

Area of Learning	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
THEMES	ME MYSELF & I /CHILD LEAD	LIGHT	ONCE UPON A TIME	CHILD LEAD	PLANTS	HUMANS & OTHER ANIMALS
LEAD SUBJECT	PSED	RE	LITERACY	AREAS OF WEAKNESS	UTW	UTW
READ TO WRITE	BASELINE/ name writing]	Star in a Jar	Talk for writing- the little red hen	Writing linked to interests	The Extraordinary Gardener	Talk for writing – the very hungry caterpillar

Prime Areas of Learning

Communication & Language

Educational Programme for Communication and Language: The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Early Learning Goals
LISTENING & ATTENTION
Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

SPEAKING
Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Links To NC subjects
Communication and language in central to all subjects

Physical Development

Educational Programme for Physical Development: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Early Learning Goals
GROSS MOTOR
Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

FINE MOTOR
Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

Links To NC subjects
Physical education
English – handwriting & Writing

PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			How to catch a star	Jack and the Beanstalk	Space	Fundamental Movement Skills
Personal Social & Emotional Development	<p>Education Programme for Personal Social & Emotional Development: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
	<p>Early Learning Goals</p> <p>SELF REGULATION</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>MANAGING SELF</p> <ul style="list-style-type: none"> • Children at the expected level of development will: • 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 • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>BUILDING RELATIONSHIPS</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs. 					
	<p>Links To NC subjects</p> <p>PSHE</p>					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Jigsaw	Being me in my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing me

Specific Areas Of Learning

Literacy Reading	<p>Educational Programme for Literacy: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
	<p>Early Learning Goals Early Learning Goal COMPREHENSION Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Early Learning Goal WORD READING</p> <ul style="list-style-type: none"> • Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 					
	<p>Links To NC subjects English- Reading English-Comprehension</p>					
Literacy Reading	<p>Early Learning Goal Early Learning Goal: WRITING Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others. 					
	<p>Links To NC subjects English- Writing</p>					
Phonics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	ELS Reception Aut 1 Weeks 1-6 Phase 2 s-ll HRSW I the no put of is to go into pull as his	ELS Reception Aut 2 Weeks 1-6 Phase 3 j-oa / es where there is no change to the root word HRSW he she buses we me be push was her my you	ELS Reception Spring 1 Weeks 1-6 Phase 3-4 oo-ow HRSW they all are ball tall when what	ELS Reception Spring 2 Weeks 1-6 Review weeks HRSW said so have were out like some come there little one do children love	ELS Reception Summer 1 Weeks 1-6 Phase 4	ELS Reception Summer 2 Weeks 1-6 Phase 5 introduction ay- split digraphs HRSW Oh their people Mr Mrs your ask should would could asked house mouse water want very
Read to Write	Baseline/ Phonics	Star in a Jar	Talk for writing- The little red hen	Writing Linked to interest	The extraordinary Gardener	Talk for writing- The very Hungry Caterpillar

Mathematics	<p>Educational Programme for Mathematics: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>
	<p>Early Learning Goals Early Learning Goal NUMBER Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Early Learning Goal NUMERICAL PATTERNS Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
	<p>Links To NC subjects Mathematics</p> <p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mastering Number	<p>Mastering number weeks 1-5</p> <p>Shape</p> <ul style="list-style-type: none"> •Use everyday language to talk about shapes in the environment. •Create patterns and pictures with 2D shapes. 	<p>Mastering number weeks 6-10</p> <p>Space</p> <ul style="list-style-type: none"> •Recognise patterns made of objects, numbers and shapes. •Describe patterns made of objects, numbers and shapes. •Create and describe their own patterns made 	<p>Mastering number weeks 11-15</p> <p>Distance</p> <ul style="list-style-type: none"> •Compare two objects of different height. •Understand and use language of comparison, (e.g. wider/narrower; longer/shorter; taller/shorter). •Order three objects of different length/width/ height. 	<p>Mastering number weeks 16-20</p> <p>Shape</p> <ul style="list-style-type: none"> •Use everyday language to talk about shapes in the environment. •Build and make models with 3D shapes. •Name common 3D shapes (sphere, cube, cuboid, cone). •Talk about using mathematical language (straight, curved, sides, flat, solid). •Sort shapes according to their own criteria. 	<p>Mastering number weeks 21-25</p> <p>Volume/Capacity</p> <ul style="list-style-type: none"> •Understand the measurement of volume/capacity (empty/nearly full). •Compare two of the same container holding different amounts. •Understand and use language of comparison, (e.g. empty/full, more/less, most/least). •Order three of the same container holding different amounts. •Understand and use the language of comparison of three of the same container holding different amounts (e.g. most/least). •Understand the concept of conservation of volume/capacity. 	<p>Mastering number weeks 26-31</p> <p>Space</p> <ul style="list-style-type: none"> •Understand and use positional language in everyday situations. •Understand and use ordinal numbers when describing position. •Understand and use the language of movement/direction.

