

EYFS & KS1 Curriculum Overview 2016-2018

Term	Topic	Subject	Reception	Year 1	Year 2
Autumn 2017	Eat It	Literacy (EYFS: Literacy)	<p>Reading: To follow print from left to right and top to bottom and to imagine and recreate roles and experiences.</p> <p>Phonics (Read Write Inc.): To learn to read and write Set 1 sounds and to blend and segment orally.</p> <p>Writing: To write own name, develop an appropriate pencil grip, build own confidence to mark make independently, to produce some recognisable letters and to say what has been written.</p>	<p>Children follow the scheme of 'Read Write Inc Phonics' Through this scheme the children will learn the English alphabetic code: the 150+ combinations of letters that represents the 44 speech sounds. High frequency words that are not phonetically regular are taught as 'tricky words' and are practised frequently. (We call them Red words). In their reading they will learn: accuracy, fluency and comprehension. In their writing they will learn: transcription and composition.</p>	<p>Narrative, non-narrative and poetry texts will be taught each term in reading and writing lessons. Objectives from the National Curriculum 2014 will be taught throughout each term for Reading (word level and comprehension), Writing (transcription, handwriting, composition, vocabulary, grammar and punctuation) and Spoken Language. In every Literacy lesson there will be a taught phonics element.</p>
		PSHCE (EYFS: Personal, Social and Emotional Development)	<p><i>Differentiated through schemes</i></p> <p>PSHE & Citizenship Through Literacy (CD-ROM) Three R's Safety Curriculum (Stranger Danger, Road Safety, Electrical Safety, Public Service Safety-999 call through a story) SHEEP Update Say no to bullying (SEAL)</p>	<p><i>Differentiated through schemes</i></p> <p>PSHE & Citizenship Through Literacy (CD-ROM) Three R's Safety Curriculum (Stranger Danger, Road Safety, Electrical Safety-water and electricity, Public Service Safety-999 call) SHEEP Update Say no to bullying (SEAL)</p>	<p><i>Differentiated through schemes</i></p> <p>PSHE & Citizenship Through Literacy (CD-ROM) Three R's Safety Curriculum (Stranger Danger, Road Safety, Electrical Safety-water and electricity, Public Service Safety-999 call, state own name and address) SHEEP Update Peaceworks</p>
		Science (EYFS: Understanding)	<p>Body (the outer body) Food Groups</p>	<p>Body (internal organs and function) Food Groups (using scientific names)</p>	<p>Body (internal organs and function) Food Groups (using scientific names, ratio of food groups)</p>

	the World)			
	Geography (EYFS: Understanding the World)	Global Assembly Research (environment)	Global Assembly Research (physical features)	Global Assembly Research (comparison)
	History (EYFS: Understanding the World)	Remembrance Day (Poppy) Guy Fawkes (role play)	Remembrance Day (symbols) Guy Fawkes (sequence story)	Remembrance Day (service) Guy Fawkes (retell story in own words)
	RE (EYFS: Understanding the World)	Thanksgiving Service Christmas Story (role play, Jesus' Birthday)	Thanksgiving Service Christmas Story (sequence story, Gifts and Giving)	Thanksgiving Service Christmas Story (retell story in own words, Good News)
	Art (EYFS: Expressive Arts and Design)	Fruit Faces	Fruit Faces ("Archimoldo-style")	Fruit Faces (design "Archimoldo- style")
	DT (EYFS: Expressive Arts and Design)	Clay Fruit (one piece) Sewing	Clay Fruit (design, make one piece, in a 'pinch' pot) World War II recipe (Welsh/Rock Cakes)	Clay Fruit (design and make three pieces showing relevant textures, in a fruit coil bowl) World War II recipe (Carrot Cookies)
	PE (EYFS: Physical Development)	<i>Differentiated through schemes</i> <u>Indoors</u> Gymnastics <u>Outdoors</u> Games – bean bags/ ball skills	<i>Differentiated through schemes</i> <u>Indoors</u> Gymnastics <u>Outdoors</u> Games – team and OAA games	<i>Differentiated through schemes</i> <u>Indoors</u> Gymnastics <u>Outdoors</u> Games – team and OAA games
	Computing	<u>Using IT</u>	<u>Computer Skills</u>	<u>Presentation Skills</u>

