

Art and DT

Scheme	Kapow					
	Autumn 1 - Art	Autumn 2 - DT	Spring 1 - Art	Spring 2 - DT	Summer 1 - Art	Summer 2 - DT
Nursery 2 - 3 Year Olds	Development Matters Creative-focused statements to be covered throughout each half term to ensure consolidation and refinement of skills. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Explore different materials, using all their senses to investigate them. • Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. Birth to 5 Matters - Range 4 Creating with materials • Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express idea					

Art & Design

Nursery
3 - 4 Year Olds

Development Matters Creative-focused statements to be covered throughout each half term to ensure consolidation and refinement of skills. •

Take part in simple pretend play, using an object to represent something else even though they are not similar.

- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. •

Explore different materials freely, to develop their ideas about how to use them and what to make.

- Develop their own ideas and then decide which materials to use to express them.
 - Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
 - Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
 - Explore colour and colour-mixing

Birth to 5 Matters - Range 5

Creating with Materials

- Explores and learns how sounds and movements can be changed
- Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns
 - Enjoys joining in with moving, dancing and ring games
- Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home
 - Taps out simple repeated rhythms
 - Develops an understanding of how to create and use sounds intentionally
 - Continues to explore colour and how colours can be changed
- Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience
- Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
 - Uses tools for a purpose

Design & Technology

Reception	Drawing: Marvellous Marks	Painting and Mixed Media	Winter Craft	Structure: Junk Modelling & Boats	Sculpture & 3D: Creation Station	Craft & Design
Year 1	Drawing: Exploring Line and Shape	Structures: Constructing Windmills	Sculpture & 3D: Paper play	Textiles: Puppets	Painting: Colour Splash	Cooking and Nutrition: Fruit and Vegetables
Year 2	Drawing: Understanding Tone and Texture	Structures: Baby Bear's Chair	Painting & Mixed Media: Life in Colour	Mechanisms: Fairground wheel	Sculpture & 3D: Clay Houses	Mechanisms: Making a moving monster
Year 3	Drawing: Growing Artists	Cooking & Nutrition: Eating seasonally	Sculpture & 3D: Abstract shape and space	Digital World: Wearable Technology	Craft & Design: Ancient Egyptian Scrolls	Structures: Constructing a castle
Year 4	Drawing: Power prints	Structure: Helmets	Painting & Mixed Media: Light & Dark	Mechanical systems: Mechanical cars	Craft & Design: Fabric of nature	Electrical systems: Torches
Year 5	Drawing: I need space	Cooking and Nutrition: Developing a recipe	Sculpture & 3D: Interactive installations	Textiles: Stuffed Toys	Painting & Mixed Media: Portraits	Structure: Bridges
Year 6	Craft & Design: Photo Opportunity	Digital world: Navigating the world	Drawing: Expressing My Ideas	Structure: Playgrounds	Sculpture & 3D: Making memories	Textiles: Waistcoats



Writing

Scheme	Power of Reading Texts					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 2 - 3 year olds	Unique Me 1. I'm starting Nursery 2. I don't want to be small 3. Every child is Different 4. Families 5. People who help us - At School 6. That's not my Pumpkin 7. Diwali	Light and Dark -Celebrations 1. Nature at Night 2. The Magic Porridge Pot 3. 1, 2, 3 What can you see in Autumn? 4. Spot's Birthday Party 5. 1, 2, 3 What can you see in Winter? 6. A Very Noisy Christmas 7. Latke's First Hanukkah	Houses and Homes 1. Home is ... 2. My First Busy Home 3. The Little Red Hen 4. A Home can Be ... 5. A Peep Inside Animal Homes 6. Goldilocks and the three Bears	Terrific Transport 1. Busy Trains 2. Stanley's Boat 3. Car, Car, Truck, Jeep 4. We Catch the Bus 5. Busy Airport / First Explorers - Astronauts	Powerful Plants 1. Grow It! 2. Tilly Plants a Tree 3. Busy Grow 4. Planting a rainbow 5. Busy Garden 6. Lift and Look Fruit and Vegetables	Cool Creatures 1. Do Frogs have Fur? 2. Lift and Look at Bugs 3. The Very Busy Spider 4. Brown Bear, Brown Bear 5. The Ugly Duckling 6. On the Farm
Nursery 3 - 4 year olds	Unique Me 1. Lulu's First Day 2. So Much 3. All kinds of families 4. What I like about me 5. People Who Help Us 6. Five Little Pumpkins 7. Binny's Diwali	Light and Dark -Celebrations 1. I'm not (very) afraid of the dark 2. The Elves and the Shoe Maker 3. Hello Autumn 4. We're Going to a Birthday Party 5. Hello	Houses and Homes 1. The Gingerbread Man 2. In every house on every street 3. Homes around the World 4. Animal Homes 5. A Peep Inside a	Terrific Transport 1. Runaway Train 2. Bunnies in a Boat 3. Mr Gumpy's Motor Car 4. The Lion on the Bus / Emma Jane's Aeroplane 5. Roaring Rockets	Powerful Plants 1. Jasper's Beanstalk 2. Ruby plants a radish 3. The Enormous Turnip 4. Ten Seeds 5. One Mole Digging a Hole 6. Oliver's Fruit Salad	Cool Creatures 1. Lots of dots 2. A good place 3. Aaaargh Spider! 4. We're Going on a Bear Hunt 5. Three Billy Goats Gruff 6. On the Farm

