

Faringdon Primary Curriculum Plan 2024-25 KS1 & EYS

Nursery	Autumn Term Marvellous Me, Nursery Rhymes, Autumn and Harvest  Let's Celebrate, What happens at night?, Christmas		Spring Term Winter, Toys, Chinese New Year  Traditional Tales, Spring and Easter		Summer Term In the garden, Mini Beasts  People Who Help Us, Going on a journey, The Seaside	
English  Read, Write Inc	<ul style="list-style-type: none"> <li>Nursery Rhymes</li> <li>Rhyming books and poems</li> <li>Repeated refrains</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>Fred Talk – sounding and blending CVC words</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>Picture card and rhyme</li> <li>a, round the apple and down the leaf</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>Picture card and rhyme</li> <li>a, round the apple and down the leaf</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>Speed sounds</li> <li>Air write</li> <li>Word building</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>Speed sounds</li> <li>Air write</li> <li>Word building</li> </ul>
Maths	<b>Term 1:</b>  Number and counting songs, finger songs and rhymes, colours  Sorting and Matching – Farm Animals and sorting activities on the maths table  Size Language – Big and Little  Counting Out, Sorting and Matching - Baby clothes  Counting out and comparing amounts – More / Less with dinosaurs  Circles and making arrangements with loose parts	<b>Term 2:</b>  Shapes – Shapes and simple patterns, shapes around us, rocket collages  Size, Mass and Capacity – comparing and ordering/language  5 in a bed – Counting up and down  Introducing Numicon – Colours of tiles, arranging tiles, counting to five  Positional Language – Christmas items  Sorting/Grouping/Matching/Ordering/Comparing - Sets of objects including Christmas items	<b>Term 3:</b>  Shapes in Toys  All about Number One  Representations of 1,2,3  Numicon – All tiles, colours of tiles, arranging on baseboards, counting to ten  All about Number Two  Weight  Subitising	<b>Term 4:</b>  Shapes – 2D shapes and patterns  Representations of 1,2,3  All about Number Three  Describing a route – Traditional tales  Length and Height  All about Number Four  Sequence of events – Traditional Tales	<b>Term 5:</b>  Subitising – Ladybird spots – up to five Counting forwards and backwards to five and changing quantity – 1 more / 1 less All about Number Five Shapes - Shapes in the environment, properties of shapes and patterns Positional Language	<b>Term 6:</b>  Counting out and numbers beyond five  Matching number to amount  Working with 3D shapes – Building  Calculating and problem solving  Capacity  My day – The order of events and exploring time  Positional language  Counting out and marks for numbers - shells

<p><b>History &amp; Geog</b></p> <p><b>Understanding the World</b></p>	<p><b><u>History - Who am I?</u></b></p> <p><b>Begin to make sense of their own life-story.</b>  <b>Continue developing positive attitudes about the differences between people.</b></p> <ul style="list-style-type: none"> <li>• What did I look like as a baby?</li> <li>• How do I look different now?</li> <li>• Where do I live?</li> <li>• What is my home like?</li> <li>• When is my birthday?</li> </ul> <p><b><u>Geography – recognise myself and people around me</u></b></p> <ul style="list-style-type: none"> <li>• Name people around them and talk about their roles.</li> <li>• Show interest in different occupations.</li> <li>• Use personal observation, stories and discussion as sources of information.</li> <li>• Uses positional language.</li> <li>• Thinking about journeys we make – school etc.</li> <li>• Different cultures in the class.</li> </ul>		<p><b><u>Who is part of my family?</u></b></p> <p><b>Begin to make sense of their own family’s history.</b>  <b>Show interest in different occupations</b></p> <ul style="list-style-type: none"> <li>• Who is in my family?</li> <li>• What do my family members look like?</li> <li>• Who is on my family tree?</li> <li>• Who are my friends?</li> </ul> <p>What jobs do my family do?</p> <p><b><u>Geography - What happens around me? To make observations about my immediate environment</u></b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them (school grounds) and describe what they observe.</li> <li>• Observe changes in the natural world, including day vs. night and the seasons</li> <li>• Describe their immediate environment using knowledge from observation (exploring the school grounds) and discussion.</li> </ul>		<p><b><u>History - What special things have happened to me and my family?</u></b></p> <p><b>Begin to make sense of their own life-story and family’s history.</b>  <b>Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs</b></p> <ul style="list-style-type: none"> <li>• What do we celebrate?</li> <li>• Where have we been on holiday?</li> <li>• Places you like to visit.</li> </ul> <p><b><u>Geography - Where would you like to go? To begin to learn about the wider world and the people in it.</u></b></p> <ul style="list-style-type: none"> <li>• Know some differences between life in this country and life in other countries.</li> <li>• Make observations about what things are. (Visits to the woods, mini-beast hunts in the woods, planting vegetables in the school gardens, exploring the garden and school grounds).</li> </ul>	
<p><b>Science</b></p>	<p><b><u>Understanding the world</u></b></p> <ul style="list-style-type: none"> <li>• Harvest / Farming</li> </ul>	<p><b><u>Understanding the world</u></b></p>	<p><b><u>Understanding the world</u></b></p>	<p><b><u>Understanding the world</u></b></p>	<p><b><u>Understanding the world</u></b></p>	<p><b><u>Understanding the world</u></b></p>

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<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>Autumn – changes/hibernation</li> <li>Ourselves – senses, their life story, differences, our family (other families)</li> </ul>	<ul style="list-style-type: none"> <li>Day time and night-time inc. nocturnal animals</li> <li>Changes – natural phenomena</li> <li>Space – sun, moon.</li> </ul>	<ul style="list-style-type: none"> <li>Dinosaurs</li> <li>Moving toys – how they work</li> <li>Remote control cars – how they work</li> </ul>	<ul style="list-style-type: none"> <li>Buildings and homes</li> <li>Signs of spring</li> </ul>	<ul style="list-style-type: none"> <li>Planting and growing</li> <li>Minibeasts – habitats</li> <li>Life cycles – key features</li> </ul>	<ul style="list-style-type: none"> <li>Going on a journey</li> <li>Faringdon</li> <li>African Animals – globe, world map</li> <li>The Seaside – inc. looking after our oceans</li> <li>Through the woods</li> <li>Animals in different countries</li> </ul>
<p><b>Art</b> <b>Expressive Arts and Design – Creating with materials</b></p>	<p>Mixed Media - 5 Little Ducks</p> <p>Colour mixing tractors</p> <p>Large Humpty Dumpty Collage work</p> <p>Incy Wincy Spiders</p> <p>White/Black sheep</p> <p>Autumn Leaf printing/colour mixing/painting hedgehog</p>	<p>Pumpkin Paintings</p> <p>3D Fireworks</p> <p>Divali Candles</p> <p>2D Rockets shape pictures</p> <p>Printing Poppies</p> <p>Owl Babies – mixed media</p> <p>Calendars/Tree Decorations/Christmas Cards/Party Hats/Christmas sheets</p>	<p>Snow Scene/ Painting Snowmen</p> <p>Junk Modelling Robots</p> <p>Paper Plate dinosaurs</p> <p>Chinese flags and lanterns</p> <p>Big Box train/Bus/ Tyre printing</p> <p>Patterns and printing with circles</p>	<p>Paper Plate Pig masks</p> <p>The Gingerbread Man craft</p> <p>Bear Shape Pictures</p> <p>Mother's Day Cards</p> <p>Easter chicks and rabbits</p> <p>Spring Flower collage work</p>	<p>Ladybirds, Bees and flowers</p> <p>Paper Plate frogs</p> <p>Caterpillars and butterfly printing</p> <p>Spiral snails</p>	<p>Colour Mixing</p> <p>Father's Day Cards</p> <p>Boat Collage</p> <p>African Animal masks</p> <p>Animal Pattern prints</p> <p>Handa's surprise craft</p> <p>Mosaic Fish</p> <p>Paper Plate Octopus</p>