Understanding the world	<p>Educational Programme for Understanding the World: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>
	<p>Early Learning Goals Early Learning Goal: PAST & PRESENT Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the 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. • <p>Early Learning Goal: PEOPLE CULTURE & COMMUNITY Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps □ 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 • 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. <p>Early Learning Goal: THE NATURAL WORLD Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.
	<p>Links To NC subjects History RE Science Geography Computing- There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Theme: Me myself and I (+ growth mindset)	Theme: Light/ star in the Jar	Theme: Once upon a time	Theme: child lead/ people who help us/ history focus	Theme: plants/ Extraordinary Gardener	Theme: Humans and other animals
Key Texts	Owl Babies Harry and the Dinosaurs go to school The colour monster The Dot Rosie Revere the engineer The lion inside	Star in the Jar The Best Diwali Ever How to catch a star Whatever next Astro girl Little people Big dreams- Neil Armstrong	The Three little Pigs The Three Billy Goats Gruff The Gingerbread Man The Little Red Hen Goldilocks and the Three bears The Great Race	Guess How much I love you (Easter) visitors linked to topic	The extraordinary gardener The Tiny Seed Jack and the beanstalk Tree, seasons come, seasons go Ten seeds Little people Big dreams David Attenborough	Funny Bones The Body Book Dear Zoo The Very hungry caterpillar What the Ladybird heard
Experiences for timeline	starting school, Harvest festival & Seasons- Autumn Tiddly om pom poms	Bonfire night, Diwali, Seasons -Winter & Nativity  Blackpool illuminations	CNY, baking	Seasons- Spring, shrove Tuesday, Easter, visitors (people who help us)	Forest School, planting seeds Learning about Blackpool as a town 	Seasons -summer, Trip, class butterflies, sports day, class worship
RE	EYFS Harvest / / UC F1 Why is the word ‘God’ so important to Christians? EYFS I am Special		EYFS Stories Jesus Heard EYFS Stories Jesus Told EYFS Easter/ UC F3 Why do Christians put a cross in an Easter Garden		EYFS Special Places EYFS Special Times EYFS Prayer	

