focus this half term
Geography	Local Area	The South Pole	The UK and its capitals	Not a focus this half term	Not a focus this half term	New Zealand World geography – countries, continents, equator, hemispheres
Art & Design	Self Portraits Drawing Oil pastels Artist focus – Andy Warhol, Pablo Picasso	Not a focus during this topic	Not a focus this half term	Sculpture – Tudor Houses	Observational drawing Collage Painting (including colour mixing) Printing Artist focus – Giuseppe Arcimboldo	Not a focus this half term
Music	Y1 Unit 1: Ourselves followed by Y2 Unit 1: Ourselves	Y1 Unit 4: Weather followed by Y2 Unit 9: Weather	Y1 Unit 7: Our School followed by Y2 Unit 3: Our Land	Y1 Unit 5: Machines followed by Y2 Unit 2: Toys	Y1 Unit 2: Number followed by Y2 Unit 6 Number	Y1 Unit 6: Seasons followed by Y2 Unit 8: Seasons
PE	Invasion Games – Throwing/ Catching	Net/Wall Games – Tennis	Dance – Great Fire of London	Gymnastics – Balance and sequences	Striking and Fielding – Batting and Bowling	Athletics
RE	How can we make good choices?	How is new life welcomed?	How and why do people pray?	What did Jesus teach us and how did he live?	How can we look after our planet?	
PSHE	Boys, Girls and Families		Indoors and outdoors		What keeps me healthy?	What do we put into and onto our bodies?
Trips/visitors	Local area walk	Rothwell Park	Tempus Fugit Theatre Company	National Railway Museum	Chef/ Restaurant Visit	Rothwell Park

Note: This planner shows coverage of the National Curriculum for the specific year group over the year. Not all subjects receive the same amount of time each term.

LKS2 Long Term Planner Overview (Cycle A)

LKS2- Y3/4



Term / Subject	Autumn		Spring		Summer	
Class Book	The Sword and the Spear	The pebble in my pocket	How to Train Your Dragon		History: Smuggler's daughter	
English	Character description Setting description Narrative Poetry	Biography Non-fiction report Poster	Character profiles Poem to story Newspaper Leaflet	Poetry Animation into narrative Local area booklet	Instructional writing Grammar focus News report	Extended narrative Riddles
Y3 Mathematics	Place Value Addition and Subtraction Multiplication and division Further multiplication and division		Length Mass Volume Money Time		Pictograms and bar graphs Fractions Angles Lines and shapes Perimeter of figures	
Y4 Mathematics	Place Value Addition and Subtraction Multiplication and division Further multiplication and division Graphs		Fractions Time Decimals Money Length, mass and volume		Area and perimeter of figures Geometry Position and movement Roman numerals	
Science	Animals including humans	Rocks and Soils	Forces and Magnets		Plants reproduction	Light-shadows
Computing	Data and Information- Branching databases	Creating Media- Audio production	Data and Information- Data Logging	Programming A: Sequencing sounds	Creating Media- Photo editing	Programming B: Repetition in games
Design Technology	D.T: Stone Age Traps (Hinges/Design focus)		D.T: Computer Aided Design Designing and evaluating a Viking rune door sign		D.T: Food Technology. Making bread (linked to RE topic)	
History	Stone Age and Iron Age		Vikings, Anglo Saxons and Scots	Crime and Punishment		
Geography		Volcanoes and Earthquakes			Climate and Weather	UK waterways
Art & Design		Art: 3D Modelling- Making volcanoes		Art: Artist Study- David Hockney (Local links)		Art: Sketching Skills using photos as a stimulus- pastels/watercolours?

Note: This planner shows coverage of the National Curriculum for the specific year group over the year. Not all subjects receive the same amount of time each term.

