



Subject Curriculum Map EYFS to year 4 2022-2023 onwards



Subject	Term	EYFS	Year 1	Year 2	Year 3	Year 4
Science	Autumn	Name and describe people who are familiar to them. The effect of changing seasons on the natural world – observational autumn walk.	Working scientifically: what's the weather like? Everyday materials Seasonal changes	Working scientifically: what do animals need for survival and what do humans need to stay healthy? Animals including humans	Working scientifically: observe and group rocks based on their properties Rocks Animals including humans	Working scientifically: what happens to the brightness of bulbs if we add more cells? Electricity Living things and their habitats
	Spring	Observe natural processes such as: ice investigations, floating and sinking	Working scientifically: observing and comparing animals to describe and group Animals including humans	Working scientifically: which is the best material to insulate the ice cube? Everyday materials	Working scientifically: how is water transported in plants? Plants	Working scientifically: which will melt quicker the small or giant chocolate button? Can we find patterns in the sounds that are made by different objects? States of matter Sound
	Summer	Growing plants on a desert island Minibeast hunt Observing farm animals Life cycle of owls Visit to/from Herrings Green Farm	Working scientifically: observing closely and comparing and contrasting plants through senses Animals including humans Plants	Working scientifically: describe the conditions in different habitats and microhabitats Living things and their habitats Plants	Working scientifically: how far can a magnet pull objects on different surfaces? Light Forces and magnets	Working scientifically: comparing the teeth of carnivores and herbivores and suggesting reasons for differences Animals including humans
Geography	Autumn	School walk observing features of the school and grounds Locating beech (recently planted), oak, sycamore	Geographical skills and fieldwork Use simple fieldwork and observational skills to study the geography of their school and its grounds, and the key human and physical	Locational knowledge name and locate the world's seven continents and five oceans understand geographical similarities and differences through studying the human	Human and Physical Geography Describe and understand key aspects of physical geography: volcanoes and earthquakes	Geographical skills and fieldwork Use maps, atlases, globes and Google Earth to locate countries studied and described features (human and physical) studied

		<p>and willow trees in the school grounds</p> <p>Book: Tree by Bretta Teckentrup</p>	<p>features of its surrounding environment.</p> <p>Devise a simple map, use and construct basic symbols</p> <p>Human and Physical Geography</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Use the basic geographical vocabulary</p>	<p>and physical geography of a small area in a contrasting non-European country (Africa/Australia)</p> <p>Human and Physical Geography</p> <p>Identify the location of hot areas of the world in relation to the Equator</p> <p>Use the basic geographical vocabulary</p> <p>Geographical skills and fieldwork</p> <p>Use aerial photographs and plan perspectives to recognised landmarks and basic human and physical features</p>	<p>human geography, including types of settlements and land use.</p>	<p>Use fieldwork to observe measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies (maps of Wimpole Farm/Air Quality monitoring in Ampthill)</p> <p>Locational knowledge</p> <p>Name and locate countries and cities of the UK geographical regions and their identifying human and physical characteristic, including key features (hills, mountains, coasts and rivers)</p>
	Spring	<p>Recognise environments that are different from Ampthill</p> <p>Finding the UK and Antarctica on a map</p> <p>What is it like to live in Antarctica?</p> <p>Explore the natural world around them</p> <p>Walk to Kings Arms Garden and around Ampthill</p>	<p>Locational knowledge</p> <p>name and locate the world's seven continents and five oceans</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Geographical skills and fieldwork</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Human and Physical Geography</p>	<p>Locational knowledge</p> <p>name and locate the world's seven continents and five oceans</p> <p>Human and Physical Geography</p> <p>Identify the location of cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use the basic geographical vocabulary</p>	<p>Human and Physical Geography</p> <p>human geography, including types of settlements and land use</p> <p>Locational knowledge</p> <p>Locate the world's countries using maps to focus on North and South America (Brazil topic) concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Place Knowledge</p> <p>Understand geographical similarities and differences through the study of human and physical geography in a region of the UK, and a region in a European country (Italy – Viva Roma)</p> <p>Human and Physical Geography</p> <p>Place Knowledge</p>	<p>Locational knowledge</p> <p>Locate the world's countries using maps to focus on Europe (via Viva Roma), including the location of Russia, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Place Knowledge</p> <p>Understand geographical similarities and differences through the study of human and physical geography in a region of the UK, and a region in a European country (Italy – Viva Roma)</p> <p>Human and Physical Geography</p>