	EYFS Christmas/ DIWALI / UC F2 Why do Christians perform nativity plays?					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>SUGGESTED ACTIVITIES 1.PZAZ THE SEASONS SEASONAL CHANGE</p> <p>SUGGESTED ACTIVITIES 3.PZAZ MY BODY</p> <p>PLAN EYFS MATRICES / HUMANS</p> <p>PLAN EYFS MATRICES / SEASONAL CHANGE</p>	<p>SUGGESTED ACTIVITIES PLAN EYFS MATRICES / LIGHT</p> <p>PLAN EYFS MATRICES / EARTH AND SPACE</p>	<p>SUGGESTED ACTIVITIES 2.PZAZ THE WEATHER SEASONAL CHANGE</p> <p>PLAN EYFS MATRICES / SEASONAL CHANGE</p> <p>SUGGESTED ACTIVITIES 8.PZAZ POTIONS/CHANGES</p> <p>9.PZAZ MATERIALS/DIFFERENT MATERIALS</p> <p>10.PZAZ MATERIALS/PROPERTIES OF MATERIALS</p> <p>PLAN EYFS MATRICES / MATERIALS INCLUDING CHANGING MATERIALS</p>	<p>SUGGESTED ACTIVITIES 11.PZAZ FORCES / MAGNETS / POWERS</p> <p>12. PZAZ POWERS/PLANES AND BOATS</p> <p>PLAN EYFS MATRICES / FORCES</p> <p>PLAN EYFS MATRICES / SOUND</p>	<p>SUGGESTED ACTIVITIES 15 PZAZ PLANTS</p> <p>16 PZAZ HABITATS</p> <p>17 PZAZ BUGS 18 PZAZ FLOWERS AND TREES</p> <p>PLAN EYFS MATRICES / LIVING THINGS AND THEIR HABITATS</p>	<p>SUGGESTED ACTIVITIES 4.PZAZ ANIMALS</p> <p>PLAN EYFS MATRICES / ANIMALS EXCLUDING HUMANS</p>

Expressive art & Design	<p>Education Programme for expressive art and design: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>
	<p>Early Learning Goals Early Learning Goal: CREATING WITH MATERIALS Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 • Make use of props and materials when role playing characters in narratives and stories. <p>Early Learning Goal: BEING IMAGINATIVE & EXPRESSIVE Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher • 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.
	<p>Links To NC subjects Art Design & Technology Music</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	Me!		My Stories		Our World	
	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place		Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place		Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	1.1 Harvest. How can we help those who do not have a good harvest? 1.9 My world Jesus' world 1.3 Christmas. Why do we give and receive gifts?		1.4 Jesus was special 1.5 Easter. Celebrating new life and new beginnings		1.7 Why is Baptism special? UC 1.1 What do Christians believe God is like?	
Maths (White Rose)	Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Consolidation week	Number: Addition and Subtraction (within 10) continued Geometry: Shape	Number: Place Value (within 20) Number: Addition and Subtraction (within 20)	Number: Place Value (within 50) Measurement: Length and Height Measurement: Weight and Volume	Number: Multiplication and Division Number: Fractions Geometry: Position and Direction	Number: Place Value (within 100) Measurement: Money Measurement: Time Consolidation week
English Read to Write	Rapunzel	Major Glad, Major Dizzy	Hermelin	Where the Wild Things Are	The Secret of Black Rock	The Last Wolf
Steps to Read	Lost in the Toy Museum The Teddy Robber Now we are Six Toys and Games Toys in the Past	Breadth: The Owl & the Pussycat Goldilocks & the 3 Bears Goldilocks & Just the 1 Bear Mr Wolf's Pancakes	Out and About (Poetry) Six Dinner Sid Farms and Villages The Shopping Basket Our Local Area	Breadth: Deep in the Woods No Dinner The Leopard's Drum Poems to Perform	The 5 Senses The Sense of Touch Something Smells The Lion Inside Where My Wellies Take Me Big Book of Animals	Breadth: Peace at Last Mrs Armitage on Wheels Can't You Sleep Little Bear Poems Out Loud
Science	Chemistry: Everyday Materials		Biology: Plants		C2C: Biology: Animals inc. Humans	
	Physics: Seasonal Changes Working Scientifically					
Geography	UK Countries and Capital Cities		 C2C: Our Locality		Hot and Cold Places Wonderful Weather	
History	C2C: Within living memory Toys from the Past		 Lives of Significant People: Local Stars		 Local History: School	
Art	 Artist Study: Hundertwasser Images of Blackpool	 Artist Study: John Ditchfield		Artist Study: Giuseppe Arcimboldo Clay - 3D Fruit		
DT	 Structures: Towers	Moving Products Sliders/Leavers: Information Poster		Food: Healthy fruit kebab		
Music	Charanga – Introducing beat	Nativity	Charanga Adding Rhythm and Pitch		Charanga – Introducing tempo and dynamics	
PE	Baseline assessment- Supertato FMS- Zog	Dance- Three Little Pigs FMS- Underarm Throw	Gymnastics- Jack and the Beanstalk FMS- Overarm Throw	Dance- Toy Story FMS- Catch and Bouncing a Ball	Gymnastics- Activities 1 Sports Day Practice	FMS- Rolling a Ball Balance Bikes
Computing	Technology around us	Digital writing	 Digital painting	Grouping data	Moving Robots	Animation
PSHE	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
ENRICHMENT OPPORTUNITIES	Blackpool Tower Visit Grandparents – toys / afternoon tea Christmas Nativity		Beach / local area visit John Ditchfield visit Healthy Heads		Tesco – fruit / veg talk Vicar visit - Baptisms	

