

Prime Areas and Specific Areas	Early Years Foundation Stage 1 [Nursery]	Early Years Foundation Stage 2 [Reception]
Communication and Language	Listening & Attention Understanding Speaking	Listening & Attention Understanding Speaking
Physical development	Moving and handling Health and self-care	Moving and handling Health and self-care
Personal, social and emotional development	Self-confidence and self-awareness Managing feelings and behaviour Making relationships	Self-confidence and self-awareness Managing feelings and behaviour Making relationships
<i>Literacy</i>	Reading Writing	Reading Writing
<i>Mathematics</i>	Numbers Shape Space & Measures	Numbers Shape Space & Measures
<i>Understanding the World</i>	People and communities The world Technology	People and communities The world Technology
<i>Expressive arts and design</i>	Exploring and using media and materials Being imaginative	Exploring and using media and materials Being imaginative

	Year 1 [KS1]	Year 2 [KS1]	Year 3 [KS2]	Year 4 [KS2]
English	<p>Year group plan</p> <p>Spoken language</p> <p>Reading [word reading and comprehension] into writing [transcription, handwriting, composition, vocabulary/ grammar/ punctuation] -</p> <p>[Fiction] Stories with familiar settings. Stories from other cultures/ predictable & patterned language. Traditional and fairy tales. Stories about fantasy worlds.</p> <p>[Non-fiction] Labels, list and captions. Instructions [persuasion]. Recount [dictionaries]. Information texts. Recount [fact & fiction].</p> <p>[Poetry] Using the senses. Rhyme and pattern. Poems on a theme.</p> <p>Appendix 1 - Spelling/ Word list.</p> <p>Appendix 2 - Vocabulary, grammar and punctuation.</p> <p>Glossary.</p>	<p>Year group plan</p> <p>Spoken language</p> <p>Reading [word reading and comprehension] into writing [transcription, handwriting, composition, vocabulary/ grammar/ punctuation] -</p> <p>[Fiction] Stories with familiar settings. Traditional tales. Different stories by the same author. Extended stories and significant authors.</p> <p>[Non-fiction] Instructions. Explanations. Information texts. Non-chronological texts.</p> <p>[Poetry] Patterns on the page. Really looking. Silly Stuff.</p> <p>Appendix 1 - Spelling/ Word list.</p> <p>Appendix 2 - Vocabulary, grammar and punctuation.</p> <p>Glossary.</p>	<p>Year group plan</p> <p>Spoken language</p> <p>Reading [word reading and comprehension] into writing [transcription, handwriting, composition, vocabulary/ grammar/ punctuation] -</p> <p>[Fiction] Stories with familiar settings. Myths, Legends, Fables and Traditional tales. Adventure and Mystery stories. Authors and letters. Dialogue and plays.</p> <p>[Non-fiction] Reports. Instructions. Information texts.</p> <p>[Poetry] Poems to perform. Shape poems and Calligrams. Language play.</p> <p>Appendix 1 - Spelling/ Word list.</p> <p>Appendix 2 - Vocabulary, grammar and punctuation.</p> <p>Glossary.</p>	<p>Year group plan</p> <p>Spoken language</p> <p>Reading [word reading and comprehension] into writing [transcription, handwriting, composition, vocabulary/ grammar/ punctuation] -</p> <p>[Fiction] Stories with historical settings. Stories set in imaginary worlds. Stories from other cultures. Stories that raise issues or dilemmas. Narrative plays.</p> <p>[Non-fiction] Recounts - newspaper and magazines. Information texts. Explanation. Persuasion.</p> <p>[Poetry] Creating images. Exploring form.</p> <p>Appendix 1 - Spelling/ Word list.</p> <p>Appendix 2 - Vocabulary, grammar and punctuation.</p> <p>Glossary.</p>
Maths	<p>Year group plan.</p> <p>Number and place value; addition and subtraction; multiplication; fractions; measurement; geometry [properties of shapes and position of shapes].</p> <p>Appendix 1.</p>	<p>Year group plan.</p> <p>Number and place value; addition and subtraction; multiplication; fractions; measurement; geometry [properties of shapes and position of shapes]; statistics.</p> <p>Appendix 1.</p>	<p>Year group plan.</p> <p>Number and place value; addition and subtraction; multiplication; fractions; measurement; geometry [properties of shapes]; statistics.</p> <p>Appendix 1.</p>	<p>Year group plan.</p> <p>Number and place value; addition and subtraction; multiplication; fractions including decimals; measurement; geometry [properties of shapes and position and direction]; statistics.</p> <p>Appendix 1.</p>
Science	<p>Working Scientifically - observing closely; performing tests; identifying and classifying; recording findings.</p> <p>Plants.</p> <p>Animals including humans.</p> <p>Everyday materials [classifying and grouping].</p>	<p>Working Scientifically - observing closely; performing tests; identifying and classifying; recording findings.</p> <p>Plants.</p> <p>Animals including humans.</p> <p>Living things in their habitats.</p>	<p>Working Scientifically - planning; obtaining and presenting evidence; considering and evaluating.</p> <p>Plants.</p> <p>Animals including humans</p> <p>Rocks.</p> <p>Light.</p>	<p>Working Scientifically - planning; obtaining and presenting evidence; considering and evaluating.</p> <p>Animals including humans.</p> <p>Living things in their habitats.</p> <p>States of matter.</p> <p>Sound.</p>