			Use the basic geographical vocabulary		Understand geographical similarities and differences through the study of human and physical geography in a region of the UK, and a region within South America (Brazil)	Describe and understand key aspects of physical geography: mountains (Italian mountains) human geography, including: types of settlement and land use, economic activity including trade links.
	Summer	<p>Compare the features of Amptill and Antarctic</p> <p>Create a simple map of the playground</p>	<p>Locational knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Coastal place linked to Seaside theme)</p> <p>Geographical skills and fieldwork Use locational and directional language, for example near and far, left and right, forwards, backwards, next to...etc. to describe position</p> <p>Human and Physical Geography Use the basic geographical vocabulary</p>	<p>Locational knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Human and Physical Geography Use the basic geographical vocabulary</p> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognised landmarks and basic human and physical features</p>	<p>Locational knowledge Name and locate countries and cities of the UK geographical regions and their identifying human and physical characteristics, including key features (hills, mountains, coasts and rivers)</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and Google Earth to locate countries studied and described features (human and physical) Use fieldwork to observe measure and record and present the human and physical features in the local area using a range of methods, including sketch maps and simple graphs</p>	<p>Human and Physical Geography Describe and understand key aspects of physical geography: Rivers (Nile)</p> <p>Geographical skills and fieldwork Use the 8 points of a compass and 4 figure grid references, symbols and keys to build their knowledge of the UK</p>
History	Autumn	Compare and contrast characters from stories	<p>Changes within Living Memory Toys in the past</p>	Events beyond living memory that are significant nationally or globally	Anglo Saxons and Scots Knowledge and Understanding of	A study of an aspect of British history – a significant turning point in British history

		including a figure from the past – Guy Fawkes.	The Lives of significant individuals Guy Fawkes, James I and the Houses of Parliament	<p>'What are we remembering on Remembrance Day?</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements using these to compare aspects of life then and now</p> <p>Florence Nightingale, Mary Seacole and Edith Cavell (Guy Fawkes)</p>	<p>British History</p> <p>a. Britain's settlement by Anglo Saxons and Scots:</p> <p>i. Understand where the Angles and Saxons came from and the context (the fall of the Roman Empire)</p> <p>ii. Know the way the country was divided into different kingdoms.</p> <p>iii. Understand some of the key aspects of Anglo/Saxon village life, including homes, food, clothes and art, culture and religion (Inc. Christian Conversion)</p> <p>iv. Understand some key details about some Saxon kings, including Alfred The Great, King of Wessex.</p>	World War 1
	Spring	Compare and contrast characters from stories including a figure from the past – e.g. Amelia Earhart, Henry Ford, Robert Stevenson	The Lives of significant individuals Famous Queens	<p>Events Beyond Living Memory that are significant nationally or globally</p> <p>The Great Fire of London and The Plague</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements using these to compare aspects of life then and now</p> <p>Samuel Pepys,</p>	<p>Changes in Britain from The Stone Age to The Bronze Age</p> <p>Hunter-gathers/early farming, family life, defence and weaponry, clothing and food</p>	The Roman Empire and its Impact on Britain Viva Roma

	Summer	History of real life pirates	Changes within living memory Seaside holidays in the past	The lives of significant individuals in the past who have contributed to national and international achievements using these to compare aspects of life then and now Henry VIII/Church of England, Catherine of Aragon/Link to Ampthill, Alexander Graham Bell/Telephone, George Stevenson/train. Significant historical events, people and places in their own locality Henry VIII, Catherine of Aragon, Catherine's Cross and Ampthill Great Park	Changes in Britain during the Iron Age Hunter-gathers/early farming, family life, defence and weaponry, clothing and food	The Achievements of the Earliest Civilisations Ancient Egypt
Design and Technology	Autumn		Textiles Delightful decorations	Cooking and nutrition Picnic skewers	Shell/frame structure Structures and bridges	Electrical Systems (simple circuits and switches) Lighting up WW1 - Troches
	Spring	Pancakes Design and make a vehicle	Leavers and sliders Moving minibeasts	Mechanisms and stable structures Make a fire engine (with ladder and light) to save London	Mechanical systems (levers and linkages) Printing blocks Pop-up book of a cave man story	Cooking and Nutrition Pizza making
	Summer	Design and make a pirate ship	Cooking and Nutrition Seaside snacks	Textiles Puppets - countryside critters	Cooking and Nutrition Sandwich snacks	Mechanical systems(gears and cams) Build a working moving cam model Textiles

