|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The Implementation of The School’s Curriculum** | | | | |
| **Long Term Plan of National Curriculum Subjects Programs of Study** | | | | |
| **Maths** | **Year Group** | **Term**  **Autumn** | **Term**  **Spring** | **Term**  **Summer** |
| **EYFS** | Match, sort and compareTalk about measure and patternIt’s me 1,2,3 Circles and triangles  1,2,3,4,5  Shapes with 4 sides | Alive in 5  Mass and capacity  Growing 6,7,8  Length, height and time  Building 9 and 10  Explore 3-D shapes | To 20 and beyond  How many now?  Manipulate, compose and decompose  Sharing and grouping  Visualise build and map  Make connections |
| **1** | Place value (within 10)  Addition and subtraction (within 10)  Shape | Place value (within 20)  Addition and subtraction (within 20)  Place value (within 50)  Length and height  Mass and volume | Multiplication and division  Fractions  Position and direction  Place value (within 100)  Measurement Money  Measurement Time |
| **2** | Place value  Addition and subtraction  Shape | Money  Multiplication and division  Length and height  Mass, capacity and temperature | Fractions  Statistics  Position and direction |
| **3** | Place value  Addition and subtraction  Multiplication and division A | Multiplication and division B  Length and perimeter  Fractions A  Mass and capacity | Fractions B  Money  Time  Shape  Statistics |
| **4** | Place value  Addition and Subtraction  Area  Multiplication and division A | Multiplication and division B  Length and perimeter  Fractions  Decimals A | Decimals B  Money  Time |
| **5** | Place value  Addition and subtraction  Multiplication and division A  Fractions A | Multiplication and division B  Fractions B  Decimals and percentages  Perimeter and area  Statistics | Shape  Position and directions  Decimals  Negative numbers  Converting units  Volume |
| **6** | Place value  Addition, subtraction, multiplication and division  Fractions A  Fractions B  Converting units | Ratio  Algebra  Decimals  Fractions decimals and percentages  Area, perimeter and volume  Statistics | Shape  Position and direction  Themed projects, consolidation and problem solving |
| **Reading /Writing** | **The**  **School**  **Follows:** | Reading:  RWI phonics, Accelerated Reader and Whole Class Reading (shared Text)  Writing/grammar:  The Write Stuff Term Planning  Spelling:  The Spelling Shed | | |
| **Science** | **Year** | **Autumn** | **Spring** | **Summer** |
| **1** | **Animals, including humans**  Human body, structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets), carnivores, herbivores and omnivores. | **Everyday Materials**  Distinguish, name, compare and group together.  **Seasonal Change**  Observe changes across the 4 seasons (Autumn/Winter). | **Plants**  Identify and name a variety of common wild and garden plants, describe the basic structure.  **Seasonal Change**  Observe changes across the 4 seasons (Spring/Summer). |
| **2** | **Living things and their habitat**  Explore living and dead/ things that have been alive, habitats provide for the basic needs of different kinds of animals and dependency.  Identify and name a variety of plants and animals in their habitats, idea of a simple food chain. | **Materials**  Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | **Plants**  Observe and describe how seeds and bulbs grow into mature plants and conditions needed for growth.  **Animals including Humans**  Offspring which grow into adult and basic needs of animal for survival. Importance for humans of exercise, eating the right amounts of different types of food, and hygiene. |
| **3** | **Light**  **Animals including humans**  Nutrition - animals cannot make their own food; they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection and movement. | **Rocks and Soils**  **Plants**  Different parts of flowering plants and functions, life cycle of flowering plants, including pollination, seed formation and seed dispersal. | **Forces** |
| **4** | **Sound**  **Electricity** | **Animals , incl humans**  Digestive system in humans. Identify the different types of teeth in humans and their simple functions. Food chains, identifying producers, predators and prey.  **Living things and their habitats**  Classification, wider environment and environmental change. | **States of Matter** |
|  | **5** | **Properties and Changes of Materials** | **Earth and Space**  **Forces** | **Living Things and Their Habitats**  Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.  **Animals, including humans**  Describe the changes as humans develop to old age. |