	(EYFS: Understanding the World)	Using the mouse. Using a camera. Introduction to Learnpads.	Switching on, shutting down and saving work. <u>Word Processing</u> Typing, saving, editing, undoing and redoing as well as selecting and formatting.	basic computer skill, presentations, add and format an image as well as searching and printing. <u>Internet</u> Search engine, safety online, taking photos and blogging.
	Music (EYFS: Expressive Arts and Design)	<i>Differentiated through Music Express Scheme</i> Special People (Beat & Tempo) Growth and Change (Loud & Quiet) Going Places (High & Low) Rhyming songs Body Songs Christmas Carols	<i>Differentiated through Music Express Scheme</i> Ourselves (Exploring Sounds) Seasons (Pitch) Our bodies (Beat) Christmas Carols	<i>Differentiated through Music Express Scheme</i> Ourselves (Exploring Sounds) Seasons (Pitch) Our bodies (Beat) Christmas Carols

Term	Topic	Subject	Reception	Year 1	Year 2
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Spring 2018	Once Upon a Time	Literacy (EYFS: Literacy)	<p>Reading: To hear and say sounds in words, read simple words by sounding out and blending and to retell stories in the correct sequence.</p> <p>Phonics (Read Write Inc.): To learn to read and write Set 2 sounds, to apply the skills of sound-blending and knowledge of Set 1 sounds to read continuous text and to read Red words (tricky words).</p> <p>Writing: To form most letters correctly, write simple regular words, make attempts at other longer words and begin to write labels and captions.</p>	<p>Children follow the scheme of 'Read Write Inc Phonics' Through this scheme the children will learn the English alphabetic code: the 150+ combinations of letters that represents the 44 speech sounds. High frequency words that are not phonetically regular are taught as 'tricky words' and are practised frequently. (We call them Red words).</p> <p>In their reading they will learn: accuracy, fluency and comprehension. In their writing they will learn: transcription and composition.</p>	<p>Narrative, non-narrative and poetry texts will be taught each term in reading and writing lessons. Objectives from the National Curriculum 2014 will be taught throughout each term for Reading (word level and comprehension), Writing (transcription, handwriting, composition, vocabulary, grammar and punctuation) and Spoken Language. In every Literacy lesson there will be a taught phonics element.</p>
		PSHCE (EYFS: Personal, Social and Emotional Development)	<p><i>Differentiated through schemes</i></p> <p>Online Safety Lifestyle/Drugs S<u>H</u>E<u>E</u>P Update</p>	<p><i>Differentiated through schemes</i></p> <p>Online Safety Lifestyle/Drugs S<u>H</u>E<u>E</u>P Update</p>	<p><i>Differentiated through schemes</i></p> <p>Online Safety Lifestyle/Drugs S<u>H</u>E<u>E</u>P Update</p>
		Science (EYFS: Understanding the World)	<p>Everyday materials (naming, sorting)</p> <p>Investigation: Which is the strongest material to make a castle wall?</p> <p>Plants (observing changes).</p> <p>Observing changes in tadpoles.</p>	<p>Everyday materials (naming and describing, sorting)</p> <p>Investigation: Which material is most suitable for making clothes for a prince / princess?</p> <p>Plants (naming common plants)</p>	<p>Everyday materials (naming, describing and comparing)</p> <p>Investigation: Which material is the best for making a suit of armour for a knight?</p> <p>Plants (life cycle of plants)</p>
		Geography	<p>UK Countries (Name all four)</p>	<p>UK Countries (Name all four, their capital cities, surrounding seas)</p>	<p>UK Countries (Name all four, their capital cities, surrounding seas)</p>