<p><b>Being imaginative and expressive</b></p>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Musical instruments – Charanga</li> <li>• Singing songs</li> <li>• Singing Assembly</li> </ul>					
<p><b>DT Expressive Arts and Design –</b></p>	<ul style="list-style-type: none"> <li>• Making rockets</li> <li>• Making box train (for all to use).</li> <li>• Making models using a variety of resources throughout the year.</li> <li>• Baking and cooking – icing biscuits, buns, flapjack, oaty biscuit, chocolate crispies, , star biscuits, mini pizzas, fruit salad, gingerbread men.</li> </ul> <p><b>DT is also thread through the continuous provision, allowing the children to explore and develop skills using a wide range of construction resources every day, indoors and in the outside environment.</b></p>					
<p><b>RE Discovery RE Understanding the World</b></p>	<p><b>Special people</b></p> <ul style="list-style-type: none"> <li>• What makes people special?</li> <li>• Religious celebrations</li> </ul> <p>Mutual respect</p>	<p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>• What is Christmas?</li> <li>• Religious celebrations</li> </ul> <p>Mutual respect</p>	<p><b>Celebrations</b></p> <ul style="list-style-type: none"> <li>• How do people celebrate?</li> <li>• Religious celebrations</li> </ul> <p>Mutual respect</p>	<p><b>Easter</b></p> <ul style="list-style-type: none"> <li>• What is Easter?</li> <li>• Religious celebrations</li> </ul> <p>Mutual respect</p>	<p><b>Story Time</b></p> <ul style="list-style-type: none"> <li>• What can we learn from stories?</li> <li>• Religious celebrations</li> </ul> <p>Mutual respect</p>	<p><b>Special Places</b></p> <ul style="list-style-type: none"> <li>• What makes places special?</li> <li>• Religious celebrations</li> </ul> <p>Mutual respect</p>
<p>ICT</p>	<p><b>Online Reputations and Managing Online Information</b></p>	<p><b>Online Bullying</b></p>	<p><b>Copyright &amp; Ownership</b></p>	<p><b>Health, Well-being &amp; Lifestyle</b></p>	<p><b>Online relationships and privacy &amp; security</b></p>	<p><b>Self-image &amp; Identity</b></p>
<ul style="list-style-type: none"> <li>• IWB</li> <li>• IPads</li> <li>• Moving toys</li> <li>• Beebots</li> </ul>						

<p>PE</p> <p>Real PE</p> <p>Physical Development – Gross Motor Skills</p>	<p>Real P.E. - Personal</p>	<p>Real P.E. – Social</p>	<p>Real P.E. – Creative</p> <p>Real Dance</p>	<p>Real P.E. - Health and Fitness</p> <p>Real Gym – unit 1</p>	<p>Real P.E. – Cognitive</p> <p>Real Gym – unit 2</p>	<p>Real P.E. – Physical Athletics</p>
<ul style="list-style-type: none"> <li>• Parachute games</li> <li>• Ball skills, rackets, hoops, ropes, building bricks etc</li> <li>• Outdoor climbing and equipment</li> <li>• Squiggle while you wiggle</li> </ul>						
<p>Physical Development – Fine Motor Skills</p>	<ul style="list-style-type: none"> <li>• Tweezers, scissors, pouring, filling</li> <li>• Playdough</li> <li>• Drawing, colouring</li> </ul>					
<p>PSHCE</p> <p>Jigsaw</p>	<p><b>Being me in my World</b></p> <ul style="list-style-type: none"> <li>• Understanding how it feels to belong</li> <li>• Appreciating similarities and differences</li> <li>• Understanding how happy and sad can be expressed</li> <li>• Understanding how other people feel</li> </ul> <p>Individual Liberty, Democracy, Rule of Law, Mutual Respect – (British Values)</p>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Being proud of something we're good at</li> <li>• I know all families are different</li> </ul> <p>Individual Liberty, Democracy, Rule of Law, Mutual Respect – (British Values)</p>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Understanding challenge</li> <li>• Knowing to keep trying</li> <li>• Learning to set goals</li> </ul> <p>Individual Liberty, Democracy, Rule of Law, Mutual Respect – (British Values)</p>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Name parts of my body</li> <li>• Knowing how to stay healthy and clean</li> </ul> <p>Individual Liberty, Democracy, Rule of Law, Mutual Respect – (British Values)</p>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• I can tell you about my family</li> <li>• I know how to make friends when I'm lonely</li> </ul> <p>Individual Liberty, Democracy, Rule of Law, Mutual Respect – (British Values)</p>	<p><b>Changing me (SRE)</b></p> <ul style="list-style-type: none"> <li>• I know we come from babies</li> <li>• I know we grow and change</li> </ul> <p>Individual Liberty, Democracy, Rule of Law, Mutual Respect – (British Values)</p>
<p>Music</p>						
<p>Trips/ Visits</p>						





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	<ul style="list-style-type: none"> <li>Imagination writing – The Gingerbread Man</li> <li>Story map writing – The Three Little Pigs</li> <li>RWI handwriting sheets</li> <li>Shared sentence writing – silly sentences</li> </ul>	<ul style="list-style-type: none"> <li>CVC sentence writing</li> <li>Shared sentence writing – silly sentences</li> <li>Letter formation practise</li> </ul>	<ul style="list-style-type: none"> <li>Labelling scene or imagination writing – The Train Ride</li> <li>Sentence writing – Signs of Spring</li> <li>Shared sentence writing – silly sentences</li> <li>Letter formation practise</li> </ul>	<ul style="list-style-type: none"> <li>Writing a promise – Noah's Ark</li> <li>Sentence writing about pirates - The Night Pirates</li> <li>Letter formation practise</li> </ul>
<p><b>Maths</b></p> <p><b>White Rose</b></p>	<ul style="list-style-type: none"> <li><b>Getting To Know You</b></li> <li><b>Match, sort and compare</b></li> <li><b>Talk about measure and patterns</b></li> <li><b>It's me 1, 2, 3!</b></li> <li><b>Circles and triangles</b></li> <li><b>1,2,3,4,5</b></li> <li><b>Shapes with 4 sides</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Alive in five!</b></li> <li><b>Mass and capacity</b></li> <li><b>Growing 6, 7, 8</b></li> <li><b>Length, height and time</b></li> <li><b>Building 9 and 10</b></li> <li><b>Explore 3D shapes</b></li> </ul>	<ul style="list-style-type: none"> <li><b>To 20 and beyond</b></li> <li><b>How many now?</b></li> <li><b>Manipulate, compose and decompose</b></li> <li><b>Sharing and grouping</b></li> <li><b>Make connections</b></li> <li><b>Consolidation</b></li> </ul>	
<p><b>History &amp; Geog</b></p>	<p><b><u>History - How are my toys different to my grandparents'?</u></b></p> <p><b>Comment on images of familiar situations in the past</b>  <b>Compare and contrast characters from stories, including figures from the past.</b>  <b>Talk about members of their immediate family and community</b>  <b>Name and describe people who are familiar to them.</b></p>	<p><b><u>History - How do nurses save the world?</u></b></p> <p><b>Comment on images of familiar situations in the past</b>  <b>Compare and contrast characters from stories, including figures from the past.</b></p> <ul style="list-style-type: none"> <li>Who help us?</li> <li>What do nurses do?</li> <li>Who were the first nurses?</li> </ul>	<p><b><u>History - What can we learn from stories set in the past?</u></b></p> <p><b>Compare and contrast characters from stories, including figures from the past.</b></p> <ul style="list-style-type: none"> <li>When is the story/book set?</li> <li>Where is the story/book set?</li> <li>What are the characters wearing?</li> <li>What objects do the characters use?</li> <li>What happens in the story/book?</li> </ul>	

	<ul style="list-style-type: none"> <li>• What is the timeline of my life?</li> <li>• How have I changed?</li> <li>• How have my toys changed?</li> <li>• What did my parents look like when they were little?</li> <li>• What did my parents' toys look like?</li> <li>• What were the Queen's toys like?</li> </ul> <p><b><u>Geography - Where do I belong? (To recognise my place as a member of my family, my school and the local community)</u></b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them (school grounds) and compare it to contrasting environments.</li> <li>• Know about the lives of people around them and discuss their roles.</li> <li>• Use personal observation, stories, pictures/photos and discussion as sources of information (Mini-beast hunts in the woods, Investigating pond life, woodlanders sessions, visit to the fire station.)</li> </ul>	<ul style="list-style-type: none"> <li>• What was life like for Mary Seacole and Florence Nightingale?</li> <li>• How were ambulances different?</li> <li>• How are nurses different to those in the past?</li> </ul> <p><b><u>Geography - What happens in our world? (To learn about the wider world and recognise similarities and differences between this country and others).</u></b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them (school grounds) and compare it to contrasting environments.</li> <li>• Observe and understand processes and changes in the natural world including seasons.</li> <li>• Know that a globe can help in identifying countries and locations in the world, in relation to topics e.g. locating India when learning about Diwali.</li> </ul>	<ul style="list-style-type: none"> <li>• How are the characters similar/different to us?</li> <li>• What can we learn about the past from this book?</li> </ul> <p><b><u>Geography - Where is special to me? (To identify features of where I live)</u></b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Can describe their relative position such as 'behind' or 'next to'.</li> <li>• Use everyday language to talk about position.</li> <li>• Make observations about what and where things are.</li> </ul>			
<p><b>Science</b></p>	<p><b><u>Understanding the world</u></b></p> <ul style="list-style-type: none"> <li>• Ourselves – using senses, how we are changing and growing – looking at baby photos.</li> <li>• Autumn walk – learning about</li> </ul>	<p><b><u>Understanding the world</u></b></p> <ul style="list-style-type: none"> <li>• Food – baking, tasting and exploring.</li> <li>- Melting chocolate</li> <li>- Making bread</li> </ul>	<p><b><u>Understanding the world</u></b></p> <p>Food – tasting, exploring, and observing similarities and differences, describing, making</p>	<p><b><u>Understanding the world</u></b></p> <ul style="list-style-type: none"> <li>• Transport – science experiment – friction train – investigating materials for the</li> </ul>	<p><b><u>Understanding the world</u></b></p> <ul style="list-style-type: none"> <li>• WOW! Zoo lab visit.</li> <li>• Minibeasts – describing them, habitats, making minibeasts</li> </ul>	<p><b><u>Understanding the world</u></b></p> <ul style="list-style-type: none"> <li>• WOW! Mobile farm.</li> <li>• Water – where does it come from? The water</li> </ul>

