

MIP Long Term Curriculum Plans 2023-2024

YR/1

	Autumn	Spring	Summer
Main Project	Dinosaur Planet History	Land Ahoy Geography & History	Street Detectives Geography
Memorable Experiences	Dinosaur visitors Autumn walk/ trail Church visits Cooking bread Fruit Kebab rockets Harvest Festival Christingle Remembrance Day Diwali Peter Pan theatre trip Christmas Nativity Performance	Lifeguard visit RNLI Visit Pirate Day Shrove Tuesday Chinese New Year National Story Telling Week 30/01 Maritime Museum Beach walk Rockpool Road Show	Signs of Spring – tadpoles/eggs/butterflies Ice cream at the park Family picnic Summer fayre performance Japanese garden centre visit Local community walk Forest school Growing plants
English genres	Narratives; fact files; Poetry; letter writing	Narratives; Instructions; information leaflet.	Narratives; poetry; diary entry.
Focus/high quality texts	<i>Little Girl, Big Dreams – Mary Anning.</i> <i>The Girl and the Dinosaur</i> The Colour Monster Non fiction animal books Only One You Elmer What Makes Me A Me? The Growing Story Diwali – Rama and Sita Don't Hog the Hedge Stickman Pumpkin Soup Whiffy Wilson the Wolf who wouldn't go to school. What makes me, me. Firework poetry Super, Duper you When a dragon goes to school Percy the park keeper – one snowy night Blue monster wants it all Meet the weather The Christmas Story	<i>Captain Cook (famous lives)</i> <i>Peter Pan.</i> Mixed Sharing a Shell Ten fat sausages Sally and the Limpet Billys Bucket Chicken Clickin Jesse and Friends watching book – PSHE/online safety Luna loves art Octopus Sockopus Whiffy Wilson the Wolf who wouldn't wash. Rainbow fish The Snail and the Whale Mr Wolfs Pancakes My First Chinese New Year Heroes who help us from around the world Real Superheroes My Daddy is a Nurse	<i>The Town Mouse and the Country Mouse</i> <i>Paddington's guide to London.</i> <i>Meerkat Mail</i> The Very Hungry Caterpillar Lola Plants a Garden Ten Seeds Tadpoles promise TAD Supertato The three little yogis and the wolf who lost his breath The Runaway Pea The Extraordinary Gardener Squishy McFluff The Body Book Non-fiction books on Lifecycles Theres a house inside my Mummy And Tango makes three We are all welcome Theres a rangtan in my bedroom Rosie learns about transition The cautious caterpillar Michael Rosen poetry
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .		
Communication and Language	Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people. Follow instructions (settling in, putting my things away. Social snack – with KS1 Develop key vocabulary Discovering Passions	Using language well Ask's how and why questions... Retell a story with story language Remember key points from a story Ask questions to find out more and to check they understand what has been said to them. I can describe special events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Learn and recite, poems and songs: rhyme of the week Listen to, engage in and talk about non-fiction Using the iPad to take a photograph Describe events in some detail: farm trip, frog life cycle Snack and Chat Develop vocabulary: Word of the week. Similarities and differences between things in the past and now (seaside, local area, school, street detectives) Talk about the experiences I have had at different points in the school year (end of year video).