	Seasonal changes.	Uses of everyday materials - classifying and grouping; changing materials.	Forces and magnets.	Electricity.
Computing	[Tim Berners-Lee] Understand and apply principles and concepts of computer science; analyse and solve computer problems; evaluate and apply information technology; competent, confident, responsible, and creative users of information technology; use information technology safely and respectfully. Algorithms & Programs; Data Retrieving & Organising; Communicating; E-safety.	[Tim Berners-Lee] Understand and apply principles and concepts of computer science; analyse and solve computer problems; evaluate and apply information technology; competent, confident, responsible, and creative users of information technology; use information technology safely and respectfully. Algorithms & Programs; Data Retrieving & Organising; Communicating; E-safety.	Understand and apply principles and concepts of computer science; analyse and solve computer problems; evaluate and apply information technology; competent, confident, responsible, and creative users of information technology; use information technology safely and respectfully. Algorithms & Programs; Data Retrieving & Organising; Communicating; Using the Internet; Databases; Presentations; E-safety.	Understand and apply principles and concepts of computer science; analyse and solve computer problems; evaluate and apply information technology; competent, confident, responsible, and creative users of information technology; use information technology safely and respectfully. Algorithms & Programs; Data Retrieving & Organising; Communicating; Using the Internet; Databases; Presentations; E-safety.
History	Changes within living memory; events beyond living memory; lives of significant individuals; significant historical events. Kings and Queens - Elizabeth 1 st / Queen Victoria. Inventors - William Caxton/ First aeroplane flight. Mary Seacole/ Edith Cavell/ Florence Nightingale. [Guy Fawkes] Link to focus artist and composer.	Changes within living memory; events beyond living memory; lives of significant individuals; significant historical events. Great Fire of London. Explorers - Christopher Columbus/ Neil Armstrong [Moon landing]. Human Rights - Rosa Parks/ Emily Davison. Link to focus artist and composer.	Stone Age/ Bronze Age/ Iron Age - changes in Britain. Achievements of Early Civilisations- Egypt. Roman Empire. Link to focus artist and composer.	Anglo Saxons Settlements. Achievements of Early Civilisations - The Indus Valley. Ancient Greece. Link to focus artist and composer.
Geography	Locational knowledge; Place knowledge; Human and physical geography; Geographical skills and fieldwork. Link to History. Link to focus artist and composer. Where I live and somewhere abroad.	Locational knowledge; Place knowledge; Human and physical geography; Geographical skills and fieldwork. Link to History- Grace Darling. Link to focus artist and composer. Northumberland, UK and outside of Europe.	Locational knowledge; Place knowledge; Human and physical geography; Geographical skills and fieldwork. Link to focus artist and composer. UK & Europe.	Locational knowledge; Place knowledge; Human and physical geography; Geographical skills and fieldwork. Link to focus artist and composer. UK & Europe.

SDFS EYFS and NC 2014 map/ March 2014/ September 2015/ September 2018/ July 2020/ May 2022/ OWF