	<p>changing seasons and changes in our environment.</p>	<ul style="list-style-type: none"> <li>- Making porridge – how things change when you heat them up.</li> <li>- Making gingerbread men – how things change when you mix together and heat up.</li> </ul> <ul style="list-style-type: none"> <li>• Exploring the woods.</li> <li>• Changes in weather and seasons.</li> </ul> <p>World Science Day – Archimedes.</p> <p><b>EAD &amp; PD</b> – malleable materials</p>	<p>comparisons and testing.</p> <ul style="list-style-type: none"> <li>- Tasting fruits from around the world.</li> <li>- Chinese food tasting.</li> <li>- Fab finish – food from around the world.</li> </ul> <ul style="list-style-type: none"> <li>• Changes in the weather and seasons.</li> <li>• Hot and cold climates -</li> <li>• Changes in weather and the effects on the environment and animals – Africa, Arctic and Antarctica.</li> <li>• Animals in the jungle.</li> <li>• How to look after the environment.</li> <li>• Woodlander sessions.</li> </ul> <ul style="list-style-type: none"> <li>• <b>EAD &amp; PD</b> – malleable materials</li> </ul>	<p>train to travel across.</p> <ul style="list-style-type: none"> <li>• Woodlander sessions.</li> <li>• Exploring springtime.</li> <li>• <b>Personal, Social and Emotional</b> – Jigsaw: Healthy Me             <ul style="list-style-type: none"> <li>- Understanding that we need exercise</li> <li>- Understanding that moving is good for our bodies</li> <li>- Learning which foods are healthy</li> <li>- Importance of washing hands</li> <li>- Understanding that sleep is good for us</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• <b>EAD &amp; PD</b> – malleable materials – colour mixing</li> </ul>	<p>homes, minibeast hunts, observing the lifecycle of a butterfly.</p> <ul style="list-style-type: none"> <li>• Woodlander sessions.</li> <li>• Springtime – planting bulbs.</li> <li>• <b>Communication, Language and Literacy</b> – non-fiction books – minibeats.</li> <li>• Topic stories: I Love Bugs, The Very Hungry Caterpillar, Snail Trail, Aaaaargghh Spider, The Fly.</li> <li>• <b>EAD</b> – Role-play: minibeast Lab</li> <li>• Art: sticking life cycles</li> <li>• Mud kitchen and malleable areas in classroom</li> </ul> <ul style="list-style-type: none"> <li>• <b>EAD &amp; PD</b> – malleable materials</li> </ul>	<p>cycle – its uses, health and hygiene. Sinking and floating.</p> <ul style="list-style-type: none"> <li>• Exploring pond life and ocean life.</li> <li>• Growing – beans and sunflowers.</li> <li>• Woodlander sessions.</li> <li>• <b>PSE</b> – Jigsaw: changing me – growing me.</li> <li>• <b>CL &amp; L</b> – exploring non-fiction – discussions about water and sea creatures.</li> </ul> <ul style="list-style-type: none"> <li>• <b>EAD &amp; PD</b> – malleable materials</li> </ul>
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<p><b>Art</b></p>	<p><b>Settling In / Who am I?</b></p> <p><b>All about me/ Autumn &amp; Harvest</b></p> <p><b>'I like Myself'</b></p> <p><b>Free painting</b></p> <p>Painting self portraits</p> <p>Printing</p> <p>Cutting and sticking</p> <p><b>'Anna Hibiscus'</b></p> <p>Handprints</p> <p>Collage faces</p> <p>Making faces with playdough</p> <p>Replicating pictures from book using pastels and cut out leaves</p> <p><b>'What friends do best'</b></p> <p>Free choice painting</p> <p>Cotton bud painting making patterns</p> <p>Printing using various objects</p> <p><b>'Guess how much I love you - Autumn's Here'</b></p>	<p><b>Tell me a story</b></p> <p><b>Traditional Tales/ Christmas</b></p> <p><b>Diwali / Bonfire Night</b></p> <p>Rangoli patterns using collage, coloured pencil, chalk</p> <p>Creating patterns on diva lamps</p> <p>Firework pictures using a variety of techniques -</p> <p>printing using cut cardboard tubes / Splatter painting / chalks</p> <p><b>'The Little Red Hen'</b></p> <p>Handprint hens using pencils and collage for details (Little Red Hen)</p> <p><b>'Goldilocks and the Three Bears'</b></p> <p>Sponge painting bears</p> <p><b>'The Gingerbread Man'</b></p> <p>Gingerbread men using paint and collage (Paper plates)</p>	<p><b>What Happens in our world?</b></p> <p><b>'My Granny Went to Market'</b></p> <p>Making patterns on cardboard boomerangs using cotton buds</p> <p>Tearing paper to create a large magic carpet</p> <p>Using pastels to make own carpet / cut paper for fringe</p> <p>Painting kites</p> <p>Draw picture from story</p> <p><b>'Handa'a Surprise'-</b></p> <p>Drawing fruit using coloured pencils</p> <p><b>'Giraffes Can't Dance'</b></p> <p>Animal patterns</p> <p><b>Chinese New Year</b></p> <p>Drawing willow patterns to make plate patterns (look</p>	<p><b>How do we get around? – Transport</b></p> <p><b>'Whatever Next!' (Space) –</b></p> <p>Potato print planets</p> <p>Making plants using paint with cling film over top to mix</p> <p><b>'Mr Gumpy's Motor Car'</b></p> <p>Observational drawing of a wheel</p> <p>Pencil drawing of a bike</p> <p><b>'Train Ride'</b></p> <p>Seaside scene using paint (colour wash and mixing)</p> <p>Creating train pictures using crayons and collage</p> <p><b>Easter</b></p> <p>Using forks in paint to make chicks</p> <p>Cotton wool sheep</p>	<p><b>What's happening in our garden? - Minibeasts and life cycles</b></p> <p><b>'I love bugs'</b></p> <p>Finger print minibeast garden, detail added with pens</p> <p>Balloon printing to make caterpillars – mixing colours</p> <p>Paper plate ladybirds - paint and collage</p> <p><b>'Snail Trail'</b></p> <p>Replicate Matisse snails using torn pieces of paper(after looking at The Snail by Matisse)</p> <p>Painting spirals</p> <p>Paper plate snails - printing</p> <p>Pastel drawings of minibeasts</p> <p><b>'The Fly'</b></p> <p>Buzzy fly pictures – finger print, glue and glitter / Fly pictures using wooden blocks</p>	<p><b>Water, water, everywhere! - Water and Growing</b></p> <p><b>'Jack and the Beanstalk'</b></p> <p>Beanstalk pictures using paint and collage</p> <p>Sunflower pastel pictures (after looking at Van Goughs Sunflowers)</p> <p><b>'Billy's Bucket'</b></p> <p>Colourwash underwater scene and using pastels to add sea creatures</p> <p>Using play dough to mould into sea creatures</p> <p><b>'Sharing a shell'</b></p> <p>Blotting paper fish</p> <p>Observational drawing of a shell using pencils / pastels</p> <p>Paper plate rock pool – paint and colour, cut creatures</p> <p><b>'The Story of Noah'</b></p> <p>Rainbows - paint , colour, print</p>
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	Leaf printing and collages Leaf printing in clay Colour wash for turnip pictures Vegetable printing		at the history of this with chn)  Cherry blossom printing using bottle bottoms		Symmetrical printing butterflies  <b>'Agggghhhh spider'</b>  Handprint spiders / Paper plate spiders  Glitter webs  <b>'The Frog Prince'</b>  Drawing frogs following instructions	Pastel and cut and stick animals  Moulding playdough to make an animal  <b>'Night Pirates'</b>  Tea stained treasure maps
<b>DT</b>	<ul style="list-style-type: none"> <li>Designing and make something with a friend- 'What friends do best.'</li> <li>Baking sticky fingers.</li> </ul>	<ul style="list-style-type: none"> <li>Making bread.</li> <li>Making gingerbread men.</li> <li>Making porridge.</li> <li>Making the three bears to tell the story.</li> </ul>	<ul style="list-style-type: none"> <li>Tasting fruit and talking about where it comes from.</li> <li>Weaving baskets.</li> <li>- Creating Handa hats to retell the story.</li> </ul>	<ul style="list-style-type: none"> <li>Making cars.</li> <li>Using 2 simple to design a vehicle.</li> <li>- Junk model rockets.</li> </ul>	<ul style="list-style-type: none"> <li>Designing and making a bug.</li> <li>- Designing crown for a prince or princess.</li> </ul>	<ul style="list-style-type: none"> <li>- Various.</li> </ul>
<p><b>DT is thread through the continuous provision in Reception, allowing the children to explore and develop skills using a wide range of resources; these include, lego and wheels, duplo, geostrips (plastic strips used with split pins), wooden blocks and many more. These resources let the children at a young age, explore balancing and teach them to make a structure stronger and more stable (National Curriculum statement).</b></p> <p><b>Making stations are used in all classes with a variety of resources allowing the children to design and create their own product. Design sheets are made available for the children to take ownership of their product.</b></p>						
<b>RE</b>	<b><u>Special people</u></b>	<b><u>Christmas</u></b>	<b><u>Celebrations</u></b>	<b><u>Easter</u></b>	<b><u>Story Time</u></b>	<b><u>Special Places</u></b>
<b>Discovery RE</b>	<ul style="list-style-type: none"> <li>What makes people special? Christianity/Islam/Judaism</li> </ul>	<ul style="list-style-type: none"> <li>What is Christmas? Christianity</li> </ul>	<ul style="list-style-type: none"> <li>How do people celebrate? Islam/Judaism</li> </ul>	<ul style="list-style-type: none"> <li>What is Easter? Christianity</li> </ul> <p><b>Mutual respect</b></p>	<ul style="list-style-type: none"> <li>What can we learn from stories? All religions</li> </ul>	<ul style="list-style-type: none"> <li>What makes places special? Islam/Christianity/Judaism</li> </ul>