	(EYFS: Understanding the World)	Contrasting locations (East Wittering and Fairy Tale Land)	Story Map (including geographical features)	Story Map (including geographical features, use grid lines and compass points)
	History (EYFS: Understanding the World)	Current Royal Family Queen Elizabeth II	Current Royal Family Queen Elizabeth II Queen Victoria	Current Royal Family Queen Elizabeth II Queen Victoria Queen Elizabeth I
	RE (EYFS: Understanding the World)	Easter story (Listen to, role play, Remembering Jesus)	Easter story (sequence, Remembering Jesus, Symbols)	Easter story (retell in own words, Sorrow and Joy)
	Art (EYFS: Expressive Arts and Design)	Printing (bricks for castle)	Printing (single motif for flag) Learning about the artwork of Andy Warhol.	Printing (repeating pattern for flag with more colours) Learning about the artwork of Andy Warhol.
	DT (EYFS: Expressive Arts and Design)	Build a castle (with battlements – cutting skills)	Build a castle (with battlements and a moat)	Build a castle (with battlements, moat and working drawbridge)
	PE (EYFS: Physical Development)	<i>Differentiated through schemes</i> <u>Indoors</u> Dance <u>Outdoors</u> Games – team and OAA games	<i>Differentiated through schemes</i> <u>Indoors</u> Dance <u>Outdoors</u> Games – ball skills	<i>Differentiated through schemes</i> <u>Indoors</u> Dance <u>Outdoors</u> Games – ball skills
	Computing (EYFS: Understanding	<u>Computer Science</u> Beebots (handle and begin to programme) Learnpads (solve technical problems)	<u>Painting</u> Using colours, brushes, shape and fill, text and making posters.	<u>Computer Art</u> Reproducing a style of art work, colour coding, colour choice, retrieve and edit a file

		the World)	<u>Using IT</u> Learnpads (use with confidence) Word Documents (type name) <u>Digital Literacy</u> Online Safety (PSHCE)	<u>Programming with Scratch Junior</u> Selecting and giving instructions to characters, grow and shrink, instructions for character to move, recording and playing a sound, sequencing.	as well as creating masterpieces. <u>Preparing for Turtle Logo</u> Give a follow an algorithm for turning, write degrees, recognise language in an algorithm and debug.
	Music (EYFS: Expressive Arts and Design)	<i>Differentiated through Music Express Scheme</i> Stories and Sounds (Structure - Lit) Moving Patterns (Structure - Maths)	<i>Differentiated through Music Express Scheme</i> Storytime (Exploring Sounds) Pattern (Beat) Travel (Performance)	<i>Differentiated through Music Express Scheme</i> Storytime (Exploring Sounds) Pattern (Beat) Travel (Performance)	

Term	Topic	Subject	Reception	Year 1	Year 2
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Summer 2018	Amazing Animals	Literacy (EYFS: Literacy)	<p>Reading: To show an understanding of elements of stories and non-fiction texts. To use this knowledge to answer the questions who, what, where, when and why.</p> <p>Phonics (Read Write Inc.): To read the sounds, story words and Red words (tricky words) within a text with greater fluency and to develop comprehension of the text.</p> <p>Writing: To write simple sentences with one and two syllable words, apply a capital letter, finger space and full stop to each sentence.</p>	<p>Children follow the scheme of 'Read Write Inc Phonics' Through this scheme the children will learn the English alphabetic code: the 150+ combinations of letters that represents the 44 speech sounds. High frequency words that are not phonetically regular are taught as 'tricky words' and are practised frequently. (We call them Red words).</p> <p>In their reading they will learn: accuracy, fluency and comprehension. In their writing they will learn: transcription and composition.</p>	<p>Narrative, non-narrative and poetry texts will be taught each term in reading and writing lessons. Objectives from the National Curriculum 2014 will be taught throughout each term for Reading (word level and comprehension), Writing (transcription, handwriting, composition, vocabulary, grammar and punctuation) and Spoken Language. In every Literacy lesson there will be a taught phonics element.</p>
		PSHCE (EYFS: Personal, Social and Emotional Development)	<p><i>Differentiated through schemes</i></p> <p>Changes (SEAL) SHEEP Update Growing Crops Citizenship Relationships (SEAL)</p>	<p><i>Differentiated through schemes</i></p> <p>Changes (SEAL) SHEEP Update Growing Crops Citizenship Relationships (SEAL)</p>	<p><i>Differentiated through schemes</i></p> <p>Changes (SEAL) SHEEP Update Growing Crops Citizenship Relationships (SEAL)</p>
		Science (EYFS: Understanding the World)	<p>Animals from around the world (names and facts)</p>	<p>Animals from around the world (names and facts, herbivores, carnivores, omnivores)</p>	<p>Animals from around the world (names, habitats, food chains, difference between living things and things that have never lived)</p>
		Geography (EYFS: Understanding)	<p>Habitats (within the local area)</p>	<p>Habitats (across the world, describe features) Local environment e.g. bird count, insect life, how many?</p>	<p>Habitats (across the world and comparing them) Link to equator, North and South pole and migrations.</p>