		Winter 6. The Christmas Story 7. First Festivals: Hanukkah	Bird's Nest 6. Goldilocks & the Three Bears			
Reception	Unique Me 1. All are welcome 2. The Family Book 3. The Colour Monster 4. The Circles all around us 5. A superhero like you 6. We're going on a Pumpkin Hunt 7. The Best Diwali Ever	Light and Dark -Celebrations 1. Funnybones 2. BBC Poppies Animation 3. The Leaf Thief 4. Birthdays around the World 5. Stickman 6. - The First Christmas 7. Eight Nights, Eight Lights	Houses and Homes 1. A Place called Home 2. The Three Little Pigs 3. After the Storm 4. Where our story begins 5. If I built a house 6. I Love Chinese New Year	Terrific Transport 1. Clackety Track 2. The Night Pirates 3. All aboard the London Bus 4. A look inside an airport 5. The way back home / Astro Girl	Powerful Plants 1. Jack and the Beanstalk 2. The Tiny Seed 3. Sam plants a sunflower 4. Oliver's Vegetables 5. The Extraordinary Gardener 6. The Very Hungry Caterpillar	Cool Creatures 1. How many legs? 2. Yucky Worms 3. Tad 4. Chickens aren't the only ones 5. Meet the Oceans 6. Farmyard Hullabaloo
Year 1	Beegu - Lost Poster	The Jolly Postman - Character Descriptions - Setting Descriptions	Halibut Jackson - Description - Poems (Rhyming Words)	Lila and the Secret Rain - Diary Entry - Retell	The Lonely Beast - Poetry - Retell/Narrative	The Snail and the Whale - Instructions - Fact File
	None - Transition to formal focus - The Gruffalo in Weeks 2 - 4 to consolidate sentence types	HFW: What is it like here - Setting Description (local area)	HFW: Toy-based poetry	HFW: Weather Diary Entries		
Year 2	Pattan's Pumpkin - Setting Description - Poetry - Retell	Leaf - Non-chronological report - Recount from character perspective	The Day the Crayons Quit - Informal Letter - Instructions - how to be a good friend	Claude in the City - Recount Real Life Experience (Art Gallery) - Newspaper Report	The Hodgeheg - Narrative - Formal Letter	Ossiri and the Bala Mengro - Diary Entry - Instructions (making a musical instrument through real-life experience)

