

# Curriculum: EYFS and Primary

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|-------------------|--------------------------------------|---|--|--|----------------------|----------------------|----------------------------------|
| Term & Year Group | Communication, Language and Literacy | Problem Solving, Reasoning and Numeracy | Personal, Social and Emotional Development | Knowledge and Understanding of the World | Physical Development | Creative Development | Topic, Themes and Special Events |
|-------------------|--------------------------------------|---|--|--|----------------------|----------------------|----------------------------------|

| Primary/EYFS   |  |  |   |  |   |   |   |
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| EYFS<br>Autumn<br> | <u>Reading:</u><br>Enjoy rhyming and rhythmic activities.<br>Have confidence to speak to others about their own wants and interests. | <u>Numbers</u><br>Recognise some numerals of personal significance.<br>Count out up to six objects from a larger group.<br>Count actions or objects that cannot be moved.<br>Explore and represent patterns within numbers up to 10, | <u>Self-Regulation</u><br>Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health<br><u>Managing Self</u><br>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br>Display high levels of involvement in activities.<br>Be confident to try new activities, initiate ideas and speak in a familiar group.<br>Maintain attention, concentrate and sit quietly when appropriate. | <u>People Culture and Communities</u><br><ul style="list-style-type: none"> <li>explore their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</li> <li>Discover some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>Construct with a purpose in mind, using a variety of resources.</li> </ul> Use simple tools and techniques competently and appropriately. | <u>Fine Motor Skills</u><br><ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>Begin to show accuracy and care when drawing.</li> <li>Engage in activities requiring hand-eye coordination.</li> <li>Use one-handed tools and equipment.</li> </ul> | <u>Being Imaginative and Expressive</u><br><ul style="list-style-type: none"> <li>Explore what happens when they mix colours.</li> <li>Choose particular colours to use for a purpose.</li> <li>Introduce a storyline or narrative into their play.</li> <li>Play alongside other children who are engaged in the same theme.</li> <li>Play cooperatively as part of a group to act out a narrative.</li> </ul> | 1. Me and My New School<br>Pets<br>Harvests<br>2. All About Me<br>Castles and Homes<br>People who help us<br><br><b>Special Events</b><br>Black History Week (October 1)<br>Remembrance Day (11 November)<br>Diwali / (Deepavali) November 12 <sup>th</sup><br>Anti-bulling week (14th - 18th November)<br>St. Andrew's Day/ Scotland (30 November)<br>Christmas (25-26 December) |
| Spring<br>       | <u>Writing:</u><br>To take part in activities to develop their fine  | <u>Numbers</u><br>Find the total number of items in two groups by  | <u>Managing Self</u><br>Persist for extended periods of time at an activity of their choosing.  | <u>Past and Present</u><br>Notice and comment on patterns.   | <u>Gross Motor Skills</u><br>Jump off an object and land appropriately.<br>Show understanding of the need for safety  | <u>Creating with Materials</u><br>Respond in a variety of ways to what they see,  | 1. Under the Sea<br>Dinosaurs<br>Space<br>2 Monsters<br>Vehicles  |

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|--|--|--|---|--|---|--|---|
|  | and gross motor skills and recognition of patterns, for example, forming letters using their index finger in sand or using paint and tweezers                            | counting all of them. Teaching will involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money | Continue to be interested, excited and motivated to learn. Self-confidence and Self-esteem Have an awareness and pride in self as having own identity and abilities.  | Show an awareness of change. They will begin to explore the concepts of past, present and future, what past and present looks like in their own lives, their families' lives and the lives of people around them. They take part in celebrations that link the past and the present such as Bonfire Night, Christmas and Eid. To be increasingly aware of the changes in routines during different times of the day and seasons of the year. | when tackling new challenges Move with confidence, imagination and in safety. Move with control and coordination. Show increasing control over clothing and fastenings. Show increasing control in using equipment for climbing, scrambling, sliding and swinging.          | hear, smell, touch and feel. constructions, collages, paintings and drawings. children have and develop their own ideas. Explore the different sounds of instruments. Begin to move rhythmically. Developing Imagination and Imaginative Play Introduce a storyline or narrative into play. Play alongside other children who are engaged in the same theme. <ul style="list-style-type: none"> <li>• Begin to build up a repertoire of songs and dances.</li> </ul> | Mini beasts<br><b>Special Events</b><br>Chinese New Year (22 January)<br>World Book Day (2 March)<br>Holi Festival (8th March)<br>Red Nose Day (17 March)<br>St. Patrick's Day (17 March)<br>Easter Parade (31. March)<br>Autism Awareness (3 April)<br>St. George's Day (23 April) |
| Summer<br><br> | <b>Reading:</b><br>Use talk to gain attention.<br>Use language for an increasing range of purposes.<br>Taking turns in conversation. language, and readily turn to it in | <b>Numerical Patterns</b><br>Show curiosity about and observation of shapes by talking about how they are the same or different. Match some shapes by recognizing        | <b>Building Relationships</b><br>Value and contribute to own well-being and self-control. Building relationship Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values | <b>The Natural World</b><br>Explore the natural world around them, making observations <ul style="list-style-type: none"> <li>• discover some similarities and differences between the natural world around them and contrasting environments,</li> </ul>  | <b>Fine Motor Skills</b> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> </ul> | <b>Creating with Materials</b><br>Use ideas involving fitting, in, out, overlapping, enclosure, grids, sun-like shapes. Work creatively on a large or small scale. Imaginative Play  | 1.Around the worlds (Pirates)<br>2.Seaside/Transport<br><br><b>Special Events</b><br>Science week<br>Road Safety<br>MFL Week<br>The King's Birthday Parade (17th June)  |

