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| **Prime Areas** and *Specific Areas* | Early Years Foundation Stage 1 [Nursery] | Early Years Foundation Stage 2 [Reception] |
| **Communication and Language**  | Listening & AttentionUnderstandingSpeaking | Listening & AttentionUnderstandingSpeaking |
| **Physical development**  | Moving and handlingHealth and self-care | Moving and handlingHealth and self-care |
| **Personal, social and emotional development**  | Self-confidence and self-awarenessManaging feelings and behaviourMaking relationships | Self-confidence and self-awarenessManaging feelings and behaviourMaking relationships |
| *Literacy*  | ReadingWriting | ReadingWriting |
| *Mathematics*  | NumbersShape Space & Measures | NumbersShape Space & Measures |
| *Understanding the World*  | People and communitiesThe worldTechnology | People and communitiesThe worldTechnology |
| *Expressive arts and design*  | Exploring and using media and materialsBeing imaginative | Exploring and using media and materialsBeing imaginative |

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|  | Year 1 [KS1] | Year 2 [KS1] | Year 3 [KS2] | Year 4 [KS2] |
| English  | Year group planSpoken languageReading [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 languageReading [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 languageReading [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 languageReading [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 humansRocks.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

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|  | 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

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| KS1 - 36 hoursKS2 - 45 hours | Autumn 1Autumn 2 | Spring 1Spring 2 | Summer 1Summer 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.