						Combining Fabric Shapes and quilting to make a piece of art
Art and Design	Autumn	<p>Create a Christmas card</p> <p>Collaboratively create an Andy Goldsworthy inspired piece of artwork</p> <p>Use tools to make marks in clay</p>	<p>Drawing</p> <p>Art history and Artists - Andy Warhol</p>	<p>Drawing /Collage/Painting/Digital Medial</p> <p>Art history and Artists – Carl Warner/Claud Monet</p>	<p>Painting/Sculpture/Form</p> <p>Art history and Artists – Antony Gormley/Henry Moore/Barbara Hepworth/Alexander Calder/Dale Chihuly</p>	<p>Drawing/Painting - Henry Moore and Lauren Terry</p> <p>Art history and Artists – Paul Nash</p>
	Spring	<p>Hot and cold colour mixing/collage/printing</p> <p>Antarctic Landscapes</p> <p>3D work – clay penguins</p> <p>Drawing mother's day cards.</p>	<p>Print/Digital media</p> <p>Art history and Artists – Henri Rousseau</p>	<p>Drawing/Painting/Textiles</p> <p>Art history and Artists - David Hockney</p>	<p>Drawing/Sculpture/Form</p> <p>Art history and Artists – prehistoric art</p>	<p>Collage</p> <p>Art history and Artists – Eric Carle/Henri Matisse</p>
	Summer	<p>Printing, painting, collage</p> <p>Symmetrical butterflies</p> <p>Drawing Father's Day cards</p>	<p>Painting/Sculpture/Form</p> <p>Art history and Artists - Giuseppe Arcimboldo</p>	<p>Digital media/Textiles/Collage</p> <p>Art history and Artists – Siobhan Healey & Mairead Burke</p>	<p>Print/Digital media</p> <p>Art history and Artists – William Morris</p>	<p>Digital media/Textiles</p> <p>Combining fabric shapes and quilted pieces of art.</p>
Music CHARA NGA	Autumn	<p>Learn to sing nursery rhymes and action songs:</p> <p>Explore high sounds and low sounds using voices.</p> <p>Charanga Me! Learn Nativity songs</p>	<p>Introducing Beat</p> <p>Adding Rhythm and Pitch</p>	<p>Hands, Feet, Heart Ho Ho Ho linked to Christmas performance</p>	<p>Let Your Spirit Fly Glockenspiel Stage 1</p>	<p>Samba through inspiring music support</p>
	Spring	<p>Everyone unit of work</p> <p>Our World unit of work</p>	<p>Introducing Tempo and Dynamics</p> <p>Combining Pulse, Rhythm and Pitch</p>	<p>I Wanna Play In A Band</p> <p>Zootime</p>	<p>Three Little Birds</p> <p>The Dragon Song</p>	<p>Stop</p> <p>Lean on Me</p>
	Summer	<p>Big Bear Funk unit of work</p>	<p>Having fun with improvisation</p>	<p>Friendship Song</p> <p>Reflect, Rewind and Replay</p>	<p>Bringing Us Together</p>	<p>Blackbirds</p> <p>Mamma Mia</p>

		Reflect, rewind and replay unit of work	Explore sound and create a story		Reflect, Rewind and Replay linked to end of year performance	
Drama (part of English)	Autumn	Christmas nativity		Christmas Production		
	Spring					
	Summer					Year 4 Leaver's Production
Comp uting	Autumn	<p>Learn to click, hold, drag, and move the mouse.</p> <p>Use Splash to create a firework picture</p> <p>Learning to click the left button on a mouse to change the pen colour.</p> <p>Learning to hold and drag the mouse to create enclosed circles.</p>	<p>Information Technology Basic skills – keys, saving, logging on, store, retrieve, dragging, using a mouse, editing</p> <p>Digital Literacy and E-Safety Using information technology safely and respectfully – Espresso Module – Online Safety- 'Computers Everywhere'</p>	<p>Computer Science Espresso Coding 2.0 Refresher level 1 Give and follow algorithms</p> <p>Information Technology 2paint/microsoft paint to create and store a picture</p> <p>Digital media (art) – create texture, lines, tints/shades and shapes through Pixel Pointillism, Mondrian, Monet, Picasso</p> <p>Digital Literacy and E-Safety</p>	<p>Computer Science Espresso Coding Starter Unit Unit 3a – Sequence and animation</p> <p>Information Technology Use powerpoint to design and create a presentation on the Anglo-Saxons</p> <p>Digital Literacy and E-Safety Use technology responsibly Beginning to appreciate how search results are selected Selective when using digital content</p>	<p>Computer Science Espresso Coding Starter Unit</p> <p>Information Technology Use 2Question to create a branching diagram to sort</p> <p>Digital Literacy and E-Safety Know features on the tool bar of word Using online dictionary, thesaurus, activity which discusses plagiarism</p>
	Spring	<p>Switch on and log on using class name, open 2paint and change the pen colour to cold colours to create an Antarctic scene</p> <p>Use keyboard to type name</p>	<p>Computer Science Espresso Coding Unit 1A – On the move –</p> <p>Information Technology Digital media (art) - Use 2Paint/Paint purposely to create digital animals using texture, lines, tints/shades and shapes</p> <p>Digital Literacy and E-Safety Safer Internet Day Online safety unit</p>	<p>Computer Science Espresso Coding 2.0 Unit 2 – Different sorts of input – Algorithms using Turtle Logo and Scratch</p> <p>Information Technology Retrieve and manipulate content by making a powerpoint of Fire of London</p> <p>Digital Literacy and E-Safety Safer Internet Day Safe use of the internet</p>	<p>Computer Science Scratch – to develop algorithms in different ways</p> <p>Information Technology Research using internet services and combine information to present on Brazil</p> <p>Digital Literacy and E-Safety Safer Internet Day Beginning to recognize acceptable / unacceptable behaviour and content Understand the opportunities computer networks offer for communication</p>	<p>Computer Science Espresso Coding Unit 4a – Introduction to variables –</p> <p>Information Technology 2Publish+ - manipulate images and text</p> <p>Digital Media (art) - use video editing software</p> <p>Digital Literacy and E-Safety Safer Internet Day Discussing comments on social media</p>