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|   | their play and learning.   | similarities and orientation.  | and codes of behaviour for groups of people. Understand what is right, what is wrong and why. Consider the consequences of their words and actions for themselves and others.   | drawing on their experiences and what has been read in class.  | Demonstrate increasing skill and control in the use of mark-making implements, blocks, construction sets and small-world activities. Understand that equipment and tools have to be used safely.  | Introduce into play a storyline or narrative. Play alongside other children who are engaged in the same theme. Use their imagination in art and design, music, dance, role play, imaginative and stories.   | Moving on Assembly! (2 August)  |
| Year 1<br>Autumn<br><br> | Language for Communication<br>Writing<br><u>Reading:</u><br>Use talk to gain attention.<br>Use language for an increasing range of purposes.<br>Taking turns in conversation.<br>language, and readily turn to it in their play and learning.<br>Continue a rhyming string<br><u>Handwriting</u><br>Begin to use anticlockwise movement and retrace vertical lines | <u>Numerical Patterns</u><br>Show curiosity about and observation of shapes by talking about how they are the same or different.<br>Match some shapes by recognizing similarities and orientation. | <u>Self-Regulation</u><br>Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health<br><u>Managing Self</u><br>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br>Display high levels of involvement in activities.<br>Be confident to try new activities, initiate | <u>Past and Present</u><br>Notice and comment on patterns.<br>Show an awareness of change.<br>They will begin to explore the concepts of past, present and future, what past and present looks like in their own lives, their families' lives and the lives of people around them. | <u>Gross Motor Skills</u><br>To impress the importance of enjoyment and of being physically active throughout life.<br>Jump off an object and land appropriately.<br>Show understanding of the need for safety when tackling new challenges<br>Move with confidence, imagination and in safety.<br>Move with control and coordination.<br>Show increasing control over clothing and fastenings.<br>Show increasing control in using equipment for | <u>Being Imaginative and Expressive</u><br>In the EYFS, computing comes under the Curriculum area of 'Understanding the World.'<br>Computing is developed as an integral part of topic work throughout the year. The children have the opportunity to use the interactive whiteboard (IWB), iPads, audio equipment, etc. In EYFS learning environments, ICT will often feature in | Me and My New School<br>Pets<br>Black History Week<br>Diwali / Holi Festival<br>Christmas<br>St. Andrew's Day/ Scotland<br>Anti-bulling week<br>Remembrance Day |