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	<b>Mutual respect</b>	<b>Mutual respect</b>	<b>Mutual respect</b>		<b>Mutual respect</b>	<b>Mutual respect</b>
<b>ICT</b>	<b>Online reputation</b>  I can identify ways that I can put information on the internet.  I can talk about how to use the internet as a way of finding information online.  I can identify devices I could use to access information on the internet.	<b>Online bullying</b>  I can describe ways that some people can be unkind online.  I can offer examples of how this can make others feel.	<b>Copyright &amp; ownership</b>  I know that work I create belongs to me.  I can name my work so that others know it belongs to me.	<b>Health, Well-being &amp; Lifestyle</b>  I can identify rules that help keep us safe and healthy in and beyond the home when I am using technology.  I can give some simple examples of these rules.	<b>Online relationships &amp; Privacy &amp; Security</b>  I can recognise some ways in which the internet can be used to communicate.  I can give examples of how I (might) use technology with people I know.  I can identify some simple examples of my personal information (e.g., name, address, birthday, age, location)  I can describe who would be trustworthy to share this information with; I can explain why they are trusted.	<b>Self-image &amp; identity</b>  I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.
<b>PE</b>	<b>Real P.E. - Personal</b>	<b>Real P.E. – Social</b>	<b>Real P.E. – Creative</b>  <b>Real Dance</b>	<b>Real P.E. - Health and Fitness</b>  <b>Real Gym – unit 1</b>	<b>Real P.E. – Cognitive</b>  <b>Real Gym – unit 2</b>	<b>Real P.E. – Physical</b>  <b>Athletics</b>
<b>PSHCE</b>	<b><u>Being me in my World</u></b> <ul style="list-style-type: none"> <li>• I can recognise and manage my own feelings</li> <li>• I understand why it is important to be kind</li> </ul> Individual Liberty, Democracy, Rule of Law, Mutual Respect (British Values)	<b><u>Celebrating Difference</u></b> <ul style="list-style-type: none"> <li>• Knowing we are all good at different things</li> <li>• Being different makes us special</li> </ul> Individual Liberty, Democracy, Rule of Law, Mutual Respect – (British Values)	<b><u>Dreams and Goals</u></b> <ul style="list-style-type: none"> <li>• Using kind words to encourage others</li> <li>• If I persevere I can tackle challenges</li> </ul> Individual Liberty (British values)	<b><u>Healthy Me</u></b> <ul style="list-style-type: none"> <li>• I know exercise, resting and eating healthily are good for my body</li> <li>• I can wash my hands thoroughly</li> </ul> Individual Liberty, Mutual Respect (British values)	<b><u>Relationships</u></b> <ul style="list-style-type: none"> <li>• I can think of ways to solve problems and stay friends</li> <li>• I am starting to understand the impact of unkind words</li> </ul> Rule of Law, Mutual Respect (British values)	<b><u>Changing me (SRE)</u></b> <ul style="list-style-type: none"> <li>• I understand we all grow from babies to adults</li> <li>• I can express how I feel about moving into Y1</li> </ul> Individual Liberty (British values)
<b>Music</b>	<b><u>Charanga Unit 1 – Me!</u></b>	<b><u>Charanga Unit 2 – My Stories</u></b>	<b><u>Charanga Unit 3 - Everyone</u></b>	<b><u>Charanga Unit 4 – Our World</u></b>	<b><u>Charanga Unit 5 – Big Bear Funk</u></b>	<b><u>Charanga Unit 6 – Reflect, rewind, replay</u></b>

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<b>Charanga</b>						
<b>Trips/ Visits</b>						


Year 1	Autumn Term Seaside Lord Berners (Faringdon)	Spring Term Space Continents	Summer Term Dinosaurs Our School
English           and Write Inc	<p><b><u>The Storm Whale</u></b> Messages/ letters to characters</p> <p>Character descriptions</p> <p>Simple retelling using first experience of story maps</p> <p><b><u>Out and about S.Hughes</u></b> Autumn/ harvest Seasonal poems – linked to Science/Seasons</p> <p><b><u>Faringdon walk</u></b> Recount from the experience (Factual sentences including history of Faringdon (e.g. Lord Berners Lee) – link to History</p> <p><b><u>Out and about - S.Hughes</u></b> Winter/Christmas- Seasonal poems S.Hughes- linked to Science/Seasons</p>	<p><b><u>Polar animals text</u></b> Non Chronological Report Polar bears, penguins, innovate own arctic creature suited to the arctic environment. Link to Geography and Science (continents, animals and their habitats)</p> <p><b><u>Goldilocks text</u></b> Instructions Linked to DT - building a chair for Baby Bear</p> <p><b><u>Lila and the Secret of the Rain</u></b> Retelling of the story and setting descriptions of towns in Africa and African grasslands – link to <b>Geography</b></p> <p><b><u>Poems – another culture</u></b></p> <p>Details TBC</p>	<p><b><u>Stimulus TBC</u></b></p> <p><b>Setting description</b></p> <p><b>Non Chronological Report linked to history</b></p> <p><b>Growing plants Instruction writing linked to science</b></p> <p><b><u>Out and about S.Hughes</u></b> Summer Seasonal poems S.Hughes <b>Science</b></p>
Maths  te Rose	<p><b><u>Place Value (within 10)</u></b></p> <p><b><u>Addition &amp; Subtraction (within 10)</u></b></p> <p><b><u>Geometry – Shape</u></b></p> <p><b><u>Consolidation</u></b></p>	<p><b><u>Place Value (within 20)</u></b></p> <p><b><u>Addition &amp; Subtraction (within 20)</u></b></p> <p><b><u>Place Value (within 50)</u></b></p> <p><b><u>Length &amp; height</u></b></p> <p><b><u>Mass &amp; Volume</u></b></p>	<p><b><u>Multiplication &amp; division</u></b></p> <p><b><u>Fractions</u></b></p> <p><b><u>Geometry – Position &amp; direction</u></b></p> <p><b><u>Place Value (within 100)</u></b></p> <p><b><u>Measurement – money</u></b></p>