|  | **6** | **Animals including Humans**  Describe the changes as humans develop to old age. Circulatory system, the impact of diet, exercise, drugs and lifestyle on bodily functions  **Living things and their habitats**  Classifying plants and animals based on specific characteristics. | **Evolution and Inheritance** | **Light**  To recognise that light appears to travel in straight lines, to explain that objects are seen because they give out or reflect light into the eye; explain that we see things because light travels from a light source to objects and then to our eyes; use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.  **Electricity**  To associate the brightness of a lamp or the volume of the buzzer with the number and voltage of cells used in the circuit; compare and give reasons for variations in how components function, including the brightness of bulb, the loudness of buzzers and the on/off position of switches; use recognised symbols when representing a simple circuit in a diagram. |
|  |
| HISTORY | **Year** | **Autumn** | **Spring** | **Summer** |
| **1** | **Gun Powder Plot**  Know about significant historical events, people and places.  Rosa Parks – Black history month | **Significant Individuals**  **The lives of significant individuals** beyond living memory that are significant nationally or globally (Florence Nightingale and Edith Cavell) | **Travel and Transport**  Events beyond living memory |
| **2** | **Events beyond living memory** that are significant nationally or globally **(the** **Great Fire of London**) | **Castles and Palaces**  Know about significant historical events, people and places | **Significant historical events, people and places**  Holidays in past times (Victorian) |
| **3** |  | **Changes in Britain from Stone Age to Iron Age.** | **The Roman Empire and its impact on Britain** |
| **4** | **Battle of Britain**  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 |  | **Ancient Egypt:**  A study of the achievements of the earliest civilisation appeared. |
|  | **5** | **Ancient civilisations** **Mayans :**  A study that provides contrast with British history. |  | **Britain’s settlement by Anglo-Saxons and Scots**  The **Viking and Anglo-Saxon** struggle for the Kingdom of England to the time of Edward the Confessor. |
|  | **6** | **Ancient Civilizations Ancient Greece:**  A study of Greek life and achievements and their influence on the western world. | **Ancient Civilizations Ancient Greece:**  A study of Greek life and achievements and their influence on the western world. | **Change in an aspect of British Society:**  A study of an aspect that extends chronological knowledge beyond 1066 - **Monarchy: The reign of Victoria and architectural legacy** |
| **GEOGRAPHY** | **Year** | **Autumn** | **Spring** | **Summer** |
| **1** | **Our School/Locality**  **(Bromyard - buildings in our town )** | **Our County** | **Wonderful weather** |
| **2** | **Wonderful World** | **Sensational Safari** | **Beside the seaside** |
| **3** | **Land Use** | **The Uk** | **Extreme Earth** |
| **4** | **All around the World** | **Rainforest** | **What’s it like?**  **An industrial town compared with a coastal region**  **Water (cross-curricular links to Science)** |
| **5** | **The Amazing Americas** | **Enough for Everyone**  **Exploring Eastern Europe** | **Marvellous Maps** |
| **6** | **Raging Rivers** | **Magnificent Mountains** | **Our Changing World**  **Trading and Economic Activity** |
| **RE( Herefordshire Syllabus** | **Year** | **Autumn** | **Spring** | **Summer** |
| **EYFS** | Why is the word ‘God’ so important to Christians?F1  Why is Christmas special for Christians? F2 | Why is Easter special for Christians? F3  Which stories are special and why? F6 | Being special: where do we belong? F4  Which places are special and why? F5  Which stories are special and why? F6 |
| **1** | Who do Christians say made the world? [Creation] 1.2  Why does Christmas matter to Christians? 1.3  Moved to Autumn | What do Christians believe God is like? 1.1  What does it mean to belong to a faith community? 1.10 | What makes some places sacred to believers? 1.8  How should we care for others and the world, and why does it matter? 1.9 |
| **2** | Who is Jewish and how do they live? 1.7  What does it mean to belong to a faith community? 1.10 | What is the ‘good news’ Christians believe Jesus brings? 1.4  Why does Easter matter to Christians? 1.5 | Who is a Muslim and how do they live? 1.6  What does it mean to belong to a faith community?1.10 |
| **3** | What do Christians learn from the creation story? L2.1  What is it like for people to follow God? L2.2 | What do Hindus believe God is like? L2.7  What is the Trinity and why is it important for Christians? L2.3 | How do festivals and worship show what matters to a Muslim? L2.9  How do festivals and family life show what matters to Jews? L2.10 |