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|  |  |  | <p>ideas and speak in a familiar group.<br/>Maintain attention, concentrate and sit quietly when appropriate</p>   |  | <p>climbing, scrambling, sliding and swinging.</p>  | <p>scenarios based on real world experiences, such as role play. Children gain confidence, control and language skills through opportunities to paint on the IWB or drive remote-controlled toys.</p>  |  |
| <p>Spring</p>  | <p>Linking Sounds and Letters<br/>Handwriting<br/><u>Reading:</u><br/>Use talk to gain attention.<br/>Use language for an increasing range of purposes.<br/>Taking turns in conversation.<br/>language, and readily turn to it in their play and learning.<br/>Continue a rhyming string<br/><u>Handwriting</u><br/>Begin to use anticlockwise movement and retrace vertical lines</p> | <p><u>Numbers</u><br/>Recognise some numerals of personal significance.<br/>Count out up to six objects from a larger group.<br/>Count actions or objects that cannot be moved.<br/>Explore and represent patterns within numbers up to 10</p> | <p><u>Building Relationships</u><br/>Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people.<br/>Understand what is right, what is wrong and why.<br/>Consider the consequences of their words and actions for themselves and others.</p> | <p>To provide adequate time for developing scientific knowledge, skills and understanding, each teacher will provide regular science lessons.<br/>There are a variety of ways in which the teaching and learning may be effective. Our school aims to encourage learning through investigation, with an emphasis on first-hand experience.</p> | <p>Health and Bodily Awareness<br/>-our focus on health and active lifestyles. All sports are taught in a fun way to excite children about PE and teach the children to be active and healthy. The children will now start to gain the skills need to play each sport they are taught.<br/><u>Fine Motor Skills</u><br/>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;<br/>• Use a range of small tools, including scissors, paint brushes and cutlery.</p> | <p>Imaginative Play<br/><u>Creating and thinking critically</u> - children have and develop their own ideas.<br/>Explore the different sounds of instruments.<br/>Begin to move rhythmically.<br/>Developing Imagination and Imaginative Play<br/>Introduce a storyline or narrative into their play.<br/>Play alongside other children who are engaged in the same theme.</p> | <p>Under the Sea<br/>Dinosaurs<br/>Chinese New Year<br/>Easter Parade<br/>Literacy Week<br/>Red Nose Day<br/>Autism Awareness<br/>St. George's Day<br/>St. Patrick's Day</p> |

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|   |  |  |  |   |  | <ul style="list-style-type: none"> <li>• Begin to build up a repertoire of songs and dances</li> </ul>   |  |
| Summer<br>          | Language for Thinking<br>Handwriting   | <u>Numerical Patterns</u><br>Show curiosity about and observation of shapes by talking about how they are the same or different. Match some shapes by recognizing similarities and orientation.                            | <u>Building Relationships</u><br>Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people. Understand what is right, what is wrong and why. Consider the consequences of their words and actions for themselves and others. | <u>The Natural World</u><br>Explore the natural world around them, making observations <ul style="list-style-type: none"> <li>• discover some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> </ul> | Children will continue to gain experience in PE through fundamental movement and fundamental skills which are the basic skills for any sport which are taught in a fun way to excite children about PE and teach the children to be active and healthy.  | <u>Creating Music and Dance</u><br>Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.  | Around the worlds (Pirates)<br>Space Science week<br>Road Safety<br>MFL Week<br>Queen's Family Celebrations<br>Moving On Assembly!   |
| Year 2 Autumn<br> | Language for Communication<br>Writing<br><u>Reading:</u><br>Use talk to gain attention. Use language for an increasing range of purposes. Taking turns in conversation. language, and readily turn to it in their play and learning. | <u>Numbers</u><br>Recognise some numerals of personal significance. Count out up to ten objects from a larger group. Count actions or objects that cannot be moved. Explore and represent patterns within numbers up to 20 | <u>Self-Regulation</u><br>Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health<br><u>Managing Self</u><br>Be confident to try new activities and show independence, resilience and  | <u>People Culture and Communities</u> <ul style="list-style-type: none"> <li>• explore their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</li> <li>• Discover some similarities and differences between different religious and cultural</li> </ul>        | <u>Gross Motor Skills</u><br>the importance of enjoyment and of being physically active throughout life and pre-conceived.<br><u>Fine Motor Skills</u> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors,</li> </ul> | <u>Being Imaginative and Expressive</u> <ul style="list-style-type: none"> <li>• Explore what happens when they mix colours.</li> <li>• Choose particular colours to use for a purpose.</li> <li>• Introduce a storyline or narrative into their play.</li> <li>• Play alongside other children who</li> </ul> | All About Me<br>Castles and Homes<br>People who help us<br>Black History Week<br>Diwali / Holi Festival<br>Christmas<br>St. Andrew's Day/ Scotland<br>Anti-bulling week<br>Remembrance Day |

