

Spring 1	EYFS 1	EYFS 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mathematics	<p>Theme On the Farm</p> <p>Compare amounts using words like lots, more and same. Say some number names in sequence. Compare sizes and using gesture and mathematical language- bigger/little/smaller, high/low, etc.</p> <p>Experiment with marks to represent numbers. Explore and talk about 2D & 3D shapes using mathematical language e.g. sides/corners/straight/flat. Make comparisons between objects relating to size, length, weight and capacity. Subitise-recognise numbers on a dice without counting them.</p> <p>Count claps, jumps and steps. Notice and find shapes in the environment.</p>	<p>Theme: Explorers</p> <p>White Rose Phase 4: None the number White Rose Phase 5: Growing</p>	<p>Place Value within 20 and 50</p> <p>Addition and Subtraction</p>	<p>Multiplication and Division</p>	<p>Addition and Subtraction</p> <p>Multiplication and Division</p>	<p>Multiplication and Division</p> <p>Fractions</p>	<p>Fractions A</p> <p>Multiplication Multiples/factors/common multiples/common factors/factor pairs/Prime numbers/prime factors/composite numbers/square numbers/cube numbers</p>	<p>Place Value (decimals and \times and \div 10,100,1000)</p> <p>Measures</p> <p>Area and Perimeter</p> <p>Fractions and decimals</p>

<p>History</p>	<p>Viron Theme: On the Farm. Talk about previous special events or experiences.</p>	<p>Theme: Explorers History of Space - first man on the Moon, Solar System - characters from the past History of Toys - identifying old toys/ materials</p>			<p>Romans. What did the Romans do for us?</p>	<p>Romans. What did the Romans do for us?</p>	<p>The Shang Dynasty How do we know the Shang Dynasty existed? How do we know out about the distant past?</p>	
<p>Geography</p>	<p>Theme: On the Farm Look for patterns we can see in the environment.</p>	<p>Theme: Explorers China - locating China on the Map/ similarities/ differences between our countries Draw information from simple maps Changes in Seasons - Winter</p>		<p>Where does our food come from?</p>	<p>Megacities. Why do so many people live in megacities?</p>	<p>Why are jungles so wet and deserts so dry?</p>		
<p>Science</p>	<p>Theme: On the Farm Explore and be curious about the world around us</p>	<p>Theme: Explorers</p>	<p>Everyday materials What is the best</p>	<p>Uses of every day materials</p>	<p>Rocks and soils</p>		<p>Animal & Plant Life Cycles Do all living things reproduce in the same way?</p>	<p>Electricity What can we do with electricity?</p>

	<p>through bug hunts, looking closely at materials, splashing in puddles and standing in the rain with umbrellas.</p> <p>Notice and talk about interesting things that we find in the world around us. Explore collections of materials with similar and different properties.</p> <p>Plant seeds and observe them changing.</p>	<p>Big Garden Bird Watch - identifying birds. Parts of birds and other animals.</p> <p>Life cycle- eggs and chicks.</p> <p>Different animal groups.</p>	<p>material for the job?</p>	<p>Why do we decide on a material?</p>	<p>Are all rocks and soils the same?</p>			
<p>Music</p>	<p>Theme: On the Farm</p> <p>Enjoy and take part in action songs e.g. twinkle twinkle little star.</p> <p>Respond to music/sounds and express your thoughts and feelings. Play instruments with increasing control to express feelings and ideas.</p>	<p>Theme: Explorers</p> <p>Charanga ACEV sessions</p>	<p>In the Groove.</p>	<p>How does music make the world a better place?</p>		<p>How does music connect us with our past?</p>	<p>Classroom Jazz</p>	
<p>Art and Design Tadpoles Frogs</p>	<p>Theme: On the Farm</p> <p>Explore paint using brushes and other tools. Start to make marks intentionally.</p>	<p>Theme: Explorers</p> <p>Watercolour painting birds.</p>	<p>Playful Making Exploring materials and intention</p>	<p>Being an Architect Exploring architecture and creating</p>	<p>Telling Stories through Drawing and Making</p>	<p>The Art of Display Explore how the way we display our work can</p>	<p>Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.</p>	<p>Brave Colour Exploring the work of installation artists who use light, form</p>