| **4** | What kind of world did Jesus want? L2.4  What does it mean to be a Hindu in Britain today? L2.8 | Why do Christians call the day Jesus died ‘Good Friday’? L2.5  For Christians, what was the impact of Pentecost? L2.6 | How and why do people mark the significant event so life? L2.11  H0w and why do people try and make the world a better place? L2.12 |
| **5** | For Christians, what kind of king is Jesus? U2.6  Why do Christians believe Jesus is the Messiah? U2.3 | What does it mean to be a Muslim in Britain today? U2.8  What do Christians believe Jesus did to ‘save’ people? U2.5 | Why is the Torah so important to Jewish people? U2.9  How do Christians decide how to lie? What would Jesus do? U2.4 |
|  | **6** | What does it mean for Christians to believe that God is holy and loving? U2.1  Wat matters to Humanists and Christians? U2.10 | Why do some people believe in God and some people not? U2.11  Why do Hindus try to be good? U2.7 | Creation and Science: Conflicting or complimentary? U2.2  How does faith help when life gets hard? U2.12 |
| **PHSE** | **Year** | **Autumn** | **Spring** | **Summer** |
| **1** | Teams (Relationships)  Think Positive (Health and Wellbeing) | Diverse Britain (Living in the wider world)  Be Yourself (Relationships) | It’s My Body (Health and Wellbeing)  Aiming High (Living in the wider world) |
| **2** | VIPs (Relationships)  Safety First (Health and Wellbeing) | One World (Living in the wider world)  Digital Wellbeing (Relationships) | Money Matters (Living in the wider world)  Growing Up (Health and Wellbeing) |
| **3** | Teams (Relationships)  Think Positive (Health and Wellbeing) | Diverse Britain (Living in the wider world)  Be Yourself (Relationships) | It’s My Body (Health and Wellbeing)  Aiming High (Living in the wider world) |
| **4** | VIPs (Relationships)  Safety First (Health and Wellbeing) | One World (Living in the wider world)  Digital Wellbeing (Relationships) | Money Matters (Living in the wider world)  Growing Up (Health and Wellbeing) |
| **5** | Teams (Relationships)  Think Positive (Health and Wellbeing) | Diverse Britain (Living in the wider world)  Be Yourself (Relationships) | It’s My Body (Health and Wellbeing)  Aiming High (Living in the wider world) |
| **6** | VIPs (Relationships)  Safety First (Health and Wellbeing) | One World (Living in the wider world)  Digital Wellbeing (Relationships) | Money Matters (Living in the wider world)  Growing Up (Health and Wellbeing) |
| **Art and Design** | **Year** | **Autumn** | **Spring** | **Summer** |
| **1** | **Drawing**  Artist Study – Joan Miro  Use pencils, pastels, chalk and crayon. Develop techniques of line, shape and form | **Collage**  Artist Study - Picasso (cubism)  Use card, clay, basic tools, adhesives. Develop techniques of texture, pattern, cutting, tearing. Collage | **Sculpture**  Artist Study – Alexander Calder  Use drawing, painting and sculpture to develop and share their ideas. |
| **2** | **Sculpture**  Artist Study – Andy Goldsworthy  Sculpture (wire plant/flowers and/or clay/salt dough foods) Use card, paper, wire, basic tools, clay/salt dough. Develop techniques of shape of form.  Painting  Making Colours (secondary colours) | **Printing**  Artist Study – Ora Kiely  Use objects and found materials pads/block/paint Develop techniques of pattern and shape | **Textiles**  Artist Study - Matisse  Textiles (weaving using materials/colours from local environment) Use threads, cotton, wool, raffia, beads, buttons, natural fibres and adhesives. Develop techniques of colours, pattern, texture, cutting, stitching and decorating. |
| **3** | **Collage**  Artist study – Wassily Kandinsky  Work with a range of materials and design techniques. | **Drawing**  Artist study – Banksy  Cave Art (linked to Stone Age) Use: variety of drawing tools: pencil, charcoal, coloured media Develop techniques of: shading, line, tone, shape Learn about surviving cave art and compare with modern graffiti artists (e.g. Banksy) | **Mosaic**  Artist Study - Gaudi  Record collection of his works in sketch book.  Explore using pencil, paint and clay. |
| **4** | **Painting**  Artist study – Keith Haring  Use a range of mediums: chalk, charcoal, pen and ink combined with paint | **Printing (printing blocks)**  Artist study – William Morris  Use: dot blocks and a variety of coloured papers develop techniques of: colour-mixing using two coloured inks; cutting a simple stencil and using this for printing | **Drawing**  Artist study – Frida Kahlo  Explore portrait art and develop individual pieces using a range of mediums – pencil, charcoal, pastels and pen. |
| **5** | **Sculpture**  Artist study – Anthony Gormley  Using papier mache – masks  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately | **Collage**  Artist study - Van Gogh  To improve their mastery of art and design techniques, including drawing, painting with a range of materials. | **Drawing**  Artist study - Jan van Kessel  Observational and scientific drawing – Wildlife/  Insects  Use sketch books to record observations and to review and revisit ideas |