	Summer	<p>Use 2Paint to draw 2D shapes, a map and ship</p> <p>Use 2Paint to draw and keyboard skills to label a farm animal</p> <p>Use 2Paint to create a How to Stay Healthy poster with text</p>	<p>Computer Science Espresso Coding Unit 1B – Simple Inputs</p> <p>Information Technology Learn to find, save and retrieve digital information using 2simple</p> <p>Digital Literacy and E-Safety</p>	<p>Computer Science Espresso Coding 2.0 Unit 2 – Buttons and instructions –</p> <p>Information Technology Use search engines to research, create, organise and store</p> <p>Digital Literacy and E-Safety Use 2email</p>	<p>Computer Science Espresso Coding Unit 3b – Conditional events (selection)</p> <p>Information Technology Digital Media (art) - create own moving image films/animations using Ipad</p> <p>Digital Literacy and E-Safety Understand how computer networks can provide multiple services, such as the world wide web</p>	<p>Computer Science Espresso Coding Unit 4b – Repetition and loops</p> <p>Information Technology To use internet services to research and create a powerpoint presentation on the discovery of Tutankhamun Word – response to job advert</p> <p>Digital Literacy and E-Safety Understanding and using search engines</p>
Life Learning (PSHRE)	Autumn	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Learn indoor and outdoor rules</p> <p>Talk about the contents of their ‘My Special Things’ box</p> <p>New beginnings SEAL</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Health and Wellbeing (H) Mental Health</p> <p>Relationships (R) Friendships Safe relationships Respecting self and others</p> <p>Living in the Wider World (L) Shared responsibilities</p>	<p>Health and Wellbeing Mental Health</p> <p>Relationships Friendships Safe Relationships Respecting self and others</p>	<p>Relationships</p> <p>Families and close positive relationships</p> <p>Friendships</p> <p>Managing hurtful behaviour and bullying</p> <p>Health and Wellbeing (H)</p> <p>Keeping safe</p>	<p>Living in the Wider World (L) Shared responsibilities Communities Media literacy and digital resilience Economic wellbeing: money Economic wellbeing: aspirations, work and career</p>

		<p>Manage their own needs.</p> <p>Stories about how they and others show feelings</p> <p>Feelings Monster</p> <p>Getting on and Falling Out SEAL</p> <p>Resolving conflicts</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Building respectful relationships with adults and other children</p>				
	Spring	<p>'Going for Goals!' activities identifying individual strengths and goals.</p> <p>Feelings relating to penguin stories – shy, lonely, confused, home sick.</p> <p>How are we different from one another?</p> <p>Stories illustrating perseverance, e.g. The Tortoise and the Hare, Gordon and Edward (Thomas the Tank Engine), Story about Samindra, The Crow and the Pitcher</p> <p>Good to Be Me</p> <p>Good to me – activities using puppets/role play</p>	<p>Health and Wellbeing (H) Healthy lifestyles (Physical well-being)</p> <p>Relationships Families and close positive relationships</p> <p>Friendships Respecting self and others</p> <p>Living in the Wider World (L) Shared responsibilities Communities</p>	<p>Health and Wellbeing Healthy Lifestyles – physical wellbeing Keeping Safe</p> <p>Relationships Managing hurtful behaviour and bullying</p>	<p>Health and Wellbeing (H)</p> <p>Mental health</p> <p>Ourselves, growing and changing</p> <p>Relationships</p> <p>Safe relationships</p> <p>Living in the Wider World (L)</p> <p>Communities</p> <p>Economic wellbeing: aspirations, work and career</p>	<p>Relationships (R) Families and close positive relationships Safe Relationships</p> <p>Friendships (R) <i>Managing hurtful behaviour and bullying</i></p> <p>Health and Wellbeing (H) Healthy Lifestyles D&T Mental Health Keeping safe</p>

		<p>Feeling good about myself</p> <p>Understand my feelings, e.g. happy, proud, sad, angry</p> <p>Feel loved and cared for</p>				
	Summer	<p>‘Relationships’</p> <p>Fair and unfair situations</p> <p>Activities</p> <p>Changes activities</p> <p>How we change over time</p> <p>Remembering our first day at school</p> <p>Looking ahead to Year 1</p> <p>Helping new children who visit</p> <p>Behaviour – by accident /on purpose and finding solutions</p>	<p>Health and Wellbeing (H)</p> <p>Healthy lifestyles (Physical well-being)</p> <p>Ourselves, growing and changing</p> <p>Keeping safe</p> <p>Relationships (R)</p> <p>Managing hurtful behaviour and bullying</p> <p>Safe relationships</p> <p>Living in the Wider World (L)</p> <p>Economic well-being (money)</p> <p>Economic well-being: aspirations, work and career</p>	<p>Health and Wellbeing</p> <p>Ourselves, growing and changing</p> <p>Relationships</p> <p>Families and close positive relationships</p> <p>Living in the Wider World</p> <p>Shared responsibilities</p> <p>Communities</p> <p>Media literacy and digital resilience</p> <p>Economic wellbeing: Money</p> <p>Economic wellbeing: aspirations, work and career</p>	<p>Health and Wellbeing (H)</p> <p>Healthy Lifestyles (physical wellbeing)</p> <p>Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>Living in the Wider World (L)</p> <p>Economic wellbeing: money</p> <p>Shared responsibilities</p> <p>Relationships</p> <p>Respecting self and others</p>	<p>Health and Wellbeing (H)</p> <p>Healthy lifestyles (H)</p> <p>Ourselves growing and changing (H)</p> <p>Drugs, alcohol, tobacco (H)</p> <p>Keeping safe</p> <p>Relationships (R)</p> <p>Respecting self and others (R)</p>
PE	Autumn	<p>Further develop the skills they need to manage the school day successfully.</p> <p>Develop their small motor skills so that they can use a range of tool competently, safely and confidently.</p> <p>Combine different movements with ease and fluency.</p>	<p>Gymnastics Unit 1/Hit, Catch, Run/ Dance Unit 1/ Send and Return Unit 1</p>	<p>Gymnastic unit 1/Attack, Defend and Shoot Unit 1/Gymnastic unit 2/Yoga</p>	<p>Football/Netball/Gymnastics1 /OAA</p>	<p>Gymnastics unit 1/Tag Rugby/Dance Unit 1/OAA</p>