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	2.1 The Bible. Why is it such a special book? 2.2 Christmas. Why was the birth of Jesus such good news?		2.3 Jesus friend to everyone 2.4 Easter. How do Symbols help us understand the story?		2.5 Why is the church a special place for Christians? 2.6 What happened at the Ascension and Pentecost?	
Maths (White Rose)	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction continued Geometry: Properties of Shape	Measurement: Money Number: Multiplication and Division	Number: Multiplication and Division continued Measurement: Length and Height Measurement: Mass, Capacity and Temperature	Number: Fractions Measurement: Time	Statistics Geometry: Position and Direction Consolidation week
English Read to Write	A River	The Night Gardener	Bog Baby	Grandad's Island	The King Who Banned the Dark	Rosie Revere Engineer
Steps to Read	The First Book of the Sea One World The Sea Book Sharks The Real Boat	Breadth: The Secret of the Tattered Shoes The Owl and the Pussycat Once Upon a Wild Wood Glassmaker's Daughter	The Flower Grandpa's Garden How to Help a Hedgehog and Protect a Polar Bear	Breadth: The Three Little Wolves and the Big Bad Pig The True Story of the Three Little Pigs Revolting Rhymes The Wolf's Story	The Great Fire of London The Baker's Boy A City in Flames Why do we remember the Great Fire of London?	Breadth: George's Marvellous Medicine The Tunnel The Works (poetry) The Owl Who was Afraid of the Dark
Science	Biology: Animals inc. Humans		Biology: Living things & Habitats C2C: Biology: Plants		Chemistry: Everyday Materials	
Working Scientifically						
Geography	C2C: Rivers and Seas		 Small area in the U.K.: Blackpool - the places where we play	Small area in a non-European Country: Adelaide, Australia		
History	Lives of Significant People: Explorers		 Local History: St Anne's High Street	C2C: Events Beyond Living Memory The Great Fire of London		
Art	Artist Study: Pam Carter Landscapes		Artist Study: Darrel Wakelam Clay plant pots		Artist Study: David Best Historical paintings (Great Fire of London)	
DT	Food: Healthy Eating - Smoothie		Textiles: Bog Baby Puppet		Moving Products – Wheels and Axels: Vehicles	
Music	Charanga – Exploring Simple Patterns	Nativity	Charanga – Focus on Dynamics and Tempo		Charanga - Recorder Suggested Pathway	
PE	 Dance- Sea Side FMS- Bounce a Ball	Nativity Games- Net and Wall	FMS- Playground Games Dance- Toy Story	Gymnastics- Activities 1 Games- piggy in the Middle	Dance- Fire, Fire Games- Striking and Fielding	Athletics End of KS1 Assessment
Computing	IT around us	Digital photography	Making music	Pictograms	Algorithms	Quizzes
PSHE	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
ENRICHMENT OPPORTUNITIES	Field Trip – River Nurse visit – Hygiene Nativity		Zoo – Habitats Study Field Trip - St Anne's High		Healthy Heads Fire Brigade – Fire Safety talk	

