**Curriculum Intent**

At Manchester Road Primary Academy we plan a range of topics throughout the year to ensure there is a breadth of learning that enables the children to succeed again the Early Learning Goals. In addition, we also plan in opportunities for child led learning to promote deeper thinking skills and engage the children in their own interests.

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| ART/EAD |  | Reception: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.  ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. | | | | | |  |  |  |  |
|  | Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | | | |
|  |  | | Starry Night | Mosaic Art (beans) | Kandinsky |  | Portraits | | | | |
| Skills |  | | *Understanding of foreground and background* | *Repeating patterns*  *Planning and creating patterns using materials and tools for a purpose.* | Making circles  Making concentric circles  Filling a space  What colours do you like to see next to each other?  Using different media – oils, crayons, pencils, paint, pens |  |  | | | | |

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| SCIENCE/  UNDERSTANDING THE WORLD |  | Reception: Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.  ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | | | | | |  |  |  |  |
|  | Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | | | |
| TOPICS | Food | | seasons changing | Properties of materials | Animals  Dinosaurs | Life Cycles |  | | | | |
|  |  | |  | Plants |  |  |  | | | | |
| Skills | Children learn about healthy and unhealthy foods. They learn about the importance of hygiene in food preparation and dangers. | | Children begin to observe the environment around them. They begin to investigate changes of state and explore melting. | Children begin to predict and conduct fair tests. They begin to look at simple conclusions. They classify objects according to a criteria | Children being to classify animals by their features. | Children observe and record changes over time.  Children begin to look at cycles as flow charts.They look closely at their environment and document smaller changes. |  | | | | |

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| DT |  | Reception: Progress towards a more fluent style of moving, with  developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.  ELG Use a range of small tools, including scissors, paintbrushes and cutlery. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. | | | | | |  |  |  |  |
|  | Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | | | |
| Topics | Food | |  | A house for the 3 little pigs |  | Life Cycles | Tall Towers | | | | |
|  | Cookery:  Literacy/Green eggs and ham | | Cookery: Christmas/Mince pies | Cookery: Spring rolls/Chinese New Year  Making Baked Beans |  | Eggs! |  | | | | |
| Skills | Children plan, design and evaluate using tools for a purpose. | | Children plan, design and evaluate using tools for a purpose. | Children plan, design and evaluate using tools for a purpose.  They begin to explore the best tools and materials for a given purpose through testing and experimentation. |  |  |  | | | | |

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| MUSIC/EAD |  | Reception: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.  ELG: Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | | | | | |  |  |  |  |
|  | Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | | | |
| MUSIC  (Charanga) | Learn to sing nursery rhymes and action songs:  Pat-a-cake  1, 2, 3, 4, 5, Once I Caught a Fish Alive  This Old Man  Five Little Ducks  Name Song  Things For Fingers | | Christmas nativity songs | Learn to sing nursery rhymes and action songs:   * I’m A Little Teapot * The Grand Old Duke Of York * Ring O’ Roses * Hickory Dickory Dock * Not Too Difficult * The ABC Song | Learn to sing nursery rhymes and action songs:   * Wind The Bobbin Up * Rock-a-bye Baby * Five Little Monkeys Jumping On The Bed * Twinkle Twinkle * If You're Happy And You Know It * Head, Shoulders, Knees And Toes | Learn to sing nursery rhymes and action songs:   * Old Macdonald * Incy Wincy Spider * Baa Baa Black Sheep * Row, Row, Row Your Boat * The Wheels On The Bus * The Hokey Cokey | * Listening and appraising Funk music * Embedding foundations of the interrelated dimensions of music using voices and instruments * Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs * Playing instruments within the song * Improvisation using voices and instruments * Riff-based composition * Share and perform the learning that has taken place | | | | |
|  | Singing Songs | | Singing Songs | Singing Songs | Appreciating Music – Carnival of the Animals | Animal Rhythms | * Playing a tuned instrument - glockenspiel | | | | |
| Skills |  | |  |  |  |  |  | | | | |

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| PSED |  | Reception: See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Begin to make sense of their own life-story and family’s history. Show interest in different occupations. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Be confident. Talk about members of their immediate family and community. Name and describe people who are familiar to them.  Recognise that people have different beliefs and celebrate special times in different ways.t to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others’ needs. Talk about the lives of people around them and their roles in society. | | | | | |
| PSHE Jigsaw | Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | * Summer 2 |
|  | Being Me in my World | | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | * Changing Me |
|  | How it feels to belong  Understanding feelings  Being at School  Gentle hands  Rights and Responsibilities | | Accepting differences  Including others  Families  Houses and Homes  Making Friends  Standing up for Yourself | Staying motivated  Never Giving Up  Setting a Goal  Positive Attitude  Future Goals  Achieving goals | Exercising  Moving and Resting  Healthy Foods  Importance of Sleep  Keeping Clean  Stranger Danger | Family  Making Friends  Helping others to make friends  Falling Out  Bullying  Being Friends | * Parts of the Body * Respecting Your Body * Growing Up * Fears for the Future * Fun in the Future * Celebration |
| Skills |  | |  |  |  |  |  |