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 TTime Unit / Year 4 TTime Unit + Whole Class Lesson: Class 3
PE	Complete PE- Mindfulness/Handball	Complete PE- Handball/Bridges	Complete PE- Wild animals/Problem solving	Complete PE- Dodgeball/Hockey	Complete PE- WW2/Dodgeball	Complete PE- Throwing & Jumping/Rounders
RE	<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
PSHE		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
MFL	Y3 Time to Eat		Y3 People Around Me		Y3 Tell Me When	
Trips/visitors			Y4: Whitby		Visit to local waterways- Oulton Beck, Canal and St. Aiden's- photos/stimulus for artwork	

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Long Term Planner Overview (Cycle B)

LKS2- Y3/4



Term / Subject	Autumn		Spring		Summer	
Class Novel						
English	Narrative Poetry Reports	Narrative project Writing to persuade	Narrative Letters Grammar skills	Non-chronological report Character description Poetry Suspense writing	Fantasy story Skills week Biography Report Poster	
Y5 Mathematics	Place Value Addition and Subtraction Multiplication and division Further multiplication and division		Length Mass Volume Money Time		Pictograms and bar graphs Fractions Angles Lines and shapes Perimeter of figures	
Y6 Mathematics	Place Value Addition and Subtraction Multiplication and division Further multiplication and division Graphs		Fractions Time Decimals Money Length, mass and volume		Area and perimeter of figures Geometry Position and movement Roman numerals	
Science	Animals including Humans	States of Matter	Electricity	Living Things and Habitats	Sound	
Computing	Computing Systems and Networks- Connecting computers	Programming A: Events and actions in programs	Creating Media: Stop frame animation	Computing Systems and Networks- The internet	Creating Media: Desktop Publishing	Programming B: Repetition in shapes
Design Technology		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)	
History	Baghdad		Romans		Numbers through time	

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Geography		Mountains		UK and Counties		Around the world: Comparison between UK and China
Art & Design	Geometric Art (Printing)			Artist Study- Juan Miro: Line/form/space		Paining skills linked to different art types from around the world/cultures. Study of different styles
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
PE	Invasion Games – Basketball / Striking and Fielding – Baseball	Gymnastics / Dance	Gymnastics / Dance	Net/Wall – Badminton / Striking and Fielding – Rounders	Net/Wall – Volleyball / Athletics	Athletics / Invasion Games – Lacrosse
RE	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 <u>country</u> ?
PSHE	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	
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.	
Trips/visitors	Thackray Medical Museum			Y4: Whitby		

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Long Term Planner Overview (Cycle A)

UKS2- Y5/6



Term / Subject	Autumn		Spring		Summer	
Class Novel	Street Child	The Explorer	The Explorer	The boy who biked the world	Secrets of a sun king	
English	<ul style="list-style-type: none"> Diaries linked to Street Child A letter to Lord Shaftesbury stopping child labour Turning the Jabberwocky poem into narrative 	<ul style="list-style-type: none"> Turning the Jabberwocky poem into narrative. Balanced Argument on deforestation Poetry 	<ul style="list-style-type: none"> Adventure narratives Biographies on David Attenborough Persuasive writing around climate change 	<ul style="list-style-type: none"> Road safety advert Information leaflet linked to our History topic Poetry Week 	<ul style="list-style-type: none"> Egyptian Cinderella Howard Carter diary Instructional text decided by pupils 	<ul style="list-style-type: none"> Short, scary stories Persuasion writing about selling the school field Newspaper report on the summer fayre. Description writing linked to literacy shed video
Y5 Mathematics	Place Value Addition and Subtraction Further Multiplication and division Word Problems Graphs		Fractions Decimals Percentage Geometry		Position and movement Measurements Area and perimeter Volume Roman Numerals	
Y6 Mathematics	Place Value Calculations Fractions Decimals		Measurements Percentages Ratio Algebra Area and Perimeter Properties of shape		Position and Movement Graphs and Averages Negative Numbers Volume Properties and Shape Position and Direction	
Science	Humans/Animals Circulatory system	Living Things and their habitats	Adaptation and Revolution		Light	Electricity
Computing	Data and Information- flat-file databases	Creating Media- Video production	Data and Information- Spreadsheets	Programming A: Selection in physical computing	Creating Media- webpage creation	Programming B: variables in games
Design Technology		Moving Toys	Food Tech – Vegie Lasagne			Bridges – Structures
History	Education Through time			Local transport	Ancient Egypt	
Geography		The Americas	Climate change and Pollution			Changes to Leeds and the UK