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	3.6 Harvest 3.1 Called by God 3.2 Christmas. God with us		3.3 Jesus the man who changed lives 3.4 Exploring the sadness and Joy of Easter		UC 2A.1 What do Christians learn from the creation story? 3.5 Which rules should we follow?	
Maths (White Rose)	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction continued Number: Multiplication and Division	Number: Multiplication and Division continued Measurement: Length and Perimeter	Number: Fractions Measurement: Mass and Capacity	Number: Fractions Measurement: Money Measurement: Time	Measurement: Time Geometry: Properties of Shape Statistics Consolidation week
Read to Write	The Iron Man	Fox	Rhythm of the Rain	Jemmy Button	Egyptology	Into the Forest
Steps to Read	Forces in Action The Wild Robot The Tin Forest The Robot & the Bluebird Rocks & Minerals	Breadth: Varjak Paw Charlotte's Web Hot Like Fire Leon & the Place Between	King of the Cloud Forests Rivers Rivers & Mountains Where the Mountain Meets the Moon	Breadth: The Princess & The Pea Fire Burn Cauldron Bubble The Princess Blankets The Snow Queen	Cinderella of the Nile Secrets of a Sun King Life in Ancient Egypt The Genius of Ancient Egyptians	Breadth: Harry & the Poisonous Centipede Stig of the Dump Pippi Longstocking Welcome to My Crazy Life
Science	C2C: Physics: Forces Chemistry: Rocks		Animals inc. Humans Physics: Light		Biology: Plants	
	Working Scientifically					
Geography	A Region in the UK: The Lake District		C2C: Mountains and Rivers		 Rubbish and Recycling	
History	Chronology: Stone Age to Iron Age		Chronology: Roman Britain		C2C: Ancient Ancients: Ancient Egypt	
Art	Artist Study: William Heaton Cooper / Beatrix Potter Landscapes in the Lake District		Artist Study: Elaine Goodwin Mosaics and Digital Mosaics		Artist Study: Hossam Dirar Egyptian Artefacts and Jewellery	
DT	Textiles with fastenings: Pencil Cases		Food: Healthy Packed Lunch (Sandwich)		Structures: Bird Feeders	
Music	Charanga- Developing Notation Skills	Christingle	Charanga – Enjoying Improvisation		Charanga – Composing Using Your Imagination	
PE	Dance- Iron Man Invasion- Netball	Athletics Activities Gymnastics- Activities 1	Creative Games- tag and target Games- Net and Wall Core Task 1	Dance- Superheroes Gymnastics- Activities 2	Invasion Games- Handball Games- Net and Wall Core Task 2	OAA- Trust and Trails Striking and Fielding- Rounders
Computing	Connecting Computers	Animations	Desktop Publishing	Branching Databases	Sequences	Events and Actions
PSHE	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
MFL	I am learning French Phonetics lesson 1		Classroom Commands Days / Months Colours		I can....	
ENRICHMENT OPPORTUNITIES	Healthy Heads River visit / Lake District		Ribchester Roman Museum PT / Nurse in – nutrition / exercise / health		Manchester or Bolton Museum visit – Egypt artefacts OR The Garstang Museum of Archaeology Recycling Centre Global Renewables	