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| History/  Understanding the World |  | Reception: Comment on images of familiar situations in the past; compare and contrast characters from stories, including  figures from the past.  ELG: Talk about the lives of people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; understand the past through settings, characters and events encountered in books read in class and storytelling. | | | | | |
| History | Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | * Summer 2 |
|  | Who are you/who is your family? | | History of light/Thomas Edison/wind farms | Hans Christian Anderson | dinosaurs/  extinction |  | Seaside holidays and how they’ve changed |
| Skills |  | |  |  |  |  |  |

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| Geography |  | Reception Draw information from a simple map; recognise some similarities and differences between life in this country and life in other countries, explore the natural world around them, recognise some environments that are different to the one in which they live.  ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; understand some important processes and changes in the natural world around them, including the seasons.  ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;  explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. | | | | | |
| Geography | Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | * Summer 2 |
|  |  | | Changes in the seasons | Houses in different environments – hot/cold | Habitats, looking at maps | Changes in the seasons | Map making |
| Skills |  | |  |  |  |  |  |

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| RE |  | * Reception: Talk about members of their immediate family and community; name and describe people who are familiar to them; understand that some places are special to members of their community; recognise that people have different beliefs and celebrate special times in different ways; * See themselves as a valuable individual; think about the perspectives of others. * ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. * Talk about the lives of the people around them and their roles in society; understand the past through settings, characters and events encountered in books read in class and storytelling. * Show sensitivity to their own and others’ needs. | | | | | |
| PSED/Understanding the world | Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | * Summer 2 |
|  | Bible Stories/Harvest Festival | | Diwali  Nativity |  | Easter |  |  |
| Skills |  | |  |  |  |  |  |

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| History/  Understanding the World |  | Reception: Comment on images of familiar situations in the past; compare and contrast characters from stories, including  figures from the past.  ELG: Talk about the lives of people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; understand the past through settings, characters and events encountered in books read in class and storytelling. | | | | | |
| History | Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | * Summer 2 |
|  | Who are you/who is your family? | | History of light/Thomas Edison/wind farms | Hans Christian Anderson | dinosaurs/  extinction  Mary Anning |  | Seaside holidays and how they’ve changed |
| Skills | Children begin to recognise the passing of time and changes. Children can talk about themselves and their close relatives. They understand terms such as younger/older and can identify physical differences. | |  |  | Children recognise that the world existed before them and somethings existed and are no longer here. They understand terms related to time such as before, after and now. Children recognise that dinosaurs and humans did not co-exist. Children can create a simple timeline of events. |  | * Children observe changes in landscape over time. |

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| PE |  | * Reception: Revise and refine the fundamental movement skills they have already acquired:Rolling, running, crawling, hopping, walking, skipping, jumping, climbing   Progress towards a more fluent style of moving, with developing control and grace.   * Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.   Combine different movements with ease and fluency.  Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.  Develop overall body strength, balance, coordination and agility.   * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Return to and build on their previous learning, refining ideas and developing their ability to represent them. * Create collaboratively, sharing ideas, resources and skills. * Listen attentively, move to and talk about music, expressing their feelings and responses. * Watch and talk about dance and performance art, expressing their feelings and responses.   Explore and engage in music making and dance, performing solo or in groups.  ELG:   * Be confident to try new activities and show independence,   resilience and perseverance in the face of a challenge.   * Explain the reasons for rules, know right from wrong and try to behave accordingly.   Manage their own basic hygiene and personal needs, including dressing.  Work and play cooperatively and take turns with others. | | | | | |
| Physical Development | Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | * Summer 2 |
|  | Target Games 1 | | Fundamental movement skills | Invasion games skills | Striking and fielding games | Net and wall games | Object Manipulation |
|  | Yoga | | Gymnastics | Dance | Gymnastics | Dance | * Fine motor skills |
| Skills |  | |  |  |  |  |  |

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| Computing  PSED/EAD/PD |  | * Reception: Show resilience and perseverance in the face of a challenge; Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of ‘screen time’. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Explore, use and refine a variety of artistic effects to express their ideas and feelings. * ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | | | | | |
| Computing | Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | * Summer 2 |
|  |  | |  |  | Logging on to a computer | Using drawing apps | Using bee bots |
| Skills |  | |  |  |  |  |  |