		Cooperate and solve problems Unit 1/Body Management Unit 1/ Gymnastics Unit 1/Manipulation and Co-ordination Unit 1				
	Spring	Dance Unit 1/ Body Management Unit 2/Dance Unit 2/ Speed, Agility, Travel Unit 1	Send and Return Unit 2/Gymnastics Unit 2/ Attack, Defend and Shoot Unit 1/Hit, Catch, Run Unit 2	Hit, Catch, Run Unit 1/Dance Unit 1/Hit, Catch, Run Unit 2/Attack, Defend and Shoot Unit 2	Swimming/Badminton/Dance 1/Gymnastics 2	Dance 2/Gymnastics unit 2/Swimming/Hockey
	Summer	Gymnastics Unit 2/Cooperate and solve problems Unit 2 Athletics/Sports day practice/ Speed, Agility, Travel Unit 2	Dance Unit2/Run, Jump, Throw Unit 1/ /Run, Jump, Throw Unit 2/Attack, Defend and Shoot Unit 2	Run, Jump, Throw Unit 1/Send and return Unit 1/Run, Jump, Throw Unit 2/Send and return Unit 2	Handball/Dance 2/Athletics/Rounders	Cricket/Netball/Athletics/Tennis
MFL Global Learning	Autumn	NA	NA	NA	Greeting, numbers 1-10, classroom instructions, colours, nativity	Classroom instructions, vowels, adjectives describing zoo animals, weather, clothing, nativity
	Spring	NA	NA	NA	Foods, fruits, days of the week, human body, zoo animals, months of the year	Family, pets, likes and dislikes, leisure activities, numbers 11-31
	Summer	NA	NA	NA	Respond to all vocabulary already introduced, begin to read and write simple learnt words	Respond to all vocabulary already introduced, begin to read and write simple learnt words
RE	Autumn	Being special:where do we belong? Learned from at least 2 religions. Why is Christmas special to Christians? Recognise that people have different beliefs and celebrate special times in different ways.	What do Christians believe God is like? Why does Christmas matter to Christians? How and why do we celebrate special times?	How and why do we celebrate significant times? What makes some celebrations sacred to believers? What can we learn from sacred books and stories?	Where, how and why do people worship? (Muslims, Jews and Christians) Why do some people think life is like a journey? How do people mark the significant events of life? (Christians, Hindus, Muslims and non-religious people)	How is faith expressed in Sikh communities and traditions? How is faith expressed in Hindu communities and traditions?

	Spring	<p>Chinese New Year</p> <p>Why is Easter special for Christians? Pancake Day</p>	<p>What makes some places significant? What makes some places sacred to believers?</p> <p>Why does Easter matter to Christians?</p>	<p>How do we show we care for others? Why does it matter?</p> <p>How do we show we care for Earth and why does it matter?</p>	<p>What is the 'Trinity' and why is it important for Christians?</p> <p>What kind of world did Jesus want?</p>	<p>How do festivals and worship show what matters to Muslims?</p> <p>For Christians what was the impact of Pentecost?</p>
	Summer	<p>Which stories are specially valued and why? Learned from at least 2 religions.</p>	<p>Who is a Muslim.? What do they believe and how do they live?</p>	<p>Who is an inspiring person? What stories inspire Christians, Muslims and/or Jewish people?</p> <p>What is the 'good news' Christians believe Jesus brings?</p>	<p>Why do Christians call the day Jesus died Good Friday?</p> <p>How do festivals and family life show what matters to Jewish people?</p>	<p>What are the deeper meanings of festivals?</p> <p>How and why do people try to make the world a better place?</p>
Maths	Autumn	<p>Getting to Know You Baseline assessment Just Like Me! Match and sort Compare amounts Compare size, mass and capacity 1 Explore pattern It's Me 1, 2, 3! Representing 1,2,3 Compare 1,2,3 Composition of 1,2,3 Circles and triangles Positional language Light and Dark Representing numbers to 5 One more and less Shapes with 4 sides Time</p>	<p>Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape Number: Place Value (within 20)</p>	<p>Number: Place Value Number: Addition and Subtraction Measurement: Money Number: Multiplication and Division</p>	<p>Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division</p>	<p>Number: Place Value Number: Addition and Subtraction Measurement: Length and Perimeter Number: Multiplication and Division</p>
	Spring	<p>Alive in 5! Introducing zero Compare numbers to 5 Composition of 4 and 5 Compare mass 2 Compare capacity 2 Growing 6,7,and 8 6, 7 and 8 Making pairs</p>	<p>Number: Addition and Subtraction (within 10) Number: Place Value (within 50) multiples of 2, 5, 10 included Measurement: Length and Height</p>	<p>Number: Multiplication and Division Statistics Geometry: Properties of Shape Number: Fractions Measurement: Length and Height</p>	<p>Number: Multiplication and Division Measurement: Money Statistics Measurement: Length and Perimeter Number: Fractions</p>	<p>Number: Multiplication and Division Measurement: Area Number: Fractions Number: Decimals</p>