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	4.1 God, David and the Psalms 4.2 Christmas. Exploring the symbolism of light.		4.3 Jesus Son of God 4.4 Exploring Easter as a story of betrayal and trust.		4.5 Are all churches the same? 4.6 What is prayer?	
Maths (White Rose)	Number: Place Value Number: Addition and Subtraction	Measurement: Area Number: Multiplication and Division Consolidation week	Number: Multiplication and Division continued Measurement: Length and Perimeter Number: Fractions	Number: Fractions continued Number: Decimals	Number: Decimals continued Measurement: Money Measurement: Time	Geometry: Properties of Shape Statistics Geometry: Position and Direction Consolidation week
Read to Write	The Whale	Leaf	Arthur and the Golden Rope	The Lost Happy Endings	The Journey	Manfish
Steps to Read	Why the Whales Came <i>Wild World</i> Wild in the Streets When the Mountains Roared Habitats The World of Whales	Breadth: The Girl Who Stole an Elephant The Miraculous Journey of Edward Tulane Where Zebras Go Night of the Gargoyles	Viking Boy The Saga of Eric the Viking 100 Facts about Vikings Explore Vikings!	Breadth: Beowulf Stories from Around the World The Poetry Chest Tales from Africa	Survivors The Dragon of Krakow The Travel Book	Breadth: The Firework Maker's Daughter The Legend of Podkin One Ear Werewolf Club Rules The Wind in the Willows
Science	C2C: Biology: Living Things and Habitats Biology: Animals inc. Humans		Physics: Electricity & Sound		Chemistry: States of Matter	
Working Scientifically						
Geography	 The Region Where I Live in the UK		Volcanoes and Earthquakes		C2C: Europe and Italy	
History	 Local History: Blackpool Heritage		C2C: Chronology: Anglo-Saxons & Vikings		Beyond 1066: The Great Plague	
Art	Artist Study: Louise Bourgeois 3D Wire Animals		Viking carvings / engravings		Artist Study: Jean-Humbert Savoldelli Paint in acrylic	
DT	Food: Savoury Bread		Mechanical / Electrical: Reading Lamp		Mechanisms – Leavers/Linkages: Water Cycle/Changing States Moving Poster	
Music	Cornets	Cornets	Cornets	Cornets	Cornets	Cornets
PE	Invasion Games- Basketball Net and Wall- Unit 1	Target Games- Dodgeball Gymnastics- Activity 1	Dance- Sparks Might Fly OAA- Team Work and Problem Solving	Gymnastics- Activities 2 Invasion Games- Rugby	Additional Unit- Golf Dance- Myths and Legends	Fit2Go Striking and Fielding- Cricket
Computing	The internet	 Audio editing	Photo editing	Data logging	Repetition	Repetition in games
PSHE	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
MFL	Phonetics lesson 2 Presenting myself		Phonetics lesson 3 Family		At the café	
ENRICHMENT OPPORTUNITIES	Sea Life Centre Field Trip - local area Heritage Tram		Healthy Heads		Italian meal Church visits	

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	5.1 How and why do Christians read the Bible? 5.2 Christmas. The gospels of Matthew and Luke		5.3 Jesus the teacher 5.4 Why do Christians believe that Easter is a celebration of victory?		5.9 Pentecost, what happened next? 5.5 Exploring the lives of significant women in the Old Testament	
Maths (White Rose)	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and Division Number: Fractions	Number: Multiplication and Division Number: Fractions	Number: Decimals and Percentages Measurement: Perimeter and Area Statistics	Geometry: Properties of Shape Geometry: Position and Direction Number: Decimals	Number: Decimals continued Number: Negative Numbers Measurement: Converting Units Measurement: Volume
Read to Write	The Lost Book of Adventure	Farther	The Hound of the Baskerville	The Promise	Where Once We Stood	King Kong
Steps to Read	My Name is River Amazon North America My Side of the Mountain	The Nowhere Emporium The Stormkeeper's Island Skysong Wonderland in Poetry	Street Child A Christmas Carol The Age of Industry Victorians	Outlaw The Highwayman The Lady of Shallot How the Whale Became Between Worlds	The War of the Worlds A Poem for Every Night of the Year The Infinite Lives of Maisie Day The Planets	Journey to JoBurg Oranges in No Man's Land Kick Wicked World Poetry
Science	All Living Things and Their Habitats Biology: Animals inc. Humans		Chemistry: Materials	Physics: Forces	C2C: Physics: Earth and Space	
Working Scientifically						
Geography	C2C: North & South America – Amazon Adventures		UK – Who are we?		Food for thought	
History	Civilizations from 1000 years ago: Mayans		C2C: Victorians		Ancient Ancients: Ancient Greece	
Art	Artist Study: Henri Rousseau Rainforest art		Artist Study: John Ruskin Victorian Art		Artist Study: Adrian Pritchard & Tao Te Ching Space Art	
DT	Gears OR Pulleys: Drawbridge across the Amazon		Textiles: Traditional Teddy		Food: Pizza	
Music	Charanga – Getting Started with Music Tech		Charanga – Emotions and Musical Styles		Charanga – Exploring Key and Time Signatures	
PE	Swimming Net and Wall- Tennis	Swimming Invasion Games- Netball	Swimming Gymnastics	Swimming Dance- Highway Man	Swimming Invasion Games- Rugby	Swimming OAA
Computing	Sharing Information	Vector Drawing	Video Editing	Databases	Selection	Selection in Quizzes
PSHE	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
MFL	What is the date?		Clothes		My home	
ENRICHMENT OPPORTUNITIES	Forest School – Plants / life cycles Healthy Heads		Quarry Bank Mill, Cheshire / Fleetwood Museum Victorian workshop Blackburn Museum (Toys)		Bikeability	