	History HFW: School in the Past - Character Description		Geography HFW: Newspaper report on natural beauty in the world			
Year 3	UG - Setting Description - Diary Entry	Charlotte's Web - Informal Letter - Non-chronological Report	The Frog Prince Continued - Balanced Argument - Narrative	Edward Tulane - Character Description - Newspaper Report	Mouse, Bird, Snake, Wolf - Comic Strip - Explanation Text - Poetry	Gorilla - Diary Entry - Dialogue - Persuasive Argument
	HFW: Stone Age - Setting Description	HFW: Volcanoes - Non-chronological Report	HFW: Romans - Narrative of Roman battle	HFW: Setting description of Antarctica		
Year 4	The Iron Man - Diary Entry - Descriptive Poetry	The Wolf's Footprint - Setting Description - Non-chronological Report	The Lost Happy Endings - Narrative - Newspaper Report	The Village that Vanished - Retell - Explanation Text	Arthur and the Golden Rope - Comic Strip - Narrative (Alternative ending)	Krindlekrax - Character Description - Playscripts
	HFW: Victorians - Diary Entry	HFW: Why are rainforests important to you - Non-chronological Report	HFW: Anglo-Saxons - Newspaper Report	HFW: Food production - explanation text		
Year 5	Cosmic - Diary Entry - Biography - Newspaper Report - Narrative		The Last Wild - Informal Letter - Poetry - Climate Change - Non-chronological Report - Narrative		Macbeth - Biography - Balanced Argument The Highway Man - Formal Letter - Newspaper report	
	HFW: Ancient Greeks - Newspaper Report	HFW: Life in the Alps - Newspaper Report	HFW: - Diary Entry of the coronation	HFW: Oceans Non-chronological Report		

Year 6	Goodnight Mr Tom - Diary Entry - Informal Letter - Newspaper Report - Narrative		Street Child - Formal Letter - Balanced Argument - Narrative Chapter		Lion the Witch and the Wardrobe - Diary entry - Character description	
	HFW: WW2 - Diary Entry	HFW: Why does population change - Newspaper Report	HFW: Census - balanced argument	HFW: Energy - formal letter on climate change		

Maths

Scheme	White Rose Maths					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 2 - 3 Year Olds	Counting 1 - Hear and say number names step 1 to 6 Comparison 1 - more than/fewer than/same steps 1 to 5	Pattern 1 - Explore repeats step 1 to 6 SSM 1 - Explore and build with shapes and objects step 1 to 6	Counting 2 - Begin to order number names step 1 to 6 Subitising 1 - I see 123 steps 1 to 6	Pattern 2 - join in with repeats step 1 to 6 SSM 2 explore position and space steps 1 to 6	Subitising 2 - show me 1 2 3 - steps 1 to 6 SSM 3 explore position and routes step 1 to 6	Counting 3 - move and label 123 Step 12 to 6 Pattern 3 - explore own first patterns step 1 to 6
Nursery 3 - 4 Year Olds	Counting 4 - take and give 123 - steps 1 to 6 Comparison 2 - compare and sort collections - step 1 to 5	Pattern 4 - lead on own repeats - step 1 to 6 Subitising 3 - talk about dots steps 1 to 6	Subitising 4 - make games and actions - steps 1 to 6 Counting 5 - steps 1 to 6	Pattern 5 - making patterns together - steps 1 to 6 SSM 4 - Match, talk push and pull - steps 1 to 6	Comparison 3 - match, sort and compare - steps 1 to 6 SSM 5 starting to puzzle	Counting 6 - stop at 1/2/3/4/5 - steps 1 to 6 Pattern 6 - my own pattern - steps 1 to 6
Reception	Number Rhymes Representing and Exploring Number 1, 2 and 3 Matching and Sorting Amounts Applying numbers up to 3 Positional Language	Repeating Patterns Representing numbers to 7 Size, Height and Length Subitising and representing numbers 1 more than or less than to 9 Capacity	Representing and counting numbers to 10 Adding 2 amounts together Adding 2 amounts to 5 in different ways Doubling (early addition) Comparing Weight Subtracting	Pictorial and Abstract Addition Number Bonds and Subtraction Facts to 5 Exploring Time Pictorial and abstract Subtraction	Odd and Even Sharing Abstract addition 3D Shapes & Properties Number Bonds to 10 Solving Practical Problems within 10	Sequencing & Ordering numbers up to 15 Doubling and Halving Sharing, Grouping, Odd/Even Consolidation Subtraction Facts Place Value

Year 1	Place Value within 10 Addition and Subtraction within 10	Addition and Subtraction within 10 Geometry: 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 Money Time
Year 2	Place Value Addition and Subtraction	Addition and Subtraction Geometry: Shape	Money Multiplication and Division	Length and Height Mass, Capacity and Temperature	Fractions Time	Position and Direction Statistics
Year 3	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Mass and Capacity	Fractions Money Time	Time Shape Statistics

Year 4	Place Value Addition and Subtraction	Area Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Decimals	Decimals Money Time	Shape Statistics Position and Direction
Year 5	Place Value Addition and Subtraction	Multiplication and Division Fractions A	Multiplication and Division Fractions B	Decimals and Percentages Perimeter and Area Statistics	Shape Position and Direction	Decimals Negative Number Converting Units Volume
Year 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	Projects Enterprise