<p>Both- (Tadpoles & Frogs)</p>	<p>Add marks to drawings and give meaning to them e.g. 'that says Mummy'.</p> <p>Begin to develop stories using small world toys e.g. animals and people. Add detail to your drawings.</p>	<p>Chinese Dragons. 3D Telescopes.</p>	<p>through a playful approach.</p>	<p>architectural models.</p>	<p>Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p>	<p>affect the way it is seen. Create an artwork inspired by the idea of "Plinth".</p>		<p>and colour to create immersive environments. Creating 2 d or 3d models to share our vision of imagined installations with others.</p>
<p>Design Technology</p>	<p>Theme: On the Farm</p> <p>Begin to develop stories using small world toys e.g. animals and people.</p>	<p>Theme: Explorers</p> <p>Chinese Dragon Chinese food Clay hedgehogs/ spiders</p>		<p>Mechanisms- Making a Moving Monster</p>	<p>Structures- Constructing a Castle</p>		<p>Digital World- Monitoring Devices</p>	
<p>RE</p>	<p>Theme: On the Farm</p> <p>Chinese New Year</p> <p>Talk about previous special events or experiences.</p>	<p>Theme: Explorers</p> <p>What Places are Special and Why?</p>	<p>Jews Who is Jewish and how do we know?</p>	<p>Muslims Who is Muslim and how do they live?</p>	<p>Christians What is it like to follow God?</p>	<p>Hindus What is it like to be a Hindu in Britain today?</p>	<p>Christians God What does it mean if God is Holy and loving?</p>	<p>Christians Why do some people believe in God and some people not?</p>
<p>PE</p>	<p>Theme: On the Farm</p> <p>Gain confidence in using tricycles. Build independently with a range of construction resources.</p>	<p>Theme: Explorers</p> <p>Swimming Dance with Jo</p>	<p>Net and Wall Games Gymnastics</p>	<p>Multiskills Badminton</p>	<p>Hockey Gymnastics</p>	<p>High 5 Netball Basketball</p>	<p>Football Volleyball</p>	<p>Hockey Gymnastics</p>

	<p>Use one handed tools e.g. scissors to make snips in paper and other materials. Develop physical skills when using bikes and scooters. Practise putting on your own socks. Develop fine motor skills to support pencil control.</p> <p>Explore a range of different ways of moving e.g. shuffling, twirling, sliding, hopping. Develop ball skills, including kicking, throwing and catching.</p>							
Computing				Robot Algorithms	Programming A- Sequence in Music	Datalogging	Digital Monitoring Devices	
Life Skills	<p>Theme: On the Farm</p> <p>Express preferences and decisions and try new things Grow in independence and gain self help skills eg feeding and dressing yourself Become more outgoing with unfamiliar people in the safe context of the school eg meeting staff</p>	<p>Theme: Explorers</p> <p>Express their feelings and consider the feelings of others.</p> <p>Build constructive and respectful relationships.</p>	Health and Wellbeing	Citizenship		Safety and the Changing Body	Citizenship	Safety and the Changing Body

PARCC VIRTUES- ASPIRATIONAL, RESILIENT AND CHALLENGE SEEKING, CARING AND COLLABORATIVE, CREATIVE AND CURIOUS

	<p>from around school and visitors</p> <p>Play with others, extending and elaborating play ideas</p> <p>With support, learn ways to accept the needs of others and give comfort to those that are upset</p> <p>Encourage/allow others to join in with your games</p>	<p>Identify and moderate their own feelings socially and emotionally.</p>						
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