	the World)			
	History (EYFS: Understanding the World)	No History this term	No History this term	No History this term
	RE (EYFS: Understanding the World)	Noah's Ark story (listen to and role-play)	Noah's Ark story (sequence, symbols)	Noah's Ark story (retell in own words, morals)
	Art (EYFS: Expressive Arts and Design)	Beach Sculptures (class - large- scale)	Beach Sculptures (in groups large-scale)	Beach Sculptures (in groups large-scale, design and plan size and colour of stones etc)
	DT (EYFS: Expressive Arts and Design)	Bird Boxes (design and make)	Bird Feeders (design and make)	Mini beast homes (design and make)
	PE (EYFS: Physical Development)	<i>Differentiated through schemes</i> Athletics Sports Day Practise Swimming	<i>Differentiated through schemes</i> Athletics Sports Day Practise Swimming	<i>Differentiated through schemes</i> Athletics Sports Day Practise Swimming
	Computing (EYFS: Understanding the World)	<u>Computer Science</u> Scratch Jr (explore) Learnpads (persevere to solve challenging technical problems) <u>Using IT</u> Word Documents (type words/captions)	<u>Programming Toys</u> Algorithms <u>Computing (Using and Applying)</u> Format text and save work, open saved work and edit, use shapes to create particular images, use different brush tools as well as create text	<u>Programming Turtle, Logo and Scratch</u> Algorithm to locate or move a turtle, use repeated commands, create algorithm and add sound, use the green flag to start as well as change the background and add sprites.

			and pictures on a theme.	<u>Using and Applying</u> Use known computer skills to reproduce a style of art, compare styles of art, create a presentation including text and images, retrieve, edit and organise a presentation, give precise instructions for a character on a given theme as well as create code for a pair of character involving speech and movement.
	Music (EYFS: Expressive Arts and Design)	<i>Differentiated through Music Express Scheme</i> Working World (Understanding the world) Our Senses (timbre) Summer Concert Songs	<i>Differentiated through Music Express Scheme</i> Animals (Pitch) Weather (Exploring sounds) Number (Beat) Summer Concert Songs	<i>Differentiated through Music Express Scheme</i> Animals (Pitch) Weather (Exploring sounds) Number (Beat) Summer Concert Songs

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Autumn 2016	Lighting up the world	Literacy (EYFS: Literacy)	<p>Reading: To follow print from left to right and top to bottom and to imagine and recreate roles and experiences.</p> <p>Phonics (Read Write Inc.): To learn to read and write Set 1 sounds and to blend and segment orally.</p> <p>Writing: To write own name, develop an appropriate pencil grip, build own confidence to mark make independently, to produce some recognisable letters and to say what has been written.</p>	<p>Children follow the scheme of 'Read Write Inc Phonics' Through this scheme the children will learn the English alphabetic code: the 150+ combinations of letters that represents the 44 speech sounds. High frequency words that are not phonetically regular are taught as 'tricky words' and are practised frequently. (We call them Red words).</p> <p>In their reading they will learn: accuracy, fluency and comprehension. In their writing they will learn: transcription and composition.</p>	<p>Narrative, non-narrative and poetry texts will be taught each term in reading and writing lessons. Objectives from the National Curriculum 2014 will be taught throughout each term for Reading (word level and comprehension), Writing (transcription, handwriting, composition, vocabulary, grammar and punctuation) and Spoken Language. In every Literacy lesson there will be a taught phonics element.</p>
		PSHCE (EYFS: Personal, Social and Emotional Development)	<p><i>Differentiated through schemes</i></p> <p>New Beginnings (SEAL) Three R's Safety Curriculum (Stranger Danger, Road Safety, Electrical Safety, Public Service Safety-999 call through a story) SHEEP Update Getting on and Falling Out</p>	<p><i>Differentiated through schemes</i></p> <p>New Beginnings (SEAL) Three R's Safety Curriculum (Stranger Danger, Road Safety, Electrical Safety-water and electricity, Public Service Safety-999 call) SHEEP Update Getting on and Falling Out</p>	<p><i>Differentiated through schemes</i></p> <p>New Beginnings (SEAL) Three R's Safety Curriculum (Stranger Danger, Road Safety, Electrical Safety-water and electricity, Public Service Safety-999 call, state own name and address) SHEEP Update Peaceworks</p>