WellComm, EYFS productions.	<p>Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. WellComm Focus</p> <p>RWInc sounds and word time. Familiar stories and nursery rhymes T4W units Story telling Circle time activities Seasons Bonfire night – Poetry Christmas- The Christmas Story & letters to Father Christmas.</p>	<p>Snack and Chat – With KS1 Develop key vocabulary Reciting poems and songs Learn and recite, poems and songs Tell me a story - retelling stories: talk for writing Articulate a life cycle I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more Talking Table Snack and Chat – With KS1 outside WellComm Focus</p>	WellComm Focus
Narrative T4W text	<p>The Little Green Dinosaur (4 weeks)</p> <p>My imaginary dinosaur fact files (2 weeks).</p> <p>Firework acrostic poetry</p> <p>The Little Red Hen (4 weeks) Letter Writing (2 weeks)</p>	<p>The Night Pirates (4 weeks)</p> <p>How to catch a pirate! (2 weeks)</p> <p>Rainbow fish (4 weeks)</p> <p>How to be a good friend – information leaflet (2 weeks)</p>	<p>We're going on a Bear Hunt (4 weeks)</p> <p>Michael Rosen poetry</p> <p>Little Red Riding Hood (4 weeks)</p> <p>Little Red Riding Hood Character diary entries (2 weeks)</p>
Yr 1 English Writing	Narrative, Fact file, Poetry	Description, Instructions and Information Leaflet	Narrative, Poetry, Diary Entry
PSED	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>		
PHSE/PSED	<p>Me and My Relationships What makes me special People close to me Getting help</p> <p>Class rules: Behavioural expectations in the class/boundaries set Class rules</p> <p>Valuing Differences Similarities and difference Celebrating difference Showing kindness</p> <p>I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on.</p>	<p>Keeping Myself Safe Keeping my body safe Safe secrets and touches People who help to keep us safe</p> <p>Oral hygiene: teeth cleaning linked to the dental nurse Handwashing</p> <p>Rights and Responsibilities Looking after things: friends, environment, money</p> <p>Healthy eating: Make a healthy snack</p>	<p>Being My Best Keeping by body healthy – food, exercise, sleep Growth Mindset</p> <p>Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)</p> <p>Growing and Changing Cycles Life stages Girls and boys – similarities and difference Transition into Year 1 Year 1 readiness</p>

<p>British Values</p>	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p> <p>Mutual Tolerance Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p> <p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p> <p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
<p>PE</p>	<p>Multi-Skills Body parts and their functions Boot camp</p> <p>Story Time Dance Healthy minds, emotions and goals Mighty movers</p>	<p>Groovy gymnastics Hygiene, medicine and exercise Skip to the beat</p> <p>Brilliant Ball Skills Body protectors and body changes Gymfit Circuits</p>	<p>Throwing and Catching Relationships with others, and opinions Cool core (strength)</p> <p>Active Athletics Diet and Vitamins Fitness frenzy</p>
<p>Physical Development</p> <p>We aim to: Develop a love of physical activity for life Develop the physical literacy journey in all learners Further enhance social, emotional and physical wellbeing in all children Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Half termly name writing self portrait assessment. Dough gym.</p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on. Putting a coat, using gross motor skills to put clothes on and take them off.</p> <p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p> <p>Funky fingers/ Pen disco Storycises Multi-skills Story time Dance Gross and fine motor skills</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p> <p>Pen Disco Storycises Groovy gymnastics Brilliant ball skills Gross and fine motor skills</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle</p> <p>Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego</p> <p>Pen Disco Storycises Throwing and Catching Active Athletics Gross and fine motor skills</p>