		Combining 2 groups Length and height Time Building 9 and 10 Compare numbers to 10 Bonds to 10	Measurement: Weight and Volume			
	Summer	To 20 and Beyond Building Numbers beyond 10 Counting Patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate First, then, now Adding more Taking away Spatial reasoning 2 Compose and decompose Find my pattern Doubling, sharing and grouping Even and odd Spatial reasoning 3 Visualise and build On the Move Deepening understanding Patterns and relationships Spatial reasoning 4 Mapping	Number: Multiplication and division (reinforce multiples of 2, 5, 10) Number: Fractions Geometry: Position & Direction Number: Place Value (within 100) Measurement: Money Measurement: Time	Geometry: Position & Direction Problem solving and efficient methods Measurement: Time Measurement: Mass, Capacity and Temperature Investigations	Number: Fractions, Measurement: Time Geometry: Properties of Shape, Measurement: Mass and Capacity	Number: Decimals Measurement: Money Measurement: Time Statistics Geometry: Properties of Shape Geometry: Position and Direction
Spellin g/ phonic s	Autumn	s, a, t, p, i, m, n, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, ng, th,	Recap phase 3 ch, sh, ng, th, ai, ee, igh, oa, oo, ar, or, ur, Recap phase 3 and 4 - ow, oi, ear, air, ure, er, CVCC, CCVC, CCCVC, CCVCC, CCCVCC words	ai, ee, igh, oa, oo, or Ur, ow, oi, ear, air, c, s/ The /s/ sound spelt 'c' before e, l and y, /j/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y /dʒ/ /m/n/ The /n/ sound spelt kn and (less often) gn at the beginning of words	Words with the /ai/sound spelt with ei. Words with the long/ai/sound spelt with ey. Words with the long/ay/sound spelt with ai Words with /a/sound spelt with ear. Homophone and near homophones. Creating adverbs using the suffix ly (no change to root word)	Words with /aw/spelt with augh and au Adding the prefix in – (meaning 'not' or 'into') Adding the prefix im – (before a root word starting with 'm' or 'p') Adding the prefix il – (before a root word starting with T) and the prefix ir – (before a root word starting with 'r') Homophones and near homophones

					<p>Key words from spelling list</p> <p>Creating adverbs using the suffix – ly (root word ends in 'y' with a consonant letter before it).</p> <p>Creating adverbs using the suffix (root word ends in le).</p> <p>Creating adverbs using the suffix ly (root word ends in 'ic' or 'al').</p> <p>Common words associated with Christmas.</p> <p>Key words from spelling list</p>	<p>Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p> <p>Key words from spelling list</p> <p>Words with a /shn/sound spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p> <p>Words with a /shuhn/sound spelt with 'ssion' (if root word ends in 'ss' or 'mit')</p> <p>Words with a/shuhn/sound, spelt with 'tion' (if root word ends in 'te' or 't' /or has no definite root).</p> <p>Words with a /shuhn/sound, spelt with 'cian' (if root word ends in 'c' or 'cs')</p> <p>Words with 'ough' to make a long /o/oo/ or /or/ sound.</p> <p>Christmas topic words.</p> <p>Key words from spelling list</p>
	Spring	<p>ai, ee, igh, oa, oo, ar, or, ur ow, oi, ear, air, ure, er</p> <p>Recap ch, ai, oo, ow, ure, sh, ee, ar, oi, er, ng, igh, or, ear, th, oa, ur, air</p> <p>Recap y, z, zz, qu, ch, sh, ng, th, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air</p> <p>Recognition & recall of ph2&3 graphemes.</p>	<p>Teach Phase 5</p> <p>2 syllable words, ay, ou, ie, ea, ir, aw, oy, ue, ph, wh</p> <p>Teach Phase 5</p> <p>ew, oe</p> <p>au, ey</p> <p>Split digraph a_e</p> <p>Split digraph e_e</p> <p>Split digraph i_e</p>	<p>Adding –ing, –ed, –to words of one syllable ending in a single consonant letter after a single vowel letter. Adding the endings – ing, –ed, to words ending in –e with a consonant before it.</p> <p>Adding –es to nouns and verbs ending in –y</p> <p>Adding to word ending in y with a consonant</p> <p>The /l/ or /ə/ sound spelt –el, –al, –il at the end of words</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /aɪ/ sound spelt –y at the end of words.</p> <p>Adding the endings –, –er, –est and –y to words ending in –e with a consonant before it.</p> <p>Words ending in –tion. The suffixes –ful, –less. Contractions</p>	<p>Words with short /i/sound spelt with a 'y'.</p> <p>Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (uns</p> <p>Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable double the final consonant).</p> <p>Creative negative meanings using prefix mis.</p> <p>Creating negative meanings using prefix dis.</p> <p>Words a /k/sound spelt with 'ch'.</p> <p>Key words from spelling list</p> <p>Homophones and near homophones.</p> <p>Adding the prefix bi (meaning 'two' or 'twice') and adding the prefix re (meaning 'again' or back'</p> <p>Words with a /sh/sound spelt 'ch'</p> <p>Key words from spelling list</p>	<p>Homophone and near homophones.</p> <p>Nouns ending in the suffix-ation</p> <p>Adding the prefix sub- (meaning 'under') and adding the prefix super-(meaning 'above')</p> <p>Adding the prefix sub- (meaning 'under') and adding the prefix super-(meaning 'above')</p> <p>Plural possessive apostrophes with plural words.</p> <p>Key words from spelling list</p> <p>Words with the /s/sound spelt with 'sc'.</p> <p>Words with a 'soft c' spelt with 'ce'</p> <p>Words with a 'soft' c; spelt with 'ci'</p> <p>Word families based on common words, showing how words are related in form and meaning.</p> <p>Key words from spelling list</p>