		(SEAL)	(SEAL)	
	Science (EYFS: Understanding the World)	Observing seasonal changes (in trees)	Observing seasonal changes (plants and weather)	Observing seasonal changes (plants and weather, length of days)
	Geography (EYFS: Understanding the World)	Map (Locating world religions)	Continents and Oceans (name and locate)	Continents and Oceans (name and locate)
	History (EYFS: Understanding the World)	Remembrance Day (Poppy) Guy Fawkes (role play)	Remembrance Day (symbols) Guy Fawkes (sequence story)	Remembrance Day (service) Guy Fawkes (retell story in own words)
	RE (EYFS: Understanding the World)	Festivals of Light (Diwali, Hanukkah, Fireworks Night) Thanksgiving Service Christmas Story (role play, Jesus' Birthday) Thanksgiving Service Christmas Story (role play)	Festivals of Light (Diwali sequence story 'Rama & Sita', Hanukkah, Fireworks Night) Thanksgiving Service Christmas Story (sequence story, Gifts and Giving)	Festivals of Light (Diwali retell story in own words, Hanukkah, Fireworks Night) Thanksgiving Service Christmas Story (retell story in own words, Good News)
	Art (EYFS: Expressive Arts and Design)	Pattern (repeating Rangoli pattern using three secondary colours) Mehndi hand patterns (creating own, repeating)	Pattern (colour mixing, match four parts of Rangoli pattern) Mehndi hand patterns (creating own, based on the style of)	Pattern (colour mixing, symmetry) Mehndi hand patterns (replicating real life examples)
	DT (EYFS: Expressive Arts and Design)	Packaging (cone -design and make) Make Hindu Sweets	Packaging (tray -design and make) Make Hindu Sweets	Packaging (tray with lid -design and make, comparison to other packaging) Make Hindu Sweets
	PE	<i>Differentiated through</i>	<i>Differentiated through</i>	<i>Differentiated through</i>

	(EYFS: Physical Development)	<i>schemes</i> <u>Indoors</u> Gymnastics <u>Outdoors</u> Games – bean bags/ ball skills	<i>schemes</i> <u>Indoors</u> Gymnastics <u>Outdoors</u> Games – team and OAA games	<i>schemes</i> <u>Indoors</u> Gymnastics <u>Outdoors</u> Games – team and OAA games
	Computing (EYFS: Understanding the World)	<u>Using IT</u> Using the mouse. Using a camera. Introduction to Learnpads.	<u>Computer Skills</u> Switching on, shutting down and saving work. <u>Word Processing</u> Typing, saving, editing, undoing and redoing as well as selecting and formatting.	<u>Presentation Skills</u> basic computer skill, presentations, add and format an image as well as searching and printing. <u>Internet</u> Search engine, safety online, taking photos and blogging.
	Music (EYFS: Expressive Arts and Design)	<i>Differentiated through Music Express Scheme</i> Special People (Beat & Tempo) Growth and Change (Loud & Quiet) Going Places (High & Low) Rhyming songs Body Songs Christmas Carols	<i>Differentiated through Music Express Scheme</i> Ourselves (Exploring Sounds) Seasons (Pitch) Our bodies (Beat) Christmas Carols	<i>Differentiated through Music Express Scheme</i> Ourselves (Exploring Sounds) Seasons (Pitch) Our bodies (Beat) Christmas Carols