			<u>Measurement – time</u>
<p>History &amp; Geog</p>	<p><u>History - Who was Lord Berners and why is he important to Faringdon?</u></p> <p>Pupils should be taught about significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> <li>• What makes Faringdon special?</li> <li>• Where can we find out about Faringdon's past?</li> <li>• Who is Lord Berners?</li> <li>• What did Lord Berners create?</li> <li>• What did Lord Berners do in Faringdon?</li> </ul> <p>What signs of Lord Berner's influence can we see around Faringdon?</p> <p><u>Geography - Do we like to be beside the seaside? (To use maps to identify the UK and its countries, identify coasts and compare our local area to a seaside town).</u></p> <ul style="list-style-type: none"> <li>• Know where seaside towns are in the U.K.</li> <li>• Know the name of and locate a U.K. seaside town.</li> <li>• Observe and describe the human and physical geography of a small area of the UK (compare a seaside town and Faringdon.)</li> </ul>	<p><u>History - What was the 'giant leap for mankind'?</u></p> <p>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Pupils should be taught about events beyond living memory that are significant globally.</p> <ul style="list-style-type: none"> <li>• Why did space travel start?</li> <li>• What happened in space leading up to 1969?</li> <li>• What happened on the 20<sup>th</sup> July 1969?</li> <li>• How has space travel changed?</li> <li>• What is the effect of space travel on the world?</li> </ul> <p>What will happen next?</p> <p><u>Geography - Where do our favourite animals live? (To use maps, globes and atlases to identify the seven continents of the world and the location of hot and cold areas).</u></p> <ul style="list-style-type: none"> <li>• Know the world's seven continents.</li> <li>• Know the location of hot and cold areas of the world in relation to the equator and the North and South poles.</li> <li>• Know that maps, atlases and globes give information about the world.</li> <li>• Begin to know how to use maps, atlases and globes with support to identify the 7 continents of the world, and the UK and its countries.</li> </ul>	<p><u>History - Who discovered the dinosaurs?</u></p> <p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national achievements. Pupils should be taught about events beyond living memory that are significant nationally or globally. Pupils should be taught about significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> <li>• What do we know about the dinosaurs?</li> <li>• Who is Mary Anning?</li> <li>• What did Mary Anning find?</li> <li>• How did these discoveries change how people think?</li> <li>• What did William Buckland discover from a quarry in Stonesfield and why was it important?</li> <li>• What was discovered in Swindon?</li> <li>• Why should we remember Mary Anning and other palaeontologists?</li> <li>• What is being found today?</li> </ul> <p><u>Geography - How can we improve our school? (To study the geography of the school and devise simple routes and maps)</u></p> <ul style="list-style-type: none"> <li>• Know the name of and locate the local town (Faringdon).</li> <li>• Locate our school within the local area.</li> </ul>

	<ul style="list-style-type: none"> <li>• Know and locate the four countries and capital cities of the U.K.</li> <li>• Know what life is like for people living near the coast vs. in a town.</li> <li>• Know seasonal and daily weather patterns in the UK.</li> <li>• Know the impact of weather on people e.g. choice of clothing.</li> <li>• Use basic geographical vocabulary to refer to: key physical features, including: beach, forest, hill, mountain, sea, cliff, coast, river, season and weather. key human features, including: city, town, country, village, farm, house, shop, port and harbour.</li> <li>• Know the physical and human features in our local area, and compare them to those found in a seaside town.</li> </ul>		<ul style="list-style-type: none"> <li>• Use personal observation, NF books, stories, pictures/photos and maps as sources of information.</li> <li>• Make observations about what and where things are and make suggestions for why things happen.</li> <li>• Begin to know how to use locational and directional vocabulary to describe the location of features and routes on a map including forwards, backwards, left, right.</li> <li>• Begin to know how to follow a route on a simple map using directional vocabulary.</li> <li>• Begin to know how to use aerial photographs and plan perspectives, devise a simple map of a known location.</li> <li>• Know how to draw a simple map of a known location.</li> <li>• Know why maps need a key.</li> <li>• Decide on appropriate symbols for a key with support.</li> <li>• Know how to use basic symbols in a key with support.</li> </ul> <p>Know that maps, atlases and globes give information about the world.</p>
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<b>Science</b>	<p><b><u>Materials</u></b></p> <p>During the first term of continuous provision, children to have interactive and investigative</p>	<p><b><u>Materials</u></b></p> <p>As continuous provision ends, this term children to participate in working scientifically investigations</p>	<p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>• Identify and name a range of common animals – <b>identifying</b></li> <li>• Understand and group what by fish, amphibians, reptiles, birds and mammals. <b>identifying and classifying</b></li> </ul>	<p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals).</li> <li>• Describe and understand the structure of a variety of</li> </ul>	<p><b><u>Humans</u></b></p> <ul style="list-style-type: none"> <li>• Environment Day</li> <li>• Identify and name parts of the human body.</li> </ul>	<p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants.</li> </ul>
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<p>activities set up linking to the learning objectives. Children to have a variety of common materials to explore.</p> <ul style="list-style-type: none"> <li>To identify and name different materials including wood, plastic, glass, metal, water and rock. - <b>identifying and classifying</b></li> <li>To know the difference between the object and the material it is made from. – <b>identifying and classifying</b></li> <li>To describe</li> </ul>	<p>linked to materials that focus on one area of working scientifically.</p> <p>Perform a simple test:</p> <ul style="list-style-type: none"> <li>Waterproof: which material is the most waterproof for Ellie the Elf's raincoat?</li> <li>Absorbent: which material is the most absorbent for Sam the Elf to mop up the reindeer wee!</li> <li>Strong: which material is the strongest for Santa to protect presents in?</li> </ul> <p><b>TAP's assessment</b></p>	<ul style="list-style-type: none"> <li>Understand which animals belong to mammals, birds, fish, amphibians or reptiles. - <b>identifying and classifying</b></li> <li>Understand what is meant by herbivore, carnivore and omnivore.</li> <li>Identify and name a variety of common animals that are herbivores, carnivores, and omnivores - <b>identifying and classifying</b></li> <li>Investigation: What have they been eating? What type of animal can they be? - <b>observe and classifying</b></li> </ul>	<p>common animals (fish, amphibians, reptiles, birds and mammals including pets). - design own animal using all learning so far.</p> <ul style="list-style-type: none"> <li>Pets – Name common pets. Identify and name the structure of pets. -<b>identifying data is simple ways</b></li> <li>Describe and compare the structure of pets – record in a chart e.g. 4 legs, tail, fur - <b>record data is simple ways</b></li> </ul> <p><b>TAPs assessment – animal classification</b></p> <p><b>TAPs assessment – modelling the body (animal) and label parts</b></p>	<ul style="list-style-type: none"> <li>Label the basic parts of the human body.</li> <li>To identify and name which part of the body is associated with each sense which body parts I use for each sense.</li> <li>Use our senses to explore the world around us. - I know what my senses are – sight, hearing, touch, smell, taste.</li> <li>I can describe what I have explored using my senses.</li> </ul>	<ul style="list-style-type: none"> <li>To understand what is meant by deciduous and evergreen trees.</li> <li>Identify and name some common deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants. (leaves, flowers, petals, fruit, roots, bulb, seed, stem)</li> <li>Identify and describe the basic structure of a tree. (root, trunk,</li> </ul>
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	<p>the simple physical properties of everyday materials.</p> <ul style="list-style-type: none"> <li>To compare and group everyday materials according to their properties. <b>identifying and classifying</b></li> </ul> <p><b>TAP's Assessment</b></p> <ul style="list-style-type: none"> <li>Seasonal Changes - Autumn</li> </ul>	<p>Seasonal changes - Winter</p>				<p>branches leaves).</p> <ul style="list-style-type: none"> <li>Flowers and trees in our environment – <b>identify, observe, gather and record</b></li> <li>Observe over time growth of flowers and vegetable they have planted.</li> </ul>
<b>Art</b>	<p><b>Main focus:</b> Printing and textiles</p> <p><b>Access Art link:</b> Yr1 summer 1</p> <p><b>Outcomes:</b> Plasticine prints</p>	<p><b>Main focus:</b> painting and digital art</p> <p><b>Artist:</b> Van Gogh.</p> <p><b>Access Art link:</b> Yr2 autumn 2</p> <p><b>Outcomes:</b> exploratory painting. ICT link starry night art</p>	<p><b>Main focus:</b> mark making and drawing</p> <p><b>Access Art link:</b> Yr1 spring 2 and linked work</p> <p><a href="https://www.accessart.org.uk/drawing-soft-toys-inspired-by-where-the-wild-things-are-by-maurice-sendak/">https://www.accessart.org.uk/drawing-soft-toys-inspired-by-where-the-wild-things-are-by-maurice-sendak/</a></p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Main focus:</b> collage</p> <p><b>Artist:</b> Megan Coyle</p> <p><b>Access Art link:</b> Yr2 spring 2</p> <p><a href="https://www.accessart.org.uk/pattern-and-collage-a-whole-school-workshop-at-monkfield-primary-school/">https://www.accessart.org.uk/pattern-and-collage-a-whole-school-workshop-at-monkfield-primary-school/</a></p> <p><b>Outcomes:</b> creature collage</p>	<p><b>Main focus:</b> drawing painting</p> <p><b>Artist:</b></p> <p><b>Access Art link:</b> yr 1 autumn 2</p> <p><b>Outcomes:</b></p> 	<p><b>Main focus:</b> sculpture</p> <p><b>Artist:</b></p> <p><b>Access Art link:</b> Yr1 spring 2</p> <p><b>Outcomes:</b> creature sculpture</p>