<p>EYFS Literacy</p> <p>Our aims: To provide each child with the opportunity to become a master and lover of English. By providing an engaging, progressive English curriculum, each child will be able to achieve to their full potential.</p> <p>Comprehension - Developing a passion for reading Children will visit the library weekly</p> <p>Word Reading Phonics daily sessions. Follow RWInc scheme.</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>		
	<p>I can show a preference for a book, song or rhyme.</p> <p>I can talk about events and characters in a story read to me. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes</p>	<p>I can show interest and answer simple questions about the text I use words that I know to check my reading makes sense</p> <p>I can demonstrate understanding when talking about what I have read I can repeat words or phrases to check my reading</p>	<p>I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors I know that illustrations can help me make sense of my reading</p> <p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p>
	<p>RWINC: Phonics Sounds</p> <p>I can handle books correctly and follow print left to right, top to bottom I can locate the title I can segment and blend words orally I can recognise words that rhyme I can Link most sounds to letters I am beginning to blend and segment in order to read vc and cvc words.</p> <p>I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print I can read words including some tricky words</p>	<p>Phonic Sounds: RWINC</p> <p>I can locate and recall the title I can read with 1-1 correspondence I can read some common irregular words (Phase2/3) I can link all sounds to letters I can solve simple words by blending sounds and I check what I read makes sense and sounds right I can read and understand simple sentences I can use phonic knowledge to read and decode regular words I can read all Phase 2 words I can read some of Phase 3 words</p>	<p>Phonic Sounds: RWINC</p> <p>I can read phase 3 words (decodable and tricky) I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency End of term assessments Transition work with Year 1 staff</p>
<p>EYFS Literacy/Writing</p>	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds and simple captions. Firework writing Use initial sounds to label characters / images. Silly soup. Names Labels. Writing for a purpose in role play - Christmas Set 1 sound writing – introduce to writing set 2 including writing CVC words, Labels using CVC, CVCC, CCVC words. Recount, Labelling Talk for writing block Story scribing. Retelling stories Letter writing (to Santa)</p>	<p>Set 2 sound writing – writing CVC, CCVC and special friends Exciting adjectives 'Wow words'- Rainbow fish Rhyming words/sentences Instructions Name writing first and last name Captions Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, Beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Writing tricky words such as I, me, my, to, the.</p>	<p>Creating own story maps, writing captions and labels, Writing simple sentences that can be read them themselves and others. Writing short sentences to accompany story maps. Writing simple sentences -plan my day Labels and captions – life cycles Character descriptions. Order the Easter story Non fiction – Michael Rosen poetry writing Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description –Town mouse, country mouse</p>
<p>EYFS Maths WR</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent</p>		

<p>The mathematics curriculum at Mawgan School has been designed to ensure that children possess the skills and knowledge that will affect them positively in their lives. Concepts are taught in blocks and have been carefully sequenced to enable learners to make connections.</p>	<p>and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>		
	<p>Math, sort and compare Talk about measure and patterns It's me 1,2,3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides</p>	<p>Alive in 5 Mass and capacity Growing 6,7,8 Length, height and time Building 9 and 10 Explore 3D shapes</p>	<p>To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, map and build Make connections</p>
	<p>Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen) Subitise (Explore the composition of numbers to 10)—0-3 building to 0-5 Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers Count Beyond 10—Count up 20 and back from 10. Compare Numbers—Collections of objects to count (differing sizes) Use vocabulary: more than, less than Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 5 (working wall display) Continue, Copy and Create Repeated Patterns—AB <i>Shape - Name 2D shapes and their properties.</i></p> <p>Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen) Subitise (Explore the composition of numbers to 10)—0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers Count Beyond 10—Count up 20 and back from 10. Compare Numbers—Collections of objects to count (differing sizes) Use vocabulary: more than, less than, fewer, the same as, greater, equal to Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 10 (working wall display) Compare Length Weight and Capacity Continue, Copy and Create Repeated Patterns—ABB <i>Shape - Name 2D shapes and their properties. Link to CP objective.</i></p>	<p>Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen) Subitise (Explore the composition of numbers to 10)—0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers Count Beyond 10—Count up 30 and back from 20. Compare Numbers—Collections of objects to count (differing sizes) Use vocabulary: more than, less than, fewer, the same as, greater, equal to, Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 15 (working wall display) Compare Length Weight and Capacity Continue, Copy and Create Repeated Patterns—ABBC <i>Shape - Compose and decompose shapes so that children recognise a shape can other shapes within it (just as numbers can)</i></p> <p>Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen) Subitise (Explore the composition of numbers to 10)—0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers Count Beyond 10—Count up 30 and back from 20. Compare Numbers—Distribute items evenly (sharing) Use vocabulary: more than, less than, fewer, the same as, greater, equal to, share, fair Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 20 (working wall display) different conceptual</p>	<p>Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen) Subitise (Explore the composition of numbers to 10)—0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers Count Beyond 10—Count up 50 and back from 20. Compare Numbers—Distribute items evenly (sharing), odds, evens and doubles. Use vocabulary: more than, less than, fewer, the same as, greater, equal to, share, fair Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—different conceptual variation (e.g. tens frames, PPW, numicon etc) Compare Length Weight and Capacity <i>Shape - Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.</i></p> <p>Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen) Subitise (Explore the composition of numbers to 10)—0-3 building 0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers Count Beyond 10—Count up 50 and back from 20. Compare Numbers—Distribute items evenly (sharing) Use vocabulary: more than, less than, fewer, the same as, greater, equal to, share, fair Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—different conceptual variation (e.g. tens frames, PPW, numicon etc) Oral—quick recall and Numbots Compare Length Weight and Capacity Continue, Copy and Create Repeated Patterns <i>Shape - Explore how shapes can be combined to make new shapes, e.g. 2</i></p>