Term	Topic	Subject	Reception	Year 1	Year 2
Spring 2017	Pirate Adventures	Literacy (EYFS: Literacy)	<p>Read Reading: To hear and say sounds in words, read simple words by sounding out and blending and to retell stories in the correct sequence.</p> <p>Phonics (Read Write Inc.): To learn to read and write Set 2 sounds, to apply the skills of sound-blending and knowledge of Set 1 sounds to read continuous text and to read Red words (tricky words).</p> <p>Writing: To form most letters correctly, write simple regular words, make attempts at other longer words and begin to write labels and captions.</p>	<p>Children follow the scheme of 'Read Write Inc Phonics' Through this scheme the children will learn the English alphabetic code: the 150+ combinations of letters that represents the 44 speech sounds. High frequency words that are not phonetically regular are taught as 'tricky words' and are practised frequently. (We call them Red words). In their reading they will learn: accuracy, fluency and comprehension. In their writing they will learn: transcription and composition.</p>	<p>Narrative, non-narrative and poetry texts will be taught each term in reading and writing lessons. Objectives from the National Curriculum 2014 will be taught throughout each term for Reading (word level and comprehension), Writing (transcription, handwriting, composition, vocabulary, grammar and punctuation) and Spoken Language. In every Literacy lesson there will be a taught phonics element.</p>
		PSHCE (EYFS: Personal, Social and Emotional Development)	<p><i>Differentiated through schemes</i></p> <p>Online Safety Going For Goals (Seal)</p>	<p><i>Differentiated through schemes</i></p> <p>Online Safety Going For Goals (Seal)</p>	<p><i>Differentiated through schemes</i></p> <p>Online Safety Going For Goals (Seal)</p>
		Science (EYFS: Understanding the World)	<p>Observing seasonal changes (in trees)</p> <p>Local Animals (names and facts, sorting local wild animals using</p>	<p>Observing seasonal changes (plants and weather)</p> <p>Local Animals (names and facts, herbivores, carnivores, omnivores using Venn diagrams)</p>	<p>Observing seasonal changes (plants and weather, length of days)</p> <p>Local Animals (name adults and young, nocturnal animals names, habitats, food chains)</p>

	Venn diagrams, observations of animals)		
	Observing changes in caterpillars.		
Geography (EYFS: Understanding the World)	Visit to village (exploring and reading basic map)	Visit to village (read map including road names and compass directions, explore village and identify some main human and physical features)	Visit to village (read map including more road names and symbols, and compass directions, explore village and identify most main human and physical features, begin to think about how places have changed over time)
History (EYFS: Understanding the World)	Compare historic photographs of Witterings – then and now (Coastguard Cottages).	Compare historic photographs of Witterings – to answer questions (Coastguard Cottages/school).	Compare historic photographs of Witterings – significant changes (Coastguard Cottages/school).
RE (EYFS: Understanding the World)	Visit to local church (name main parts of the church e.g. pews, cross, altar and font) Easter story (Listen to, role play, Remembering Jesus)	Visit to local church (name main parts of the church e.g. pews, cross, altar and font and explain their purpose) Easter story (sequence, Remembering Jesus, Symbols)	Visit to local church (name main parts of the church e.g. pews, cross, altar and font and explain their purpose and the feelings that they evoke) Easter story (retell in own words, Sorrow and Joy)
Art (EYFS: Expressive Arts and Design)	Beach Sketches (beach and sea using watercolours)	Beach Sketches (beach, sea, groyne using watercolours, view point)	Beach Sketches (beach, sea, groyne, Fisherman's Hut using watercolours, texture)
DT (EYFS: Expressive Arts and Design)	Pizza (design and make using a small range of equipment and ingredients – knives and spatulas)	Pizza (design and make using a wider range of equipment and ingredients – to peel, grate and chop)	Pizza (design and make using the appropriate equipment and ingredients– to peel, grate and chop, evaluate)
PE (EYFS:	<i>Differentiated through schemes</i>	<i>Differentiated through schemes</i>	<i>Differentiated through schemes</i>