	Summer	<p>Recognition & recall of ph2&3 graphemes. Reading & writing cvc, ccvc, cvcc words. Reading & spelling words with adjacent consonants. Reading & writing 2 syllable words.</p>	<p>Teach Phase 5 – alternative pronunciations</p> <p>Split digraph o_e Split digraph u_e Alternative pronunciation of i and Alternative pronunciation of c and g Alternative pronunciation of u and ow Alternative pronunciation of ie and ea Alternative pronunciation of er and ch Alternative pronunciation of a Alternative pronunciation of y Alternative pronunciation of ou Alternative pronunciation of e and ey Alternative pronunciation of ch and j Alternative pronunciation of n, m, r Alternative pronunciation of s, z and u</p>	<p>Adding –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter. The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w The suffixes –ment and –ness. The /i:/ sound spelt –ey. The /u/ sound spelt o. The suffixes –ly. Adding –ed, -er and –est to a word ending in –u with a consonant before it. The /r/ sound spelt wr at the beginning of words. The /l/ or /əl/ sound spelt –le at the end of words. Possessive apostrophe (singular nouns) Homophones and near homophones. The /o/sound spelt 'a' after w and qu. The /ɜ/ sound spelt s</p>	<p>Statutory Spelling Challenge Words (Key words) Consolidation of key words covered so far Words ending in –ary Words with a short /u/sound spelt with 'o'. Words with a short /u/sound spelt with 'ou' Word families based on common words showing how words are related in form and meaning. Words ending in the suffix –al Words ending with /zher/sound spelt with 'sure'. Words ending with a /cher/sound spelt with 'ture'. Words ending with a /cher/sound spelt as 'ture' Silent letters revision</p>	<p>Adding the prefix inter – (meaning 'between' or 'among') Adding the prefix anti – (meaning 'against') Adding the prefix auto- (meaning 'self' or 'own') Adding the prefix ex –(meaning 'out') Adding the prefix non- (meaning 'not') Words ending in –ar/-er. Key words from spelling list Adding the suffix –ous (no change to root word). Adding the suffix –ous (no definitive root word). Adding the suffix –ous (words ending in 'y' become 'i' and words ending in 'our' become 'or') Adding the suffix –ous (words ending in 'e' drop the 'e' but not 'ge') Adverbials of frequency and possibility. Adverbials of manner. Key words from spelling list</p>
VGP	Autumn		<p>Ready To Write – 1wk Separation of words with spaces – 1 wk Punctuating Sentences – 3wks Word Classes – 2wks Capital letters – 3wks Spelling appendix – 3wks</p>	<p>Ready To Write – 3wks Commas – 1wk Word classes - 3wks Conjunctions – 3wks Sentence types – 3wks</p>	<p>Ready To Write – 4wks Determiners – 3wks Conjunctions – 5wks</p>	<p>Ready to Write – 4wks Paragraphs – 1wk Pronouns – 2wks Fronted Adverbials – 5wks</p>
	Spring		<p>Conjunctions – 4wks Exclamations – 2wks Capital Letters - 5wks</p>	<p>Word classes 2 – 3wks Apostrophes – 3wks Sentence types – 2wks Tenses – 3wks</p>	<p>Adverbs – 3wks Preposition – 3wks Speech – 3wks Tenses – 2wks</p>	<p>Apostrophes – 3wks Speech – 3wks Noun Phrases – 3wks Suffixes – 2wks</p>