Science

Scheme	Kapow					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 2 - 3 Year Olds	All Development Matters statements will be explored throughout the year with key focuses each half term to ensure coverage. Children starting at different points throughout the year will still receive input and have investigative exploration opportunities for all statements. Children will be encouraged to talk about what they see using a wide range of vocabulary throughout the year. • Explore materials with different properties – offer lots of different textures for exploration with fingers, feet and the whole body. • Explore natural materials, indoors and outside – provide open ended play materials inside and outside. • Explore and respond to different natural phenomena in their setting and on trips – e.g. standing in the rain with wellies & umbrellas, splashing in puddles, seeing spring daffodils, looking for worms & minibeasts Birth to 5 Matters - Range 5 The world • Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake					

Nursery
3 - 4 Year Olds

Use all their senses in hands-on exploration of natural materials - outdoor learning opportunities to explore natural and enhanced environments freely

Use all their senses in hands-on exploration of natural materials - outdoor learning opportunities to explore natural and enhanced environments freely

Explore collections of materials with similar and/or different properties - collect natural materials to discuss e.g. bark, leaves, seeds, rocks, pebbles, shells and provide investigative resources, ask questions like 'I wonder if...!', discuss findings and ideas

- Talk about the differences between materials and changes they notice - opportunities to change materials from one state to another e.g. cooking, melting, explore floating and sinking, investigate shadows and

Explore and talk about different forces they can feel - draw their attention to forces e.g. pushing things in water, stretch elastic, snap twigs, magnetic attraction and repulsion, explore and encourage use of new vocabulary

Plant seeds and care for growing plants - show & explain concepts of growth, change and decay with natural materials e.g. planting seeds & bulbs, observe something going mouldy over time

- Begin to understand the need to respect and care for the natural environment and all living things - support with discussion and use of new vocabulary related to topic, encourage the use of books, wall displays and online resources
- Understand the key features of the life cycle of a plant and an animal - help children to care for animals and take part in first-hand scientific

- Understand the key features of the life cycle of a plant and an animal - help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or chick eggs.
- Talk about what they see, using a wide vocabulary.
- Consolidate learning from the year throughout this half term to ensure breadth and depth of knowledge

light,
encourage
use of new
vocabulary

explorations of
animal life
cycles, such as
caterpillars or
chick eggs.
he World

- Comments
and asks
questions about
aspects of their
familiar world
such as the
place where
they live or the
natural world
- Talks about
why things
happen and
how things work
- Developing
an
understanding
of growth,
decay and
changes over
time
- Shows care
and concern
for living things
and the
environment
- Begin to
understand the
effect their
behaviour can
have on the
environment

Reception Understanding The World	Changing Seasons	Changing Seasons	I am a Scientist	I am a Scientist	Our Beautiful Planet	Animal Adventures
Year 1	Seasonal Changes	Everyday Materials	Sensitive Bodies	Comparing Animals	Introduction to Plants	Investigating Science through stories
Year 2	Uses of Everyday Materials	Living Things and Their Habitats	Life Cycles and Health	Microhabitats	Plant Growth	Making Connections: plant-based materials
Year 3	Animals: Movement and Nutrition	Forces and Magnets	Rocks and Soil	Plant Reproduction	Light and Shadows	Making Connections: Does hand-span affect grip strength
Year 4	States of Matter	Digestion and Food	Sound and vibrations	Classification and Changing Habitats	Electricity and Circuits	Making Connections: How does the flow of liquids compare?
Year 5	Earth and Space	Unbalanced Forces	Life cycles and Reproduction	Properties and Changes in Material	Mixtures and Separations	Human Timeline (3 lessons) Making Connections: Does the size of an astroid affect the diameter of its impact crater?
Year 6	Classifying Big and Small	Light and Reflection	Evolution and Inheritance	Circulation and Health	Circuits, Batteries and Switches	Making Connections: Are some sunglasses safer than others?