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	6.1 Life as a journey and Pilgrimage. 6.2 How do Christians prepare for Christmas?		6.3A Why is the Exodus such a significant event in Jewish and Christian history? 6.3 Why do Christians celebrate the Eucharist? 6.4 Easter. Who was Jesus? Who is Jesus?		6.6 Ideas about God UC 2B.2 Creation and Science, conflicting or complimentary?	
Maths (White Rose)	Number: Place Value Number: Addition, Subtraction, Multiplication and Division	Number: Fractions Measurement: Converting Units	Number: Ratio Number: Algebra Number: Decimals	Number: Fractions, Decimals and Percentages Measurement: Perimeter, Area and Volume Statistics	Geometry: Properties of Shape Geometry: Position and Direction SATs preparation	Consolidation, investigations and preparations for KS3
Read to Write	Darwin On the Origin of the Species	The Wolves in the Wall The Ways of the Wolf	Rose Blanche Anne Frank	A Story Like the Wind	Shackleton's Journey	Hansel and Gretel
Steps to Read	When the Whales Walked The Great Sea Dragon Discovery When Darwin Sailed the Sea The Explorer Darwin: A Life in Poems	Breadth: Black Beauty The Wolves of Willoughby Chase The Call of the Wild	Anne Frank The Boy in the Striped Pyjamas Fire Weed Poems from the Second World War Eyewitness: WW 2	Breadth: Boy in the Tower Poet Laureate: Carol Ann Duffy Asha and the Spirit Bird	The Island at the End of Everything Overheard in a Tower Block Orphans of the Tide Coastlines	Breadth: The House with the Chicken Legs Grimms' Fairy Tales Blackberry Blue
Science	C2C: Biology: Evolution and Inheritance Biology: All living things and their habitats		Biology: Animals inc. Humans		Physics: Electricity Physics: Light	
Working Scientifically						
Geography	Disaster! Our Changing World!		Let's Go Global		C2C: Coasts (Fylde Coast)	
History	Tudors		C2C: World War 2		Titanic	
Art	Artist Study: Richard Symonds Animal Art		Artist Study: Alan Moore / Anna Airy Blitz Art		Artist Study: Alfred Wallis Maritime Art	
DT	Structures: Animal Shelters		Food: WW2 Inspired		 Electrical Systems: Blackpool Illuminations	
Music	Charanga – Developing Melodic Phrases		Charanga – Understanding Structure and Form		Charanga – Gaining Confidence Through Performance	End of Year Production
PE	 Dance- Seaside Playground Pals Training	Striking and fielding games- rounders Gymnastics- activity 1	Dance - Heroes and Villains Invasion Games- Rugby 2	Gymnastics- Activity 2 Creative Games	Striking and Fielding- Cricket Invasion Games- Hockey	Athletics OAA
Computing	Communication	3D modelling	Web Pages	Spreadsheets	 Variables	Sensing
PSHE	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
MFL	Phonetics lesson 4 French Celebrations		Healthy Lifestyles		Me in the World	
ENRICHMENT OPPORTUNITIES			WW2 Day		PGL Residential RNLI visit / talk Healthy Heads	