		variation (e.g. tens frames, PPW, numicon etc) Compare Length Weight and Capacity Shape - Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes	<i>triangles make a square. Notice 2D shapes in 3D Shapes</i>
Maths WR Year 1	Place Value (within 10) Addition and Subtraction (within 10) Shape	Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50) Length and Height Mass and Volume	Multiplication and Division Fractions Position and Direction Place Value (within 100) Money Time
Y1 Science	Humans & Animals; Seasonal changes	Use of everyday materials	Plants
Geography	Locational knowledge – Animal extinction Human and Physical Geography- Jurassic Coast	Human and physical Geography Coastlines	Place Knowledge Maps and plans
History	Significant individual- Mary Anning. Events beyond our living memory- The extinction of the dinosaurs.	Captain James Cook- Learn about the lives of significant individuals in the past who have contributed to national and international achievements.	Homes and shops – then and now. Learn about changes within living memory.
EYFS Understanding the World; The Natural World	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.		
	Humans & Animals Seasons	Materials	Plants
	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me Name parts of my body. Show interest in the lives of other people who are familiar to me Recognise that people have different beliefs and celebrate special times in different ways Talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Show an interest in different occupations and ways of life Talk about things I have observed such as animals Show care for living things (babies/pets) Ask questions about aspects of my familiar world such as the place where I live or the natural world. Changes in the natural world Guy Fawkes: compare and contrast character from stories, including figures from the past Talk about significant events in my own experience Talk about why things happen: making bread Recognise and describe special times or events for family or friends	Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Celebrate Chinese New year Recognising that people have different beliefs Respecting difference Talk about lives of people around us Talk about experiences at different points in the year (class calendar for each month) Changing seasons: winter Ice experiments Knowing there are different countries in the world (China) Understand the effects of changing seasons on the world around me Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? Describe special events (Easter) Growth & Change: frog life cycle Materials: Floating / Sinking – boat building Metallic / non-metallic objects	Growth & Change: butterfly life cycle I can show care and concern for living things in the environment Develop an understanding of growth, decay and changes over time Talk about some of the things I have observed such as plants, animals, natural and found objects Draw a simple map Google earth Similarities and differences between countries/environments/Africa/Animals using Streets/ Seaside long ago – Magic Grandad compare and contrast past and present Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Draw information from a simple map Talk about ways in which I can look after the environment Street detective maps (maps of school to find treasure) Describe what a plant needs to grow (growing the beanstalk) Understand the key features of the life cycle of a plant and animal