Biology

Chemistry

Physics

End of Year
Investigations
- Merges all
three strands
of Science

Humanities and Field Work

Scheme	Kapow					
	Autumn 1 - History	Autumn 2 - Geography	Spring 1 - History	Spring 2 - Geography	Summer 1 - History	Summer 2 - Geography
Nursery 2 - 3 Year Olds	Birth to 5 Matters - Range 4 The world • Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake					
Nursery 3 - 4 Year Olds	Begin to make sense of their own life-story and family's history - encourage families to bring in photos to prompt discussions, retell what their parents tell them about their life story					
Reception	Peek in Past	Outdoor Adventure	Adventure Through Time	Around the World Exploring Map	Understand the past through settings and characters	Adventure Through Time
Year 1	How am I making History?	What is it like here?	How have toys changed?	What is the weather like in the UK?	How have explorers changed the world?	How is life different in Shanghai?

History

Geography

Year 2	How was school different in the past?	Would you prefer to live in a hot or cold place?	How did we learn to fly?	Why is our world wonderful?	What is a monarch?	What is it like to live by the coast?
Year 3	British History 1: Would you prefer to live in the Stone Age, Iron Age or the Bronze Age?	Why do people live near volcanoes?	British History 2: Why did the Romans invade and settle in Britain?	Who lives in Antarctica?	What was important to the ancient Egyptians	Are all settlements the same?
Year 4	How have children's lives changed?	Why are rainforests important to us?	British History 3: What changed in Britain after the Anglo-Saxon invasion?	Where does our food come from?	How did the achievements of the Ancient Maya impact their society and beyond?	What are rivers and how are they used?
Year 5	Were the Vikings raiders, traders or something else?	What is life like in the Alps?	What was life like in Tudor England?	Why do oceans matter?	What is the legacy of the ancient Greek civilisation?	Would you like to live in the desert?
Year 6	what can the census tell us about local areas?	Why does population change?	What was the impact of the WW2 on the people of Britain?	Where does our energy come from?	Sikh Empire	Can I carry out an Independent fieldwork enquiry

Field Work

Year	Autumn 2	Spring 2	Summer 2
1	What is it like here? School Grounds	What is the weather like in the UK? School Grounds	What is it like to live in Shanghai? Local area- school to St. Giles Church
2	Would you prefer to live in a hot or cold place? School Grounds	Why is our World Wonderful? School Grounds Forest	What is it like to live by the coast? Browning Circle
3	Why do people live near volcanoes? School Grounds	Who lives in Antarctica? School Grounds	Are all settlements the same? Normanton Park
4	Why are rainforests important to us? Sunnydale Park	Where does our food come from? School Grounds	What are rivers and how are they used? Darley Park
5	What is life like in the alps? Foresters Park	Why do oceans matter? Carsington Water **	Would you like to live in the desert? NA
6	Why does population change? City Centre	Where does our energy come from? School Grounds	Can I carry out an independent fieldwork enquiry? Local area

PE

Scheme	Get Set 4 PE					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 2 - 3 Year Olds	Introduction to PE Unit 1 Lesson 1	Fundamentals Unit 1	Dance Unit 1	Games Unit 1	Ball Skills Unit 1	Gymnastics Unit 1
Nursery 3 - 4 Year Olds	Ball Skills Unit 1	Fundamentals Unit 1	Dance Unit 1	Games Unit 1	Ball Skills Unit 1	Gymnastics Unit 1
Reception	Introduction to PE	Ball Skills	Gymnastics	Dance	Fundamentals	Games
Year 1	Gymnastics	Dance	Invasion Games	Ball skills	Net and Wall	Athletics
Year 2	Target Games	Gymnastics	Dance	Ball Skills	Net and Wall	Athletics
Year 3	Gymnastics	Football	Cricket	Ball Skills	Dance	Athletics
Year 4	Hockey 3/4	Gymnastics	Dance	Cricket	Tennis	Athletics
	Swimming			Swimming		
Year 5	Tag Rugby	Gymnastics	Dance	Tennis	Cricket	Athletics
	Swimming					
Year 6	Netball	Gymnastics	Dance	Rounders	Badminton	Athletics

Music

Scheme	Kapow					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 2 - 3 Year Olds	• Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of soundmakers and instruments and play them in different ways. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Birth to 5 Matters - Range 4 Creating with Materials • Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express idea Being Imaginative & Expressive • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music • Creates rhythmic sounds and movements					

Music-focused statements to be covered throughout each half term through songs and rhymes. Christmas Performance in this half term.