 <ul style="list-style-type: none"> <li>• Explore making and taking prints from a variety of resources.</li> <li>• Build repeating patterns and recognise pattern in the environment.</li> <li>• Investigate a range of methods eg rolling, pressing, stamping, rubbings.</li> </ul>	 <ul style="list-style-type: none"> <li>• Begin to select from a variety of media when painting eg. different brush sizes, tools,</li> <li>• Naming colours into primary and secondary groups</li> <li>• Start to mix a range of secondary colours identifying warm and cool shades.</li> <li>• Explore lightening and darkening of colour.</li> <li>• Experiment with marks made eg different brushstrokes, sizes, adding sand etc</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and practice the use and control of a variety of drawings tools and media</li> <li>• Draw lines of varied thickness</li> <li>• Explore how to use dots and lines to create patterns and textures.</li> <li>• Begin to draw for a range of purposes, representing their own world, experiences and ideas.</li> </ul>	 <ul style="list-style-type: none"> <li>• Use a combination of materials that have been cut, torn, glued for a purpose</li> <li>• Investigate manipulating materials eg folding, crumpling, tearing, overlapping etc</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and practice the use and control of a variety of drawings tools and media</li> <li>• Draw lines of varied thickness</li> <li>• Explore how to use dots and lines to create patterns and textures.</li> <li>• Observe and begin to explore working from the human figure (facial features and self-portraits)</li> </ul>	 <ul style="list-style-type: none"> <li>• Experiment with a variety of natural, recycled and manufactured materials for sculpting</li> <li>• Explore a variety of techniques e.g. rolling, cutting, pinching, joining, kneading</li> <li>• Impress and apply simple decoration techniques.</li> <li>• Use tools and equipment safely and in the correct way</li> </ul>
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DT DT ociation	<b>Mechanisms</b> – Sliders and Levers <ul style="list-style-type: none"><li>Why isn't everyone afraid of the dark? Design, make and evaluate a moving picture for somebody to enjoy.</li></ul>		<b>Structures</b> – Freestanding structures <ul style="list-style-type: none"><li>Design, make, evaluate a chair for baby bear.</li></ul>		<b>Food</b> – Preparing fruit and vegetables  (including cooking and nutrition requirements for KS1) Designing, making and evaluating a salad for a class picnic	
RE covery RE	<b>Christianity</b> Theme: Creation story Does God want Christians to look after the world?	<b>Christianity</b> Theme: Christmas What gift would I have given to Jesus?	<b>Christianity</b> Theme: Jesus as a friend Was it always easy for Jesus to show friendship?	<b>Christianity</b> Theme: Easter – Palm Sunday Why was Jesus welcomed like a king or a celebrity?	<b>Judaism</b> Theme: Shabbat Is Shabbat important to Jewish children? How?	<b>Judaism</b> Theme: Channuk Does celebrating Channukah make Jewish children feel close to God?
ICT each nputing	<b>Computer systems and networks – Technology around us</b>  Teach Computing scheme	<b>Creating media digital painting</b>  Teach Computing scheme	<b>Programming A – moving a robot, using beebot/bluebot</b>  Teach Computing scheme	<b>Programming B – introduction to animation using Scratch Jr App</b>  Teach Computing scheme	<b>Creating media – making music</b>  Teach Computing scheme	<b>Data and information – grouping data</b>  Teach Computing scheme
PE eal PE	<b>Real P.E. - Personal</b>	<b>Real P.E. – Social</b>  Real Gym – unit 1	<b>Real P.E. – Creative</b>  Real Dance	<b>Real P.E. - Health and Fitness</b>  Yoga	<b>Real P.E. – Cognitive</b>  Real Gym – unit 2	<b>Real P.E. – Physical</b>  Athletics
SHCE gsaw	<b>Being me in my World</b> I understand the rights and responsibilities as a member of my class I can recognise the choices I make and understand the consequences	<b>Celebrating Difference</b> <ul style="list-style-type: none"><li>I can tell you some ways I am different from my friends</li><li>I understand these differences make us all special and unique</li></ul>	<b>Dreams and Goals</b> <ul style="list-style-type: none"><li>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</li><li>I know how to store the feelings of success in my internal treasure chest from mine and can reflect on how these relate to my own</li></ul> <b>Individual Liberty (British values)</b>	<b>Healthy Me</b> <ul style="list-style-type: none"><li>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</li><li>I can recognise how being healthy helps me to feel happy</li></ul> <b>Individual Liberty, Mutual Respect (British values)</b>	<b>Relationships</b> <ul style="list-style-type: none"><li>I can tell you why I appreciate someone who is special to me and express how I feel about them</li></ul> <b>Rule of Law, Mutual Respect (British values)</b>	<b>Changing me (SR)</b> <ul style="list-style-type: none"><li>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</li><li>I respect my body and understand</li></ul>

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	Individual Liberty, Democracy, Rule of Law, Mutual Respect (British Values)	Individual Liberty, Democracy, Rule of Law, Mutual Respect (British Values)				which parts are private Individual Liberty (British values)
Music Charanga	<u>Charanga Unit 1 – Hey You</u>	<u>Charanga Unit 2 – Rhythm in the way walk and banana rap</u>	<u>Charanga Unit 3 – In the groove</u>	<u>Charanga Unit 4 – Round and round</u>	<u>Charanga Unit 5 – Your Imagination</u>	<u>Charanga Unit 6 – Reflect, rewind, replay</u>
trips/ visits						

Year 2	Autumn Term Queen Elizabeth Building Britain		Spring Term Great Fire Of London COUNTRY TBC		Summer Term Significant people in history Faringdon	
<p>English</p> <p>Read Write Inc</p>	<p><b><u>The adventures of Egg Box Dragon</u></b> Character description</p> <p><b>Non-chronological report</b> – an animal of royal interest – linked to <b>History</b></p>	<p><b><u>Wild</u></b> Narrative writing Setting descriptions</p> <p><b><u>Leap like a leopard</u></b> Poetry</p> <p><b>Poetry</b> – linked to?? The night before Christmas? Seasonal poems?</p>	<p><b><u>Fire of London</u></b> <b>Explanation text</b> - why the fire spread so quickly</p> <p><b>Instruction writing</b> How to make bread (DT and History link)</p> <p><b><u>Samuel Pepys' diary</u></b> Writing own <b>diary entries</b> explaining what was happening during the fire</p> <p><b><u>Geography??</u></b> <b>Comparative writing</b> – compare two places – linked to <b>Geography</b></p>	<p><b><u>World Book Day</u></b> Reviews on book of their choice</p> <p><b><u>Great Fire of London</u></b> <b>Newspaper report</b> – linked to <b>History</b></p> <p><b><u>How to stay safe</u></b> <b>Information Leaflet</b> based on Fire fighter visit</p> <p><b>Comparative writing</b> London in 1666 and London now (picture stimulus)</p>	<p><b><u>Disgusting sandwich</u></b> <b>Narrative writing</b> – writing own chapter of the story??</p> <p><b><u>Disgusting sandwich</u></b> <b>Instruction writing</b> – making their own disgusting sandwich</p>	<p><b><u>The Last Wolf M.Grey</u></b> Non-chronological report</p> <p><b><u>The Tiny Seed E.Carle</u></b> Information leaflet – linked to <b>Science</b>/plants and growing</p> <p><b><u>Hill End trip</u></b> <b>Recount</b></p>
<p>Maths</p> <p>White Rose</p>	<p><b><u>Place Value</u></b></p> <p><b><u>Addition &amp; subtraction</u></b></p> <p><b><u>Geometry - shape</u></b></p>		<p><b><u>Money</u></b></p> <p><b><u>Multiplication &amp; division</u></b></p> <p><b><u>Length &amp; height</u></b></p> <p><b><u>Mass, capacity &amp; temperature</u></b></p>		<p><b><u>Statistics</u></b></p> <p><b><u>Fractions</u></b></p> <p><b><u>Position &amp; direction</u></b></p> <p><b><u>Problem solving</u></b></p> <p><b><u>Time</u></b></p>	