	Physical Development)	<u>Indoors</u> Dance <u>Outdoors</u> Games – team and OAA games	<u>Indoors</u> Dance <u>Outdoors</u> Games – ball skills	<u>Indoors</u> Dance <u>Outdoors</u> Games – ball skills
	Computing (EYFS: Understanding the World)	<u>Computer Science</u> Beebots (handle and begin to programme) Learnpads (solve technical problems) <u>Using IT</u> Learnpads (use with confidence) Word Documents (type name) <u>Digital Literacy</u> Online Safety (PSHCE)	<u>Painting</u> Using colours, brushes, shape and fill, text and making posters. <u>Programming with Scratch Junior</u> Selecting and giving instructions to characters, grow and shrink, instructions for character to move, recording and playing a sound, sequencing.	<u>Computer Art</u> Reproducing a style of art work, colour coding, colour choice, retrieve and edit a file as well as creating masterpieces. <u>Preparing for Turtle Logo</u> Give a follow an algorithm for turning, write degrees, recognise language in an algorithm and debug.
	Music (EYFS: Expressive Arts and Design)	<i>Differentiated through Music Express Scheme</i> Stories and Sounds (Structure - Lit) Moving Patterns (Structure - Maths)	<i>Differentiated through Music Express Scheme</i> Storytime (Exploring Sounds) Pattern (Beat) Travel (Performance)	<i>Differentiated through Music Express Scheme</i> Storytime (Exploring Sounds) Pattern (Beat) Travel (Performance)

Term	Topic	Subject	Reception	Year 1	Year 2
Summer 2017	Clever Constructors	Literacy (EYFS: Literacy)	<p>Reading: To show an understanding of elements of stories and non-fiction texts. To use this knowledge to answer the questions who, what, where, when and why.</p> <p>Phonics (Read Write Inc.): To read the sounds, story words and Red words (tricky words) within a text with greater fluency and to develop comprehension of the text.</p> <p>Writing: To write simple sentences with one and two syllable words, apply a capital letter, finger space and full stop to each sentence.</p>	<p>Children follow the scheme of 'Read Write Inc Phonics' Through this scheme the children will learn the English alphabetic code: the 150+ combinations of letters that represents the 44 speech sounds. High frequency words that are not phonetically regular are taught as 'tricky words' and are practised frequently. (We call them Red words). In their reading they will learn: accuracy, fluency and comprehension. In their writing they will learn: transcription and composition.</p>	<p>Narrative, non-narrative and poetry texts will be taught each term in reading and writing lessons. Objectives from the National Curriculum 2014 will be taught throughout each term for Reading (word level and comprehension), Writing (transcription, handwriting, composition, vocabulary, grammar and punctuation) and Spoken Language. In every Literacy lesson there will be a taught phonics element.</p>
		PSHCE (EYFS: Personal, Social and Emotional Development)	<p><i>Differentiated through schemes</i></p> <p>Good to be me (SEAL) SHEEP Update Growing Crops SRE topic Consolidation (Safety in the Home)</p>	<p><i>Differentiated through schemes</i></p> <p>Good to be me (SEAL) SHEEP Update Growing Crops SRE topic Consolidation (Safety in the Home)</p>	<p><i>Differentiated through schemes</i></p> <p>Good to be me (SEAL) SHEEP Update Growing Crops SRE topic Consolidation (Safety in the Home)</p>
		Science	Observing seasonal changes	Observing seasonal changes	Observing seasonal changes