- Listen with increased attention to sounds.
 - Respond to what they have heard, expressing their thoughts and feelings.
 - Remember and sing entire songs.
 - Sing the pitch of a tone sung by another person ('pitch match').
 - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
 - Create their own songs or improvise a song around one they know.
 - Play instruments with increasing control to express their feelings and ideas.
- Birth to 5 Matters - Range 5

Creating with Materials

- Explores and learns how sounds and movements can be changed
- Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns
 - Enjoys joining in with moving, dancing and ring games
- Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home
 - Taps out simple repeated rhythms
- Develops an understanding of how to create and use sounds intentionally
 - Continues to explore colour and how colours can be changed
- Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience
- Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose

Being Imaginative & Expressive

- Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously
 - Engages in imaginative play based on own ideas or first-hand or peer experiences.
 - Uses available resources to create props or creates imaginary ones to support play
 - Plays alongside other children who are engaged in the same theme

Nursery
3 - 4 Year Olds

Reception	Celebration Music	Nativity Production	Exploring Sound	Music and Movement	Musical Stories	Big Band
Year 1	Keeping the pulse (My favourite things)	Tempo (Theme: Snail and mouse)	Dynamics (Seaside)	Sound patterns (Fairytale)	Pitch (Theme: Superheroes)	Musical symbols (Under the sea)

Year 2	Call and response (Theme: Animals)	Instruments (Theme: Musical Storytelling)	Contrasting Dynamics (Theme: Space)	Singing (Theme: On this island)	Structure (Myths and legends)	Pitch (Theme: Musical me)
Year 3	Creating compositions in response to an animation (Theme: Mountains)	Developing Singing Technique (Theme: The Vikings)	Ballads	Pentatonic Melodies and Composition (Chinese New Year)	Jazz	Traditional Instruments and Improvisation (India)
Year 4 (recorder)	Body and tuned percussion Theme: (Rainforests)	Rock and Roll	Adapting and transposing motifs (Romans)	Haiku, music and performance (Hanami Festival)	Samba and Carnival Sounds (South America)	Changes in pitch, tempo and dynamics (Rivers)
Year 5	Composition Nontation Theme: (Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and Remixing	Musical Theatre
Year 6	Songs of World War 2	Theme and Variations (Pop Art)	Dynamics, pitch and texture (Coast- Fingal's Cave by Mendelssohn)	Film Music	Baroque	Composing and Performing

Computing

Scheme	Kapow					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 2 - 3 Year Olds	Birth to 5 Matters - Range 4 Technology • Seeks to acquire basic skills in turning on and operating some digital equipment • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car • Plays with water to investigate "low technology" such as washing and cleaning • Uses pipes, funnels and other tools to carry/ transport water from one place to another					
Nursery 3 - 4 Year Olds	Birth to 5 Matters - Range 5 Technology • Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images • Knows that information can be retrieved from digital devices and the internet • Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet					
Reception	Using tablets, cameras, interactive whiteboards, and simple apps. Learning basic mouse, touchscreen, keyboard, and login skills. Following and giving simple instructions ("algorithms") through games and role play. Using programmable toys such as Bee-Bots to explore directions and sequencing. Talking about technology they use at home and school. Beginning e-safety, such as asking an adult for help and understanding that not everything online is for children. Creating simple digital content such as drawings, photos, audio recordings, or videos.					
Year 1	Computing Systems and networks: Improving Mouse Skills	Programming 1: Algorithms unplugged Online safety lesson	Skills showcase: Rocket to the moon Online safety lesson	Programming 2: Bee-Bot (option 1) Online safety lesson	Creating media: Digital imagery Online safety lesson	Data handling: Introduction to data Online safety lesson