<p><b>History &amp; Geog</b></p>	<p><b><u>History - How were the lives of Queen Elizabeth I and Queen Elizabeth II different?</u></b></p> <p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national achievements. Some should be used to compare aspects of life in different periods.</p> <ul style="list-style-type: none"> <li>Who is Queen Elizabeth II and what is life like for her?</li> <li>What has happened in her life and what has she celebrated?</li> <li>Who was Queen Elizabeth I and what was life like for her?</li> <li>What happened in her life and what did she celebrate?</li> <li>How are the two queens similar and different?</li> <li>What will the two queens be remembered for?</li> </ul> <p><b><u>Geography - Would you rather live in the city or the countryside? (To identify and compare characteristics of the four capital cities of the UK to the countryside).</u></b></p> <ul style="list-style-type: none"> <li>Know the name of and locate the four countries and capital cities of the U.K. and identify their characteristics.</li> <li>Know the name of the surrounding seas of the U.K.</li> <li>Know the differences between a village, town, city and the countryside.</li> <li>Ask simple geographical questions; Where is it? What's it like?</li> </ul>	<p><b><u>History - What can we learn from the Great Fire of London?</u></b></p> <p>Pupils should be taught about events beyond living memory that are significant nationally.</p> <ul style="list-style-type: none"> <li>What was London like before the fire?</li> <li>What happened during the Fire?</li> <li>How do we know about the Great Fire of London?</li> <li>Why did the fire stop?</li> <li>What was London like after the fire?</li> <li>How has the Great Fire changed our lives?</li> </ul> <p><b><u>Geography - How can I compare COUNTRY and the UK? (To identify and compare physical and human geography of an area of the UK and an area of a contrasting non-European country).</u></b></p> <ul style="list-style-type: none"> <li>Know the name of and locate the world's seven continents and five oceans.</li> <li>Use maps, atlases and globes to identify the UK and its countries.</li> <li>Use maps, atlases and globes to identify the 7 continents of the world and 5 oceans.</li> <li>Locate a contrasting non-European country and state which continent it is part of.</li> <li>Know geographical similarities and differences through studying the human and physical geography of a non-European country and comparing it with the UK.</li> <li>Know what life is like for people living in a chosen non-European country.</li> <li>Know what culture is like in the chosen non-European country.</li> </ul>	<p><b><u>History - Who has stood up for what they believe in?</u></b></p> <p>Pupils should be taught about the lives of significant individuals in the past who have contributed to international achievements. Pupils should be taught about events beyond living memory that are significant globally.</p> <ul style="list-style-type: none"> <li>Which figures in history have stood up for what they believe in?</li> <li>What happened to Rosa Parks?</li> <li>What impact has Rosa Parks had on people's lives?</li> <li>What has happened in Greta Thunberg's life so far?</li> <li>What impact has Greta Thunberg had on our world?</li> <li>How are the lives of Rosa and Greta similar and different?</li> </ul> <p><b><u>Geography - Where can I play in my local area? (To study the geography of the local area and devise simple routes and maps).</u></b></p> <ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to devise a simple map of a real or imaginary location.</li> <li>Draw a simple map of a real or imaginary location.</li> <li>Decide on appropriate symbols for a key.</li> <li>Know how to use basic symbols in a key.</li> <li>Use a key to identify key physical and human features including those learnt at year 1 and: cliff, coast, river, port, harbour, motorways.</li> <li>Understand that aerial photographs give information about locations.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Know and describe seasonal and daily weather patterns in the UK and a contrasting non-European county.</li> <li>• Know where the Equator and North and South poles are and the effect location has on temperature and weather in differing countries.</li> <li>• Know and use basic geographical vocabulary to refer to: key physical features, including those learnt in year 1 and: ocean, soil, valley, vegetation. Key human features, including those learnt in year 1 and: office, factory and university.</li> <li>• Know the physical and human features in the UK and a contrasting non-European country.</li> <li>• Compare the physical and human features of the UK and a contrasting non-European country.</li> <li>• Know that a human feature is man-made, whereas a physical feature is natural.</li> </ul>	<ul style="list-style-type: none"> <li>• Use aerial photographs to recognise landmarks and key physical and human features.</li> <li>• Use locational and directional vocabulary to describe the location of features and routes on a map including forwards, backwards, left, right, turn, clockwise, anticlockwise.</li> <li>• Know how to use simple compass directions (North, South, East, West) to describe the location of features and routes on a map.</li> <li>• Know how to follow a route on a simple map using directional vocabulary and compass directions.</li> <li>• Use personal observation, NF books, stories, pictures/photos, maps (including digital maps, and internet as sources of information.</li> <li>• Make appropriate observations about what and where things are and why things happen.</li> <li>• Make simple comparisons between features of different places.</li> <li>• Look down on objects to make a plan view map.</li> <li>• Use aerial photographs to recognise landmarks and features.</li> <li>• Know that when you 'zoom in' you see a smaller area in more detail.</li> <li>• Find places using a postcode or simple name search.</li> <li>• Zoom in and out of maps to see a smaller area in more detail, or a larger area in less detail.</li> <li>• Use fieldwork and observational skills to study the key human and physical features of the school and the surrounding environment.</li> </ul>		
<b>Science</b>	<b>Materials</b>	<b><u>Materials</u></b>	<b><u>Animals including humans</u></b>	<b><u>Living things and their habitats</u></b>	<b><u>Living things and their habitats</u></b>	<b><u>Living things and their habitats</u></b>

<ul style="list-style-type: none"> <li>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses by identifying the uses of different materials. – <b>identify and classify</b></li> <li>To identify and group the uses of everyday materials in the context of the local area/school grounds. – <b>observe and record</b>.</li> <li>To <b>identify</b> and compare the suitability of a variety of everyday materials.</li> </ul>	<ul style="list-style-type: none"> <li>To find out about people who have developed useful new materials by learning about John McAdam. – <b>investigate</b>.</li> <li><b>World Science Day – Sir Isaac Newton – gravity, 3 laws of motion</b></li> <li><b>Can you build a bridge from paper? – linked to DT</b></li> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard and their particular uses - <b>To perform simple tests and gather data to help answer a question</b></li> <li><b>Which shapes make the</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify that animals have offspring that grow into adults - Which offspring belongs to which animals? – <b>identifying and classifying</b></li> <li>To compare the stages of a human life cycle - <b>Asking simple questions. Use observational skills and ideas to suggest answers to questions.</b></li> <li>To compare and order the life cycles of different animals - <b>Gather and record data to help answer questions.</b></li> <li>To explain what all animals need to survive - <b>Research what animals need to survive.</b></li> <li>Importance of exercise. How does exercise affect out body? - <b>To test and observe.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>TAPs assessment – handspans – using observations and ideas to suggest answers to questions</b></li> <li>To explore and compare the differences between things that are living, dead, and things that have never been alive by thinking about life processes. - <b>identifying and classifying</b></li> <li>To identify and name a variety of plants and animals in their habitats in our school environment - <b>observe, identify, and classify</b></li> <li>To identify and name microhabitats by identifying minibeast in microhabitats – <b>observing, gathering, and recording data,</b></li> </ul>	<ul style="list-style-type: none"> <li>To identify that most living things live in habitats to which they are suited and how living things in a habitat depend on each other.</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food – <b>identify, classifying and ask/answer questions</b></li> <li>To research and make a food chain – <b>ask a question and use simple sources to find answers.</b></li> <li>Make a habitat box to include animals and plants – <b>identifying and classifying, gathering, and recording, observing closely.</b></li> </ul>	<ul style="list-style-type: none"> <li>To design and set up a test to find out what plants need to stay healthy. – <b>ask questions, perform simple tests, suggest answers to questions</b></li> <li>To look closely at the parts of a seed that will grow into a plant and explain how it will germinate. – <b>observe closely</b></li> <li>To describe the life cycle of a plant. - <b>research</b></li> <li>To explain what plants, need to grow and stay healthy. – <b>use observations and ideas to suggest answers to questions</b></li> <li>To describe what happens if plants don't get all the things they need. - <b>use observations and ideas to suggest answers to questions</b></li> </ul>
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	<ul style="list-style-type: none"> <li>To identify which properties make some materials suitable for different purposes. – ask questions and compare.</li> <li>Changing shape – To explain how shapes of objects made from some materials can be changed by squashing, twisting stretching and bending. – perform simple tests – observe – use observations to answer questions – investigate.</li> <li>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching in</li> </ul>	<p>strongest bridge? – Testing the strength of paper folded into different shaped columns by piling books on top.</p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard and their particular uses - comparative testing</li> <li>To revise learning about materials and their properties - Problem solving - To work in small groups to design and make a paper bridge to hold a toy car - How many cars can it hold? - recording data – to test bridges</li> </ul>	<ul style="list-style-type: none"> <li>What food do you need in a healthy diet and why? - research</li> <li>To know the importance of healthy eating and hygiene - investigate – hand washing</li> </ul>	<p>identifying, and classifying</p> <ul style="list-style-type: none"> <li>To explore animals and plants in an unfamiliar habitat. - research</li> <li>To identify how animals are suited to their environment – adaptation - identify and ask/answer questions</li> </ul>		<ul style="list-style-type: none"> <li>To explain how plants are suited to their habitats. - research</li> <li>Observe different leaves of plants (sketch) – art link</li> <li>Identify parts of a flower and discuss purpose of each part, sketched plants</li> </ul>
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	<p>the <b>context of recycling</b>.</p> <ul style="list-style-type: none"> <li>To understand and explain the process of recycling. – what happens to plastic?</li> <li>To identify materials that can be recycled. – <b>investigate</b>.</li> <li><b>Geography and Science link:</b> To identify seasonal and daily weather patterns in the UK – wind investigation</li> </ul>	<p>strength and record findings in a table</p> <ul style="list-style-type: none"> <li>How many cars can my bridge hold?</li> <li>How much weight can my bridge hold?</li> <li>Problem solving – Could my bridge be stronger?</li> <li>WOW Day - Rotation of science experiments across 3 classes</li> <li>1 – Curious chocolate (solid/liquid)</li> <li>2 – Lego Man Escape</li> <li>3 – Focused assessment – (<b>TAPS assessment</b>) – waterproof materials</li> </ul>				
<p><b>Art</b></p>		<p><b>Main focus:</b> drawing and digital art  <b>Artist:</b> David Hockney  <b>Access Art link:</b>  <b>Outcomes:</b> .</p> <ul style="list-style-type: none"> <li>Use confidently and with control</li> </ul>	<p><b>Main focus:</b> drawing portraits</p> <p><b>Artist:</b> Picasso / Frida Kahlo</p> <p><b>Access Art link:</b> drawing portraits (Macbeth!)  <a href="https://www.accessart.org.uk/exploring-">https://www.accessart.org.uk/exploring-</a></p>	<p><b>Main focus:</b> collage</p> <p><b>Artist:</b>  <b>Access Art link:</b> ink collage  <a href="https://www.accessart.org.uk/ink-collage-inspired-by-the-wolf-wilder/">https://www.accessart.org.uk/ink-collage-inspired-by-the-wolf-wilder/</a>  <b>Outcomes:</b> Great Fire of London collage</p>	<p><b>Main focus:</b> painting</p> <p><b>Artist:</b> Salvador Dali</p> <p><b>Access Art link:</b> explore still life  <a href="https://www.accessart.org.uk/still-life-painting-household-objects/">https://www.accessart.org.uk/still-life-painting-household-objects/</a></p>	<p><b>Main focus:</b> sculpture</p> <p><b>Artist:</b> Barbara Hepwoth  Henry Moore</p> <p><b>Access Art link:</b> 'How to clay play'</p>