| **6** | **Painting**  Artist study - Japanese artist Hokusai  watercolour techniques/ landscapes to link with Rivers and Mountains topic. | **Sculpture and Printing**  Artist study - Elizabeth Fritsch  Use clay to develop techniques of: creating textured surfaces, learn about surviving Greek pots and compare with that of modern ceramic artists (e.g. Elizabeth Fritsch or Mary Rose Young) and compare/make links to their own work. | **Drawing/Painting/Collage**  Artist study -- Lowry  **Use**: variety of drawing tools: pencil, charcoal, coloured media Develop techniques of: shading, line, tone and shape to develop works in the style of Lowry. |
| **Computing** | **Year** | **Autumn** | **Spring** | **Summer** |
| **1** | Online Safety  Programming toys  Painting | Programming with Scratch JR | Computer Skills  Word processing skills |
| **2** | Preparing for Turtle Logo  Online Safety | Computer Art Presentation Skill  Using the Internet | Programming Turtle Logo and Scratch |
| **3** | Online Safety  Programming Turtle Logo and Scratch | Drawing and Desktop Publishing | Internet Research and Communication  Presentation Skills |
| **4** | Online Safety  Scratch | Questions and Quizzes  Programming: Turtle Logo | Animation  Word processing |
| **5** | Online Safety  Scratch 3.0 | Developing Games | 3D Modelling: SketchUp  Flowol  Radio Station  Using and Applying Skills |
| **6** | Online Safety  Spreadsheets  Film-making | Kodu programming  Scratch | Animated Stories  Using and Applying Skills |
| **Physical Education** | **Year** | **Autumn** | **Spring** | **Summer** |
| **EYFS** | Gymnastics  Dance | Games  Dance | Gymnastics  Games: Athletics |
| **1** | Multi skills  Gymnastics | Invasion games  Dance | Multi skills  Multi skills: Athletics |
| **2** | Games  Gymnastics | Dance  Multi skills | Multi skills  Athletics |
| **3** | Invasion games  Gymnastics | Invasion games  Net/wall games | Striking and fielding games  Athletics |
| **4** | Invasion games  Gymnastics  Swimming | Invasion games  Net/wall games | Striking and fielding games  Athletics |
| **5** | Invasion games  Gymnastics | Invasion/team games | Striking and fielding games (rounders)  Striking and fielding games (cricket)  Athletics |
| **6** | Team games  Gymnastics  Swimming | Invasion/team games | Striking and fielding games (rounders)  Striking and fielding games (cricket)  Athletics |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***MFL*** | ***Year*** | **Autumn** | **Spring** | **Summer** |
| **3** | Meet and Greet | My Body | Time to Eat |
| **4** | People Around Me | All about School | Tell Me When |
| **5** | My Town | Shopping | My Routine |
| **6** | Let’s Go | The Wider World | Free Time |
| **Music** | **Year** | **Autumn** | **Spring** | **Summer** |
| **1** | Charanga- Hey You  Nativity songs and rehearsals | Charanga – In The Groove | Charanga – Round and Round |
| **2** | Charanga - Hands, Feet, Heart  Nativity songs and rehearsals | Charanga - I Wanna Play In A Band | Charanga - The Friendship Song |
| **3** | Charanga - Glockenspiel stage 1 | Charanga - Three Little Birds | Charanga - The Dragon Song |
| **4** | Mamma Mia – Notation, reading, Instruments, improvisation and composition | Stop! – Rhythm, pattern, movement/dance and creative lyrics | Blackbird – Notation, reading, instruments, melody, rhythm and pitch |
| **5** | Young Voices – performing in Jan 2024  Charanga – LivinG On A Prayer | Charanga – Classroom Jazz | Charanga – Reflect, Rewind, Replay - classical |
| **6** | Young Voices – performing in Jan 2024  Composition linked with Geography topic on Rivers.  Listening and appraising – The Vltava | Charanga - Happy | Steel Pans – Bym Welthy |
| **Design and Technology** | **Year** | **Autumn** | **Spring** | **Summer** |
| **1** | **Textiles:**  Sewing with Binca (bookmarks) | **Mechanical Systems:**  Pop up Easter card  **Structures:**  Waterproof Structures  (Forest school) | **Food:**  Growing strawberries, constructing fruit kebabs and fruit salads |
| **2** | **Mechanical Systems:**  Pop up cards Christmas | **Structures:**  Castle models | **Textiles:**  Class cushion (running stitch) |
| **3** | **Food:**  Using local produce  Apple crumble | **Structures:**  Jinks frame for photograph | **Electrical systems:**  Electric poster |
| **4** | **Textiles:**  War Time Bear (Blanket stitch) | **Electrical Systems:**  Making a torch | **Mechanical Systems:**  Wooden Shaduf |
| **5** | **Food:**  Cooking savoury dish  (Mayans) | **Electrical Systems:**  Steady hand game | **Textiles:**  Embellish letter  Fastenings, applique and decorative stitches. |
| **6** | **Mechanical structures:**  Bridges | **Digital world 3D Modelling :**  Navigating the world | **Mechanical systems:**  Fairground rides /buggies |