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Art & Design	Alma Thomas/Kadinski (Artist Study)	Lowry (Artist Study)		3D Models	Printing	
Music	Keeping Healthy	Our Community	Solar System	Life Cycles	At the Movies	Celebration
PE	Handball Health related exercises	Handball Dance	Dance OAA	Tag Rugby Badminton	Badminton Gymnastics	Athletics Cricket
RE	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?	
PSHE		Keeping safe (Y5 and Y6) and RSE		Identity, Society and Equality (Y5)		Identity, Society and Equality (Y6)
MFL	About Me		Eating Out		My World	
Trips/visitors	Ingleborough	Armley Mills??				

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UKS2 Long Term Planner Overview (Cycle B)

UKS2- Y5/6



Term / Subject	Autumn		Spring		Summer	
Class Book	London Eye Mystery	Kensuke's Kingdom	Rose Blanche/ Letters from the Lighthouse		Wolf Widler	
English	<ul style="list-style-type: none"> Police report linked to 'London Eye Mystery' Newspapers linked to 'London Eye Mystery' 	<ul style="list-style-type: none"> Balanced argument linked to sailing around the world Ships Log linked to Kensuke's Kingdom Letters linked to being shipwrecked on an island 	<ul style="list-style-type: none"> Postcards linked to Goodnight Mr Tom Biographies on Ursula Rhodes Rose Blanche Extended Narrative 	<ul style="list-style-type: none"> Rose Blanche Extended Narrative Myths and Legends linked to Ancient Greece 	<ul style="list-style-type: none"> Myths and Legends linked to Ancient Greece Non-Fiction piece linked to our Science topic 	<ul style="list-style-type: none"> Non-Fiction writing linked to our Geography topic 'Interconnected World' Superhero comics
Y5 Mathematics	Place Value Addition and Subtraction Further Multiplication and division Word Problems Graphs		Fractions Decimals Percentage Geometry		Position and movement Measurements Area and perimeter Volume Roman Numerals	
Y6 Mathematics	Place Value Calculations Fractions Decimals		Measurements Percentages Ratio Algebra Area and Perimeter Properties of shape		Position and Movement Graphs and Averages Negative Numbers Volume Properties and Shape Position and Direction	
Science	Animals including Humans (Y5)	Forces	Earth and Space	Living Things and Habitats	Properties and changes	Properties and changes
Computing	Computing Systems and Networks- Systems and searching	Programming A: Selection in quizzes	Creating Media: Introduction to vector graphics	Computing Systems and Networks- Communication and collaboration	Creating Media: 3D modelling	Programming B: Sensing Movement
Design Technology	Moving toys (Mechanisms)		Textiles			Motorised Cars
History	Journey of Migration		World War 2	Ancient Greeks		
Geography		North and South Pole			Interconnected Worlds (Physical)	Interconnected Worlds (Human)

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Art & Design		Water colours		Clay Pots	Digital Media	
Music	Joruneys	Class Awards	Growth	Roots	Worlds Unite	Moving On
PE	Basketball Health Related Exercises	Basketball Gymnastics	Dance Orienteering	Dodgeball Tennis	Tennis Dance	Athletics Cricket
RE	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?	Growing up and rites of passages
PSHE		Mental Health and emotional wellbeing (Y5+6)/RSE		Physical Health (Y5) + Drugs (Y5)	Careers, financial capability, economic wellbeing	Drugs/alcohol (Y6)
MFL	At the shops		Our Wonderful World		To the next adventure	
Trips/visitors						

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