|  |  |  |
| --- | --- | --- |
| **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 |
| *Literacy* | Reading  Writing | Reading  Writing |
| *Mathematics* | Numbers  Shape Space & Measures | Numbers  Shape Space & Measures |
| *Understanding the World* | People and communities  The world  Technology | People and communities  The world  Technology |
| *Expressive arts and design* | 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 | Year group plan  Spoken language  Reading [word reading and comprehension] into writing [transcription, handwriting, composition, vocabulary/ grammar/ punctuation] –  [Fiction] Stories with familiar settings. Stories from other cultures/ predictable & patterned language. Traditional and fairy tales. Stories about fantasy worlds.  [Non-fiction] Labels, list and captions. Instructions [persuasion].Recount [dictionaries].Information texts. Recount [fact & fiction].  [Poetry] Using the senses. Rhyme and pattern. Poems on a theme.  Appendix 1 – Spelling/ Word list.  Appendix 2 – Vocabulary, grammar and punctuation.  Glossary. | Year group plan  Spoken language  Reading [word reading and comprehension] into writing [transcription, handwriting, composition, vocabulary/ grammar/ punctuation] –  [Fiction] Stories with familiar settings. Traditional tales. Different stories by the same author. Extended stories and significant authors.  [Non-fiction] Instructions. Explanations. Information texts. Non-chronological texts.  [Poetry] Patterns on the page. Really looking. Silly Stuff.  Appendix 1 – Spelling/ Word list.  Appendix 2 – Vocabulary, grammar and punctuation.  Glossary. | Year group plan  Spoken language  Reading [word reading and comprehension] into writing [transcription, handwriting, composition, vocabulary/ grammar/ punctuation] –  [Fiction] Stories with familiar settings. Myths, Legends, Fables and Traditional tales. Adventure and Mystery stories. Authors and letters. Dialogue and plays.  [Non-fiction] Reports.  Instructions. Information texts.  [Poetry] Poems to perform. Shape poems and Calligrams. Language play.  Appendix 1 – Spelling/ Word list.  Appendix 2 – Vocabulary, grammar and punctuation.  Glossary. | Year group plan  Spoken language  Reading [word reading and comprehension] into writing [transcription, handwriting, composition, vocabulary/ grammar/ punctuation] –  [Fiction] Stories with historical settings.  Stories set in imaginary worlds. Stories from other cultures. Stories that raise issues or dilemmas. Narrative plays.  [Non-fiction] Recounts - newspaper and magazines. Information texts. Explanation. Persuasion.  [Poetry] Creating images. Exploring form.  Appendix 1 – Spelling/ Word list.  Appendix 2 – Vocabulary, grammar and punctuation.  Glossary. |
| Maths | Year group plan.  Number and place value; addition and subtraction; multiplication; fractions; measurement; geometry[properties of shapes and position of shapes].  Appendix 1. | Year group plan.  Number and place value; addition and subtraction; multiplication; fractions; measurement; geometry [properties of shapes and position of shapes]; statistics.  Appendix 1. | Year group plan.  Number and place value; addition and subtraction; multiplication; fractions; measurement; geometry [properties of shapes]; statistics.  Appendix 1. | Year group plan.  Number and place value; addition and subtraction; multiplication; fractions including decimals; measurement; geometry [properties of shapes and position and direction]; statistics.  Appendix 1. |
| Science | Working Scientifically – observing closely; performing tests; identifying and classifying; recording findings.  Plants.  Animals including humans.  Everyday materials [classifying and grouping].  Seasonal changes. | Working Scientifically – observing closely; performing tests; identifying and classifying; recording findings.  Plants.  Animals including humans.  Living things in their habitats.  Uses of everyday materials – classifying and grouping; changing materials. | Working Scientifically – planning; obtaining and presenting evidence; considering and evaluating.  Plants.  Animals including humans  Rocks.  Light.  Forces and magnets. | Working Scientifically – planning; obtaining and presenting evidence; considering and evaluating.  Animals including humans.  Living things in their habitats.  States of matter.  Sound.  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 1st/ 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. |
| 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/ Judaism.  \*\*See RE map below. | NCC Agreed Syllabus.  Christianity/ Hinduism | NCC Agreed Syllabus.  Christianity/Islam/ Judaism.  . | NCC Agreed Syllabus.  Christianity/Hinduism. |
| 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 - 45 hours | Autumn 1  Autumn 2 | Spring 1  Spring 2 | Summer 1  Summer 2 |
| EYFS | F4 Being special: where do we belong?  F2 Why is Christmas special for Christians? | F1 Why is the word ‘God’ so important to Christians?  F3 Why is Easter special to Christians? | F5 What places are special and why?  F6 What times/stories are special and why? |
| Year 1 | 1.10 What does it mean to belong to a faith community?  1.1 What do Christians believe God is like? | 1.7 Who is Jewish and how do they live? | 1.2 Who do Christians say made the world?  1.9 How should we care for the world and for others, and why does it matter? (C, J, NR) |
| Year 2 | 1.6 Who is a Muslim and how do they live?  1.3 Why does Christmas matter to Christians? | 1.6 Who is a Muslim and how do they live? Part 2.  1.5 Why does Easter matter to Christians? | 1.4 What is the ‘good news’ Christians believe Jesus brings?  1.8 What makes some places sacred to believers? (C,M) |
| Year 3 | L2.1 What do Christians learn from the Creation story?  L2.2 What is it like for someone to follow God? | L2.9 How do festivals and worship show what matters to a Muslim?  L2.10 How do festivals and family life show what matters to Jewish people? | L2.4 What kind of world did Jesus want?  L2.12 How and why do people try to make the world a better place? (C, M/J, NR) |
| Year 4 | L2.3 What is the ‘Trinity’ and why is it important for Christians?  L2.7 What do Hindus believe God is like? | L2.8 What does it mean to be Hindu in Britain today?  L2.5 Why do Christians call the day Jesus died ‘Good Friday’? | L2.6 For Christians, when Jesus left, what was the impact of Pentecost?  L2.11 How and why do people mark the significant events of life? (C, H, NR) |

Sources – NCC Agreed Syllabus updated September & November 2023

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.