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|  | <p><u>Handwriting</u><br/>Begin to use anticlockwise movement and retrace vertical lines</p>   |   | <p>perseverance in the face of challenge.<br/>Display high levels of involvement in activities.<br/>Be confident to try new activities, initiate ideas and speak in a familiar group.</p>  | <p>communities in this country, drawing on their experiences and what has been read in class;<br/>• Construct with a purpose in mind, using a variety of resources.</p>  | <p>paint brushes and cutlery;</p>  | <p>are engaged in the same theme.<br/>• Play cooperatively as part of a group to act out a narrative.</p>  |  |
|  <p>Spring</p> | <p>Linking Sounds and Letters<br/>Handwriting<br/>Our teaching of phonics is a key part of the children's writing development. We are committed to providing a consistent, systematic and synthetic approach to phonics which provides children with skills enabling them to access reading and writing.</p> | <p><u>Numerical Patterns</u><br/>Show curiosity about and observation of shapes by talking about how they are the same or different.<br/>Match some shapes by recognizing similarities and orientation.</p> | <p><u>Building Relationships</u><br/>Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people.<br/>Understand what is right, what is wrong and why.<br/>Consider the consequences of their words and actions for themselves and others.</p> | <p>The children will learn about the world around them by studying animals, including humans which develops on to learning about habitats and food chains. They will learn about the properties of materials and the suitability of their different uses.<br/>Younger children will strengthen their understanding of the seasons and will learn to identify and observe different types of weather. As they develop their scientific observational skills, they will reflect on the growth of common plants and</p> | <p><u>Fine Motor Skills</u><br/>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;<br/>• Use a range of small tools, including scissors, paint brushes and cutlery;<br/><u>Gross Motor Skills</u><br/>Jump off an object and land appropriately.<br/>Show understanding of the need for safety when tackling new challenges<br/>Move with confidence, imagination and in safety.</p> | <p><u>Creating with Materials</u><br/>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;<br/>• Share their creations, explaining the process they have used;<br/>• Make use of props and materials when role playing characters in narratives and stories.</p> | <p>Monsters<br/>Vehicles<br/>Chinese New Year<br/>Easter Parade<br/>Literacy Week<br/>Red Nose Day<br/>Autism Awareness<br/>St. George's Day<br/>St. Patrick's Day</p> |

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|  |   |   |  | learn the life cycle of the plant.  |  |  |   |
| Summer<br>             | Language for Thinking<br>Handwriting<br><u>Reading:</u><br>Use talk to gain attention.<br>Use language for an increasing range of purposes.<br>Taking turns in conversation.<br>language, and readily turn to it in their play and learning.<br>Continue a rhyming string<br><u>Handwriting</u><br>Begin to use anticlockwise movement and retrace vertical lines | <u>Numerical Patterns</u><br>Show curiosity about and observation of shapes by talking about how they are the same or different.<br>Match some shapes by recognizing similarities and orientation.          | <u>Building Relationships</u><br>Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people.<br>Understand what is right, what is wrong and why.<br>Consider the consequences of their words and actions for themselves and others. | <u>People Culture and Communities</u><br>The main focus is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They will be encouraged to be curious and ask questions about what they notice. Most of the learning about science will be done through the use of first-hand practical experiences | <u>Gross Motor Skills</u><br>Using Equipment<br>To be encouraged to take part in sports and external events, encouraging them to work as a team and be more competitive. Also, they will take a more active part in our sports day.<br>-our focus on health and active lifestyles. All sports are taught in a fun way to excite children about PE and teach the children to be active and healthy. The children will now start to gain the skills need to play each sport they are taught. | <u>Being Imaginative and Expressive</u><br>Explore what happens when they mix colours.<br>Recognise and explore how sounds can be changed, sing simple songs from memory,<br>recognise repeated sounds and sound patterns and match movements to music.              | Seaside<br>Mini beasts Science week<br>Road Safety<br>MFL Week<br>Queen's Family Celebrations<br>Moving On Assembly!            |
| Year 3<br>Autumn<br> | Language for Communication<br>Writing<br><u>Reading:</u><br>Use talk to gain attention.<br>Use language for an increasing range of purposes.<br>Taking turns in conversation.<br>language, and readily turn to it in  | <u>Numbers</u><br>Recognise some numerals of personal significance.<br>Count out up to six objects from a larger group.<br>Count actions or objects that cannot be moved.<br>Explore and represent patterns | <u>Managing Self</u><br>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br>Display high levels of involvement in activities.<br>Be confident to try new activities, initiate   | <u>People Culture and Communities</u><br><ul style="list-style-type: none"> <li>• explore their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</li> <li>• Discover some similarities and differences</li> </ul>  | <u>Fine Motor Skills</u><br><ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> </ul> <u>Gross Motor Skills</u><br>Jump off an object and land appropriately.   | <u>Being Imaginative and Expressive</u><br><ul style="list-style-type: none"> <li>• Explore what happens when they mix colours.</li> <li>• Choose particular colours to use for a purpose.</li> <li>• Introduce a storyline or narrative into their play.</li> </ul> | Black History Week<br>Diwali / Holi Festival<br>Christmas<br>St. Andrew's Day/ Scotland<br>Anti-bulling week<br>Remembrance Day |