	Summer		<p>Questions – 2wks Singular and plural – 3wks Prefixes – 2wk Suffixes – 4wks Spelling appendix – 3wks</p>	<p>Suffixes – 2wks SATs revision – 2wks SATs assessment – 1wk Consolidation of KS1 – 9wks</p>	<p>Nouns – 3wks Paragraphs – 4wks Word families – 2wks Prefixes – 4wks</p>	<p>Standard English – 2wks Paragraphs – 5wks Consolidation of KS2 – 7wks</p>
Writing genres	Autumn	<p>Baseline writing activities Name writing Write some letters accurately. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Writing activities linked to dinosaur stories Listening to traditional tales such as: The Three Billy Goats Gruff, The Three Little Pigs, Little Red Riding Hood and The Gingerbread Man. The story of Rama and Sita, and the Nativity story Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Writing labels and captions</p>	<p>Holiday recount Labels and captions Character description (Supertato) Story writing – beginning Story writing – middle Story writing – end Non-fiction recount of the Gunpower plot Poetry - acrostic Drama and Role play with speaking and listening focus Comic strip Retell a familiar story (Christmas Story) Rewrite a familiar story (Christmas Story)</p>	<p>Holiday recount Persuasive writing Non-fiction fact file Drama and Role play with speaking and listening focus Narrative - re-telling Informal Letter Writing Setting Description Story Writing Non-chronological Report Newspaper Report</p>	<p>Reading focus week VIPERS</p> <p>Instructions</p> <p>Drama and Role play with speaking and listening focus</p> <p>Letter writing</p> <p>Poetry – Haiku</p> <p>Non-chronological report</p> <p>Newspaper report</p> <p>Narrative</p> <p>Explanation</p> <p>Narrative (storyboard)</p>	<p>Non-fiction Formal letter Instructions Character description Drama and Role play Descriptive narratives using setting and emotions Descriptive narratives Non- chronological report on a war poet Narrative Diary writing</p>

	Spring	<p>Account of Christmas Holiday – write simple sentences</p> <p>Labelling a penguin</p> <p>Non-fiction writing about a penguin</p> <p>Lost - story sequencing and write about favourite part</p> <p>Write a list of what a penguin chick needs</p> <p>Write a sentence about what an egg and/or a chick needs</p> <p>Speech bubbles for a penguin</p> <p>A list of what an Arctic explorer needs</p> <p>Ice investigation</p> <p>Visit from police officers</p> <p>Pancake recipe – ingredients and method</p> <p>Senses investigation writing – Nathan's Garden</p> <p>Visit Ampthill Library</p> <p>Mother's Day card</p> <p>Write an account of trip to Ampthill, Post Office and King's Arms Gardens</p>	<p>Writing questions</p> <p>Non-fiction poster</p> <p>Non-Fiction – information text</p> <p>Non-Fiction - Weather forecast report</p> <p>Performing Writing</p> <p>Retell a familiar story</p> <p>Rewrite a familiar story</p> <p>Non-Fiction text features</p> <p>Drama and Role play with speaking and listening focus</p> <p>Pattern, text and repetition</p> <p>Rewrite a familiar story</p> <p>Poetry – rhyming</p> <p>Recount on Woburn Trip</p>	<p>Non-fiction</p> <p>non-chronological report</p> <p>Poetry – descriptive</p> <p>SATs practise papers.</p> <p>Narrative</p> <p>Character description</p> <p>Drama and Role play – see speaking and listening</p> <p>Formal letter writing</p> <p>Diary entry plan</p> <p>Diary entry writing</p> <p>Recount</p> <p>Formal letter writing</p>	<p>Retelling a familiar story</p> <p>Diary entry</p> <p>Character profile</p> <p>Setting description</p> <p>Narrative</p> <p>Poetry - shape</p> <p>Balanced argument</p> <p>Reading and speaking and listening focus week</p> <p>Narrative (myth)</p> <p>Non Chronological Report</p>	<p>Narrative responses</p> <p>Recount of Author Visit</p> <p>Biography of your class partner</p> <p>Biography on author who visited</p> <p>Poetry appreciation and personal response</p> <p>Narrative settings and characters</p> <p>Narrative</p>
	Summer	<p>Write account of Easter holiday</p> <p>Label a pirate map</p> <p>Writing instructions for planting seeds</p> <p>A list of what a parrot needs.</p> <p>Describe pet parrot.</p> <p>Speech bubbles using pirate language</p> <p>Label a pirate story character</p> <p>Pirate story setting</p>	<p>Drama and Role play with speaking and listening focus</p> <p>Write about a personal experience linked to a text.</p> <p>To use what they know from what they have read, to predict what happens next in a text.</p> <p>Justifying opinions of a text</p>	<p>Character description</p> <p>Diary entry as Mr Fox.</p> <p>Plan the next chapter</p> <p>Create a new character</p> <p>SATS</p> <p>Poetry – performance</p> <p>Compare and contrast stories by the same author: Eric Carle – reading focus week</p> <p>Blurb for a familiar story</p> <p>Write a story in the style of Eric Carle.</p>	<p>Missing poster</p> <p>Setting description</p> <p>Newspaper report</p> <p>Persuasive letter</p> <p>Narrative</p> <p>Character Profile and</p> <p>Writing an Interview</p> <p>Poster</p>	<p>Persuasive Letter</p> <p>Character description</p> <p>Narrative</p> <p>Biography</p> <p>Recount</p> <p>Explanation Texts</p> <p>Narrative</p> <p>Instructions</p>

		Pirate story using created character Account of half-term holiday Father's Day card insert Shopping list for fruit salad How to stay healthy, healthy eating poster Visit to Herrings Green farm Barn owl fact file Account of farm trip/visit Memories from FS year	Writing in the same pattern as a story Descriptive writing Recount through a postcard Drama and Role play with speaking and listening focus Instructions Performance poetry Poetry – rhyming poems Drama and Role play with speaking and listening focus Plan a story Letter to our new teacher Punctuation	Descriptive setting Playscript Class debate Drama and role play		
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