		<p>an increasing amount of drawing tools.</p> <ul style="list-style-type: none"> <li>• Purposefully use a range of marks made with different lines.</li> <li>• Confidently use techniques that show pattern and texture.</li> <li>• Draw for a range of purposes, representing their own world, experiences and ideas.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space</li> </ul>	<p><a href="https://www.accessart.org.uk/how-to-clay-play/">macbeth-through-art-macbeth-portraits/</a></p> <p><b>Outcomes:</b> portrait art</p>  <ul style="list-style-type: none"> <li>• Use confidently and with control an increasing amount of drawing tools.</li> <li>• Purposefully use a range of marks made with different lines.</li> <li>• Confidently use techniques that show pattern and texture.</li> <li>• Draw for a range of purposes, representing their own world, experiences and ideas.</li> <li>• Working from the human figure in a range of poses and circumstances developing from Year 1.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this</li> </ul>	<ul style="list-style-type: none"> <li>• Use a combination of materials that have been cut, torn, glued for a purpose</li> <li>• Add texture by mixing materials;</li> <li>• Sort, manipulate and arrange materials for a desired affect</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange</li> </ul>	<p><b>Outcomes:</b> Painting of classroom objects in the style</p>  <ul style="list-style-type: none"> <li>• Purposefully select paint type and tools.</li> <li>• Name the primary and secondary colours</li> <li>• To confidently and with accuracy mix and match colours and make them lighter or darker</li> <li>• Make as many tones of one colour as possible (using white black)</li> <li>• Begin to control the types of marks made eg different brushstrokes, sizes, adding sand etc</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab,</li> </ul>	<p><a href="https://www.accessart.org.uk/how-to-clay-play/">https://www.accessart.org.uk/how-to-clay-play/</a></p>  <p><b>Outcomes:</b> clay sculpture</p> <ul style="list-style-type: none"> <li>• Shape, form, construct and model from observation and imagination with materials.</li> <li>• Develop an awareness of natural and manmade forms.</li> <li>• Manipulate and shape materials for a purpose using a range of techniques</li> <li>• Use a variety of shapes, including lines and texture</li> <li>• Use tools and equipment safely and in the correct way.</li> <li>• Use key vocabulary to demonstrate knowledge and understanding in</li> </ul>
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Faringdon Primary Curriculum Plan 2024-25 KS1 & EYS

			strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space		bold brushstroke, acrylic paint.	this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric
<b>DT</b> <b>DT Association</b>	<b>Mechanisms</b> – Wheels and axles <ul style="list-style-type: none"> <li>Queen Elizabeth – Design, make and evaluate a royal carriage.</li> </ul>		<b>Food</b> – Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)  Design, make and evaluate a FOOD FROM COUNTRY. Revisiting skills and knowledge from YR1		<b>Textiles</b> – Templates and joining techniques <ul style="list-style-type: none"> <li>Fantastic Faringdon – Design, make, evaluate bunting.</li> <li>Designing, making and evaluating a holder/purse/wallet for a friend or relative</li> </ul>	
<b>RE</b> <b>Discovery</b> <b>RE</b>	<b>Christianity</b> Theme: What did Jesus teach? Is it possible to be kind to everyone all the time?  Mutual respect, individual liberty – British values	<b>Christianity</b> Theme: Christmas – Jesus as a gift from God Why did God give Jesus to the world?  Mutual respect, individual liberty – British values	<b>Islam</b> Theme: Prayer at home How does praying help?  Mutual respect, individual liberty – British values	<b>Christianity</b> Theme: Easter - resurrection Is it true Jesus came back to life?  Mutual respect, individual liberty – British values	<b>Islam</b> Theme: Community and belonging Does going to the mosque give Muslims a sense of belonging?  Mutual respect, individual liberty – British values	<b>Islam</b> Theme: Hajj Does completing Hajj make a person a better Muslim?  Mutual respect, individual liberty – British values
<b>ICT</b> <b>Teach Computing</b>	<b>Computing systems and networks – IT around us</b>	<b>Programing A – Robot algorithms using bee-bots and blue-bots</b>	<b>Creating media – digital writing</b>  Teach Computing scheme	<b>Programing B – quizzes using Scratch Jr App</b>	<b>Data and information - pictograms</b>  Teach Computing scheme	<b>Creating media – digital photography</b>  Teach Computing scheme

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	Teach Computing scheme	Teach Computing scheme		Teach Computing scheme		
PE Real PE	Real P.E. - Personal	Real P.E. – Social Real Gym – unit 1	• Real P.E. – Creative Real Dance	Real P.E. - Health and Fitness Real Gym – unit 2	Real P.E. – Cognitive Striking & Fielding	Real P.E. – Physical Athletics
PSHCE Jigsaw	<u>Being me in my World</u> I can identify some of my hopes and fears for this year Individual Liberty, Democracy, Rule of Law, Mutual Respect (British Values)	<u>Celebrating differences</u> <ul style="list-style-type: none"> <li>I can identify some ways in which my friend is different from me</li> <li>I can tell you why I value this difference about him/her</li> </ul> Mutual respect, individual liberty – British values	<u>Dreams and Goals</u> <ul style="list-style-type: none"> <li>I can explain some of the ways I worked cooperatively in my group to create the end product</li> <li>I can express how it felt to be working as part of this group</li> </ul> Mutual respect, individual liberty – British values	<u>Healthy Me</u> <ul style="list-style-type: none"> <li>I can make some healthy snacks and explain why they are good for my body</li> <li>I can express how it feels to share healthy food with my friends</li> </ul> Mutual respect, individual liberty, rule of law – British values	<u>Relationships</u> <ul style="list-style-type: none"> <li>I can identify some of the things that cause conflict between me and my friends</li> <li>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</li> </ul> Mutual respect, individual liberty, rule of law – British values	<u>Changing Me (SRE)</u> <ul style="list-style-type: none"> <li>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</li> <li>I can tell you what I like/don't like about being a boy/girl</li> </ul> Rule of Law, Mutual Respect (British values)
Music Charanga	<u>Charanga Unit 1 – Hands, feet, heart</u>	<u>Charanga Unit 2 – Ho ho ho</u>	<u>Charanga Unit 3 – I wanna play in a band</u>	<u>Charanga Unit 4 - Zootime</u>	<u>Charanga Unit 5 – Friendship song</u>	<u>Charanga Unit 6 – Reflect, rewind, replay</u>
Trips/ Visits						