	(EYFS: Understanding the World)	(in trees) Common materials (recognise and find around school, explore their similarities and different)	(plants and weather) Common materials (walking around the school, naming and identifying features of buildings and the materials that they are made from)	(plants and weather, length of days) Common materials (walking around the school, naming and identifying features of buildings and the materials that they are made from, explain why certain materials are best for certain purposes)
	Geography (EYFS: Understanding the World)	Building Site (exploring the human features of a building site here and in Africa)	Building Site (exploring and identifying physical and human features of a building site here and in Africa) Recap continents and oceans as well as UK capitals and countries	Building Site (comparing physical and human features of a building site here and in Africa through using information books, ask and answer questions)
	History (EYFS: Understanding the World)	(Focus on structures of buildings over time this cycle. When visit is Ambely change focus to homelife) Past/Current Structure of Buildings (match old / new buildings and label, verbalise sentence to compare one way that it has changed) Past/Current Home-life appliances (match old / new appliances and label, verbalise sentence to compare one way that it has changed)	(Focus on structures of buildings over time this cycle. When visit is Ambely change focus to homelife) Past/Current Structure of Buildings (match old / new buildings and label, verbalise sentence to compare one way that it has changed, write a recount)) Past/Current Home-life appliances (match old / new appliances and label, verbalise sentence to compare one way that it has changed, write a recount)	(Focus on structures of buildings over time this cycle. When visit is Ambely change focus to homelife) Past/Current Structure of Buildings (match old / new buildings and label, verbalise sentence to compare one way that it has changed, write a recount, discuss how life has been made easier using technology) Past/Current Home-life appliances (match old / new appliances and label, verbalise sentence to compare one way that it has changed, write a recount, discuss how life has been made easier using technology)
		Day Trip 2017 Weald and Downland (focus on structures of buildings over time) Day Trip 2019 Amberley (focus on home life this cycle)		
	RE (EYFS: Understanding the World)	Joseph's Coat (listen to and role-play)	Joseph's Coat (sequence, symbols)	Joseph's Coat (retell in own words, morals)

	<p>Art (EYFS: Expressive Arts and Design)</p>	<p>Rubbings (create simple Victorian house shape, matching correct rubbing to location, drawing outline in charcoal)</p>	<p>Rubbings (create simple Victorian house shape, matching correct rubbing to location, drawing outline in charcoal and use smudging effects - chimney)</p>	<p>Rubbings (create simple Victorian house shape, matching correct rubbing to location, drawing outline in charcoal and use smudging effects – chimney, soft and stronger lines)</p>
	<p>DT (EYFS: Expressive Arts and Design)</p>	<p>Joseph's coat (sew together the two front sections to the back of the coat)</p>	<p>Joseph's coat (sew together the two front sections to the back of the coat, glue coloured strips of felt to front sections)</p>	<p>Joseph's coat (sew together the two front sections to the back of the coat, glue coloured strips of felt to front sections, matching to their design)</p>
	<p>PE (EYFS: Physical Development)</p>	<p><i>Differentiated through schemes</i> Athletics Sports Day Practise Swimming</p>	<p><i>Differentiated through schemes</i> Athletics Sports Day Practise Swimming</p>	<p><i>Differentiated through schemes</i> Athletics Sports Day Practise Swimming</p>
	<p>Computing (EYFS: Understanding the World)</p>	<p><u>Computer Science</u> Scratch Jr (explore) Learnpads (persevere to solve challenging technical problems) <u>Using IT</u> Word Documents (type words/captions)</p>	<p><u>Programming Toys</u> Algorithms <u>Computing (Using and Applying)</u> Format text and save work, open saved work and edit, use shapes to create particular images, use different brush tools as well as create text and pictures on a theme.</p>	<p><u>Programming Turtle, Logo and Scratch</u> Algorithm to locate or move a turtle, use repeated commands, create algorithm and add sound, use the green flag to start as well as change the background and add sprites. <u>Using and Applying</u> Use known computer skills to reproduce a style of art, compare styles of art, create a presentation including text and images, retrieve, edit and organise a presentation, give precise instructions for a character on a given theme as well as create code for a pair of character involving</p>

				speech and movement.
	Music (EYFS: Expressive Arts and Design)	<i>Differentiated through Music Express Scheme</i> Working World (Understanding the world) Our Senses (timbre) Summer Concert Songs	<i>Differentiated through Music Express Scheme</i> Animals (Pitch) Weather (Exploring sounds) Number (Beat) Summer Concert Songs	<i>Differentiated through Music Express Scheme</i> Animals (Pitch) Weather (Exploring sounds) Number (Beat) Summer Concert Songs