EYFS RE Cycle A	Being Special: where do we belong? F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas ?	What times/stories are special and why? F3 SALVATION: Why do Christians put a cross in an Easter garden?	F1 GOD/ CREATION: Why is the word 'God' so important to Christians? What places are special and why?
Yr1 RE Cycle A	1.2 CREATION: Who Made the World? Harvest . What does it mean to belong to a faith community? Christmas	1.1 GOD: What do Christians believe God is Like? Who is Jewish and how do they live? (PART 1) Easter	Who is Jewish and how do they live? (PART 2) How should we care for the world and for others, and why does it matter?
Expressive arts and Design; Music <i>Art has the power to transform, to illuminate, to educate, to inspire and motivate. We aim to: Develop a love of Music and provide an understanding of this universal language. Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Work will be displayed in the classroom lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	The development of children's artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.		
	I've got a grumpy face The Sorcerer's Apprentice Witch, witch Row, row, row Artist: Anthony Gormley Join in with songs Beginning to mix colours Build stories around toys (small world) use available props to support role play Build models using construction equipment. Junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing To draw a self-portrait (enclosing lines): draw definite features Feelings: taking photos of children acting out emotions Invent, design and create a new toy Use different textures and materials to make firework pictures Listen to music and make their own dances in response. Watch performances: ballet, musical, orchestra Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue Role Play of The Nativity Music: Christmas Songs	Bird spotting: Cuckoo polka Shake my sillies out Up and down Five fine bumble bees Artist: Carolyn Saxby I can explore how colour can be changed I can talk about a famous artist. Building bats - choosing 3D recycling shapes / different methods of attachment. Making lanterns, Chinese writing, puppet making, Chinese music and composition I can recognise, create and describe pattern: fruits and veg I can combine media to make a collage Junk modelling, houses, bridges boats and transport. Provide children with a range of materials for children to construct with. Create collaboratively: making 3d ladybird shells: papier mache: working in pairs	Down there under the sea Listen 3 Slap clap clap Bow, bow, bow Belinda Artist: John Dyer/ Van Gogh I can talk about a famous artist. Make Van Gogh starry night: Produce a piece of artwork using an artists style as a stimulus Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Mother's Day crafts Artwork themed observation drawings of plants, flowers, fruit and veg. Making fruit kebabs Encourage children to create their own music. Easter crafts printing, patterns on Easter eggs Rubblings of leaves/plants Andy Goldsworthy natural art Flower tile- clay Drama conventions through literacy Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father's Day Crafts Making boat models from recycled materials: link to keeping our sea clean Using clay to make a coil snail (link to the snail and the whale) Drama conventions through literacy
Year 1 A&D	Anthony Gormley Collage 3D form	Carolyn Saxby Textiles Printing	John Dyer/ Van Gogh Drawing Painting
D&T	Cooking and Nutrition	Investigate moving mechanisms of a boat - design and make boats.	Construction – model making
Music Cycle A	Menu song Colonel Hathi's March Magical musical aquarium	Football The sea: 'Dawn' from Sea Interludes	Dancing and Drawing to Nautilus Cat and Mouse Come Dance with me

		Musical conversations (Coming Jan-22)	
EYFS Barefoot Computing Our aim is to: Provide pupils with opportunities to build creativity whilst developing their skills in computational thinking.	Awesome Autumn Winter Warmers Online/ Internet safety	Boats Ahoy Springtime Online/ Internet safety	Busy Bodies Summer Fun Online/ Internet safety
	Identify everyday technology: links to technology at home Make marks on a digital device to communicate their ideas : Kinsky Art- i-pads (music to art) link colour monster. Screenshot using the home and lock buttons Understand the basic functions of an iPad (home button, lock button and volume buttons To know that ICT may be used to communicate information electronically To know that digital devices can present information in a variety of ways To navigate their way around an iPad and operate several apps confidently	Use a range of devices to record information in a range of formats (text, image, sound) Use a range of devices to record information in a range of formats (text, image, sound) Vlog- oracy link. Document changes- tadpoles/ plants/ weather	Identify how technology is used to share information (Google Maps) To know that information may be stored on a digital device - explore a website
Yr 1 Computing Cycle A	Technology around us Digital painting Internet safety	Moving a robot Introduction to animation Internet safety	Grouping DATA Digital writing Internet Safety