Year 2	Computing systems and network : What is a computer?	Programming 1: Algorithms and debugging Online safety lesson	Computing systems and networks 2: Word processing Online Safety Lesson	Programming 2: MakeCode Online safety lesson	Stop motion – Option 1: Using tablets Online Safety Lesson	Data handling: International Space Station Online safety lesson
Year 3	Computing systems and networks 1: Networks	Programming: Scratch Online safety lesson	Computing systems and networks 2: Emailing Online safety lesson	Computing systems and networks 3: Journey inside a computer Online safety lesson	Creating media: Video trailers. Online safety lesson	Data handling: Comparison cards databases Online safety lesson
Year 4	Computing systems and networks: Microsoft	Programming 1 Online Safety lesson	Creating Media Online Safety lesson	Skills Showcase : HTML Online Safety lesson	Computational thinking Online safety lesson	Data handling: Investigating weather Online safety lesson
Year 5	Data handling: Mars Rover 1 Online Safety lesson	Programming 1: Music Online Safety Lesson	Skills showcase: Mars Rover 2 Online Safety lesson	Programming 2: Micro:bit Online Safety lesson	Creating media: Stop motion animation Online Safety lesson	Computing systems and networks: Search engines
Year 6	Computing systems and networks: Bletchley Park Online Safety Lesson	*NEW* Computing systems and networks: Exploring AI Online Safety Lesson	Data handling 1: Big Data 1 Online Safety Lesson	Programming: Intro to Python Online safety lesson	Data handling 2: Big Data 2 Online safety lesson	Skills showcase: Inventing a product Online Safety Lesson

PSHCE

Scheme	Kapow + NST RSE					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 2 - 3 Year Olds	Development Matters PSED statements to be covered throughout each half term to ensure consolidation and refinement of skills. - Express preferences and decisions. Try new things and start establishing their autonomy. - Find ways of managing transitions, for example from their parent to their key person. - Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. - Be increasingly able to talk about and manage their emotions. - Develop friendships with other children. - Safely explore emotions beyond their normal range through play and stories. - Learn to use the toilet with help, and then independently. Birth to 5 Matters - Range 4 Making Relationships - Builds relationships with special people but may show anxiety in the presence of strangers - Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult - Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it - Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like - Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. - Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interests					

Nursery 3 - 4 Year Olds	Development Matters PSED statements to be covered throughout each half term to ensure consolidation and refinement of skills. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. Birth to 5 Matters - Range 5 Making Relationships • Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play Birth to 5 Matters - Range 5 People & Communities • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family					
Reception	Self-Regulation: My Feelings	Building Relationships Special Relationships	Managing self: Taking on Challenges	Self-regulation: Listening and following instructions	Building Relationships: My family and friends	Managing self: My Wellbeing

Year 1	Family and Relationships 1	Family and Relationships 1 Health and Wellbeing 1	Health and Wellbeing 1 Safety 1	Safety 1	Citizenship 1 Economic Wellbeing 1	Economic Wellbeing 1
Year 2	Family and Relationships 2	Family and Relationships 2 Health and Wellbeing 2	Health and Wellbeing 2 Safety 2	Safety 2	Citizenship 2 Economic Wellbeing 2	Economic Wellbeing 2
Year 3	Family and Relationships 3	Family and Relationships 3 Health and Wellbeing 3	Health and Wellbeing 3 Safety and the changing body - Kapow and NST RSE 3	Safety 3	Citizenship 3 Economic Wellbeing 3	Economic Wellbeing 3
Year 4	Family and Relationships 4	Family and Relationships 4 Health and Wellbeing 4	Health and Wellbeing 4 Safety and the changing body - Kapow and NST RSE 4	Safety 4	Citizenship 4 Economic Wellbeing 4	Economic Wellbeing 4
Year 5	Family and Relationships 5	Family and Relationships 5 Health and Wellbeing 5	Health and Wellbeing 5 Safety and the changing body - Kapow and NST RSE 5	Safety 5	Citizenship 5 Economic Wellbeing 5	Economic Wellbeing 5

Year 6	Family and Relationships 6	Family and Relationships 6	Health and Wellbeing 6	Safety 6	Citizenship 6	Economic Wellbeing 6
		Health and Wellbeing 6	Safety and the changing body - Kapow and NST RSE 6		Economic Wellbeing 6	

Spanish

Scheme	Primary Languages Network					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	There is no statutory requirement to teach FL at KS1. We have opted to include a range of songs and sounds to help prepare children for their learning in KS2.					
Year 1						
Year 2						
Year 3	A New Start	Calendar and Celebrations	Animals	Carnival, using numbers	The Hungry Giant	Going on a picnic & Where I live
Year 4	Welcome to school super learners	My Town, your town	Alien Faces and Family	Moving our Bodies	At the Doctors and Jungle Animals	Summertime
Year 5	Me & My Friends	Time in the City	At the Market	Clothes, colour, fancy dress	Out of this world	At the seaside
Year 6	This is me	Homes and house, Elf on the shelf	Sports	My best day ever	Tapas culture / Café culture	Let's celebrate