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|--|---|--|---|---|--|--|---|
|  | their play and learning.<br><u>Handwriting</u><br>Begin to use anticlockwise movement and retrace vertical lines  | within numbers up to 10  | ideas and speak in a familiar group. Maintain attention, concentrate and sit quietly when   | between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;<br><ul style="list-style-type: none"> <li>Construct with a purpose in mind, using a variety of resources. Use simple tools and techniques competently and appropriately.</li> </ul> | Show understanding of the need for safety when tackling new challenges<br>Move with confidence, imagination and in safety.<br>Move with control and coordination.<br>Show increasing control over clothing and fastenings.<br>Show increasing control in using equipment for climbing, scrambling, sliding and swinging. | <ul style="list-style-type: none"> <li>Play alongside other children who are engaged in the same theme.</li> <li>Play cooperatively as part of a group to act out a narrative.</li> </ul>  |   |
| Spring<br> | Linking Sounds and Letters<br>Handwriting<br><u>Reading:</u><br>Use talk to gain attention.<br>Use language for an increasing range of purposes.<br>Taking turns in conversation, language, and readily turn to it in their play and learning.<br>Continue a rhyming string<br><u>Handwriting</u><br>Begin to use anticlockwise | <u>Numerical Patterns</u><br>Show curiosity about and observation of shapes by talking about how they are the same or different.<br>Match some shapes by recognizing similarities and orientation. | <u>Self-Regulation</u><br>Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health | <u>Past and Present</u><br>Notice and comment on patterns.<br>Show an awareness of change.<br>They will begin to explore the concepts of past, present and future, what past and present looks like in their own lives, their families' lives and the lives of people around them.                                      | <u>Gross Motor Skills</u><br>Health and Bodily Awareness<br>-our focus on health and active lifestyles. All sports are taught in a fun way to excite children about PE and teach the children to be active and healthy. The children will now start to gain the skills need to play each sport they are taught.          | <u>Creating with Materials</u><br><ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</li> <li>Share their creations, explaining the process they have used;</li> <li>Make use of props and materials when role playing characters in</li> </ul> | Chinese New Year<br>Easter Parade<br>Literacy Week<br>Red Nose Day<br>Autism Awareness<br>St. George's Day<br>St. Patrick's Day |

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|  | movement and retrace vertical lines   |  |  |   |   | narratives and stories.  |   |
| Summer<br>             | Language for Thinking<br>Handwriting<br><u>Reading:</u><br>Use talk to gain attention.<br>Use language for an increasing range of purposes.<br>Taking turns in conversation, language, and readily turn to it in their play and learning.<br><u>Handwriting</u><br>Begin to use anticlockwise movement and retrace vertical lines | <u>Numerical Patterns</u><br>Show curiosity about and observation of shapes by talking about how they are the same or different.<br>Match some shapes by recognizing similarities and orientation. | Relationships  | <u>The Natural World</u><br>Explore the natural world around them, making observations <ul style="list-style-type: none"> <li>• discover some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> </ul> | <u>Fine Motor Skills</u> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> </ul> | <u>Being Imaginative and Expressive</u> <ul style="list-style-type: none"> <li>• Explore what happens when they mix colours.</li> <li>• Choose particular colours to use for a purpose.</li> <li>• Introduce a storyline or narrative into their play.</li> <li>• Play alongside other children who are engaged in the same theme.</li> <li>• Play cooperatively as part of a group to act out a narrative.</li> </ul> | Science week<br>Road Safety<br>MFL Week<br>Queen's Family Celebrations<br>Moving On Assembly!                                   |
| Year 4<br>Autumn<br> | Language for Communication<br>Writing<br><u>Reading:</u><br>Use talk to gain attention.<br>Use language for an increasing range of purposes.<br>Taking turns in conversation.   | <u>Numbers</u><br>Recognise some numerals of personal significance.<br>Count out up to six objects from a larger group.<br>Count actions or objects that cannot be moved.                          | <u>Managing Self</u><br>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br>Display high levels of involvement in activities.<br>Be confident to try new activities, initiate | <u>People Culture and Communities</u> <ul style="list-style-type: none"> <li>• explore their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</li> <li>• Discover some similarities and</li> </ul>   | <u>Gross Motor Skills</u><br>Jump off an object and land appropriately.<br>Show understanding of the need for safety when tackling new challenges<br>Move with confidence, imagination and in safety.<br>Move with control and coordination.                                | <u>Creating with Materials</u> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</li> <li>• Share their creations,</li> </ul>  | Black History Week<br>Diwali / Holi Festival<br>Christmas<br>St. Andrew's Day/ Scotland<br>Anti-bulling week<br>Remembrance Day |