Art	Link to Humanities [History - Pieter Bruegel the Elder/ LS Lowry/ famous artists/ William Caxton]. Drawing/ Painting/ Printing/ Textiles/ 3D/ Collage/ Use of IT. Take One Picture.	Link to Humanities [History - Pieter Bruegel the Elder/ LS Lowry/ famous artists/ William Caxton]. Drawing/ Painting/ Printing/ Textiles/ 3D/ Collage/ Sketch Books/ Use of IT. Take One Picture.	Link to Humanities. Drawing/ Painting/ Printing/ Textiles/ 3D/ Collage/ Sketch Books/ Use of IT. Take One Picture.	Link to Humanities. Drawing/ Painting/ Printing/ Textiles/ 3D/ Collage/ Sketch Books/ Use of IT. Take One Picture.
D & T	Link to Humanities. Design; make; evaluate; technical knowledge; cooking and nutrition. Textiles; Mechanisms; Use of materials; Construction.	Link to Humanities. Design; make; evaluate; technical knowledge; cooking and nutrition. Textiles; Mechanisms; Use of materials; Construction.	Link to Humanities. Design; make; evaluate; technical knowledge; cooking and nutrition. Textiles; Electrical and mechanical components; Stiff and flexible sheet materials; Mouldable materials.	Link to Humanities. Design; make; evaluate; technical knowledge; cooking and nutrition. Textiles; Electrical and mechanical components; Stiff and flexible sheet materials; Mouldable materials.
Music	Singing; playing; listening and understanding; experimenting. Focus composer and period each term: Baroque, Classical, World Music. Link to Humanities.	Singing; playing; listening and understanding; experimenting. Focus composer and period each term: Baroque, Classical, World Music. Link to Humanities,	Singing; playing; listening and understanding; performing; improvise and compose; use notation; understand history of music. Focus composer and period each term: Romantic, Impressionist, World Music. Link to Humanities.	Singing; playing; listening and understanding; performing; improvise and compose; use notation; understand history of music. Focus composer and period each term: Romantic, Nationalism, World Music. Link to Humanities.
PE	Dance/ Gymnastics/ Games [Dance - link to music]	Dance/ Gymnastics/ Games [Dance - link to music]	Dance/ Gymnastics/ Games/ Athletics [Dance - link to music]	Dance/ Gymnastics/ Games/ Athletics [Dance - link to music]
RE	NCC Agreed Syllabus. Christianity/ Hinduism. **See RE map below.	NCC Agreed Syllabus. Christianity/ Hinduism	NCC Agreed Syllabus. Christianity/ Islam/ Hinduism.	NCC Agreed Syllabus. Christianity/ Hinduism/ Islam.
PSHE&C	See RSE & PSHE&C curriculum map below	See RSE & PSHE&C curriculum map below	See RSE & PSHE&C curriculum map below	See RSE & PSHE&C curriculum map below
MFL	Understand and respond to spoken language; speak with confidence and fluency; discover and explore languages. French.	Understand and respond to spoken language; speak with confidence and fluency; discover and explore languages. French.	Understand and respond to spoken and written language; speak with confidence, fluency and spontaneity; write for different purposes; discover and explore languages in detail. French.	Understand and respond to spoken and written language; speak with confidence, fluency and spontaneity; write for different purposes; discover and explore languages in detail. French.

RSE + PSHE&C curriculum map - tweaked and adjusted

	A1	A2	Sp1	Sp2	Su1	Su2
EY	PSED - All about me.		PSED - Being healthy.		PSED - Staying safe.	
1	What is the same and different about us? R	Who is special to us? R	What helps us stay healthy? HW	What can we do with money? LWW	Who helps to keep us safe? HW	How can we look after each other and the world? LWW
2	What makes a good friend? R	What is bullying? R	What jobs do people do? LWW	What helps us to stay safe? HW	What helps us grow and stay healthy? HW	How do we recognise our feelings? HW
3	How can we be a good friend? R	What keeps us safe? HW	What are families like? R	What makes a community? LWW	Why should we eat well and look after our teeth? HW	Why should we keep active and sleep well? HW
4	What strengths, skills and interests do we have? HW	How do we treat each other with respect? R	How can we manage our feelings? HW	How can our choices make a difference to others and the community? LWW	How can we manage risk in different places? HW	How will we grow and change? HW

R = Relationships; HW = Health & Wellbeing; LWW = Living in the Wider World.

RE Curriculum Map

KS1 - 36 hours KS2 - 39 hours	Autumn 1 Autumn 2	Spring 1 Spring 2	Summer 1 Summer 2
EYFS Christianity Hinduism Judaism	Hinduism - Divali - Unit 1 Hinduism - Lifestyles and Stories - Unit 2 & 3 Christianity - Christmas - Unit 5 - Who was born at Christmas? Why in a stable in Bethlehem?	Christianity - Easter - Unit 5 - Why is Easter a happy time? Why do Christians believe Jesus is special? What makes someone special?	Christianity - God and Jesus - Unit 1 & 2 Christianity - Communities and Lifestyles - Unit 3 & 4
Year 1 Christianity Hinduism Judaism	Hinduism - Lifestyles - Unit 2 Christianity - Christmas - Unit 5	Hinduism - Holi - Unit 1 Christianity - Easter - Unit 5	Christianity - God and Jesus - Unit 1 & 2
Year 2 Christianity Hinduism Judaism	Hinduism - Divali - Unit 1 Hinduism - Stories - Unit 3 Christianity - Christmas - Unit 5	Christianity - Easter - Unit 5	Christianity - Communities and Lifestyles - Unit 3 & 4
Year 3 Christianity/ Hinduism Islam Judaism	Christianity - God and Jesus - Unit 1 & 2 Christianity - Christmas - Unit 5	Hinduism - Lifestyles - Unit 2 Christianity - Easter - Unit 5	Islam - Eid-ul-Fitr - Unit 1 Islam - Lifestyles - Unit 2
Year 4 Christianity/ Hinduism Islam Judaism	Christianity - Communities and Lifestyles - Unit 3 & 4 Christianity - Christmas - Unit 5	Hinduism - Stories - Unit 3 Christianity - Easter - Unit 5	Islam - Eid-ul-Adha - Unit 1 Islam - Stories - Unit 3

Sources - NCC Agreed Syllabus updated September 2019/ tweaked September 2021

Teachers will discuss at Key Stage planning meetings coverage within the unit based on prior learning, consolidation required and mixed class learning to ensure progression without gaps/ repetition.