Faith and RE

Scheme	SACRE Yr 1 & 2.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Celebrations S = Sikh H = Hindu I = Islam C = Christian	(S) (H) Diwali	(S)Guru Nanak Dev Ji Gurpurab I - Prayers For Peace (C) Christmas	Al (S) Guru Gobind Singh Ji Gurpurab	(C) Lent (I) Ramadan (C) Easter (S) Vaiskhi	(I) Eid Al Fitr (S) Guru Arjan Singh Ji (All) Remembrance	(I) Eid Al Adha

EYFS	Faith Calendar: Man Neeva, Mat Uchi (School Motto) & Language of Virtues & Vices Faith Calendar: The importance of Prayer & Why / How we pray. The importance of being safe and happy. World Vegetarian Day. Golden Thread 1 - Love&Foregiveness vs Emnity & Hate. Bandi Chhor Diwas / Diwali.	Faith Calendar: Guru Nanak Dev Ji's Gurburab Anti-Bullying Week, World Kindness Day & Remembrance Day . World Children's Day . Guru Tegh Bahadur Ji (Shaheedi Gurburab). International Volunteer Day. Bodhi Day . Christmas	Faith Calendar: Guru Gobind Singh Ji Gurburab. Golden Thread 2 - Peace&Collaboration vs Blame/Conflict/War. International Peace Charter for Forgiveness & Reconciliation. International Day of Commemoration in Memory of the victims of the Holocaust. Children's Mental Health Week. Safer Internet Day	Faith Calendar: Ramadan. World Book Day. International Women's Day & Mother's Day. Sikh New Year, EcoSikh Environment Day & Eid al-Fitr. Easter.	Faith Calendar: Vaisakhi. Earth Day. Global Love Day. Democracy and School Elections. World Fair Trade Day. International Day of Living together in Peace & Eid al Adha.	Faith Calendar: World Environment Day. World Caring Day. Guru Arjan Dev Ji (Shaheedi Gurburab). World Refugee Day. Golden Thread 3 - Trust in the Divine. New Beginnings (Transition)
Year 1	Unit 1 Cultivating Inclusion, identity and Belonging. Unit 2 Being Thankful	Unit 3 Being modest Unit 4 Expressing Joy	Unit 5 Being Fair and Just Unit 6 Being Accountable and Living with Integrity	Unit 7 Being Courageous and Confident Unit 8 Being Loyal and Steadfast	Unit 9 Remembering Roots Unit 10 Being Hopeful and Visionary	Unit 11 Being Curious and Valuing Knowledge Unit 12 Being Open Honest and Truthful

Year 2	Unit 1 Living by Rules Unit 2 Being Temperate Exercicing Self Discipline and Cultivating Serenity	Unit 3 Being regardful of Suffering Unit 4 Creating Unity and Harmony	Unit 5 Creating Unity and Harmony Unit 6 Participating and Willing to Lead	Unit 7 Caring for others, animals and the Environment Unit 8 Being Merciful and Forgiving	Unit 9 Being Silent/Attentive and Cultivating a Sense for the Sacred and Transcendent. Unit 10 Being Reflective and Self Critical	Unit 11 Being Imaginative and Explorative Unit 12 Appreciating Beauty
Year 3	Unit 1: The human journey Unit 2: Compassion	Unit 3: Prayer	Unit 4: Service	Unit 5: Guru Nanak Dev Ji	Unit 6: Mool Mantar	Unit 7: The Ten Gurus
Year 4	Unit 1: The human journey Unit 2: Compassion	Unit 3: Prayer	Unit 4: Service	Unit 5: Guru Nanak Dev Ji	Unit 6: Mool Mantar	Unit 7: The Ten Gurus
Year 5	Unit 1: The human journey Unit 2: Compassion	Unit 3: Prayer	Unit 4: Service	Unit 5: Guru Nanak Dev Ji	Unit 6: Mool Mantar	Unit 7: The Ten Gurus
Year 6	Unit 1: The human journey Unit 2: Compassion	Unit 3: Prayer	Unit 4: Service	Unit 5: Guru Nanak Dev Ji	Unit 6: Mool Mantar	Unit 7: The Ten Gurus