# Curriculum: EYFS and Primary

| Term & Year Group  | Communication, Language and Literacy   | Problem Solving, Reasoning and Numeracy   | Personal, Social and Emotional Development  | Knowledge and Understanding of the World  | Physical Development   | Creative Development   | Topic, Themes and Special Events  |
|--|--|---|---|---|--|--|---|
|  | language, and readily turn to it in their play and learning.<br><u>Handwriting</u><br>Begin to use anticlockwise movement and retrace vertical lines   | Explore and represent patterns within numbers up to 10  | ideas and speak in a familiar group. Maintain attention, concentrate and sit quietly when   | differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;<br><ul style="list-style-type: none"> <li>Construct with a purpose in mind, using a variety of resources.</li> </ul> Use simple tools and techniques competently and appropriately. | Show increasing control over clothing and fastenings.<br>Show increasing control in using equipment for climbing, scrambling, sliding and swinging.  | explaining the process they have used;<br><ul style="list-style-type: none"> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>  |   |
| Spring<br><br> | Linking Sounds and Letters<br>Handwriting<br><u>Reading:</u><br>Use talk to gain attention.<br>Use language for an increasing range of purposes.<br>Taking turns in conversation. language, and readily turn to it in their play and learning.<br><u>Handwriting</u><br>Begin to use anticlockwise movement and retrace vertical lines | <u>Numerical Patterns</u><br>Show curiosity about and observation of shapes by talking about how they are the same or different. Match some shapes by recognizing similarities and orientation. | <u>Self-Regulation</u><br>Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health | <u>Past and Present</u><br>Notice and comment on patterns.<br>Show an awareness of change.<br>They will begin to explore the concepts of past, present and future, what past and present looks like in their own lives, their families' lives and the lives of people around them.  | Health and Bodily Awareness<br>-our focus on health and active lifestyles. All sports are taught in a fun way to excite children about PE and teach the children to be active and healthy. The children will now start to gain the skills need to play each sport they are taught. | <u>Being Imaginative and Expressive</u><br><ul style="list-style-type: none"> <li>Explore what happens when they mix colours.</li> <li>Choose particular colours to use for a purpose.</li> <li>Introduce a storyline or narrative into their play.</li> <li>Play alongside other children who are engaged in the same theme.</li> <li>Play cooperatively as part of a group to</li> </ul> | Chinese New Year<br>Easter Parade<br>Literacy Week<br>Red Nose Day<br>Autism Awareness<br>St. George's Day<br>St. Patrick's Day |

# Curriculum: EYFS and Primary

| Term & Year Group | Communication, Language and Literacy | Problem Solving, Reasoning and Numeracy | Personal, Social and Emotional Development | Knowledge and Understanding of the World | Physical Development | Creative Development | Topic, Themes and Special Events |
|-------------------|--------------------------------------|---|--|--|----------------------|----------------------|----------------------------------|
|-------------------|--------------------------------------|---|--|--|----------------------|----------------------|----------------------------------|

|   |  |   |   |   |   |   |   |
|---|--|---|---|---|---|---|---|
|   |  |   |   |   |   | act out a narrative.  |   |
| Summer<br>              | Language for Thinking<br>Handwriting<br><u>Reading:</u><br>Use talk to gain attention.<br>Use language for an increasing range of purposes.<br>Taking turns in conversation.<br>language, and readily turn to it in their play and learning.<br><u>Handwriting</u><br>Begin to use anticlockwise movement and retrace vertical lines | <u>Numbers</u><br>Recognise some numerals of personal significance.<br>Count out up to six objects from a larger group.<br>Count actions or objects that cannot be moved.<br>Explore and represent patterns within numbers up to 10 | <u>Managing Self</u><br>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br>Display high levels of involvement in activities.<br>Be confident to try new activities, initiate ideas and speak in a familiar group.<br>Maintain attention, concentrate and sit quietly when | <u>The Natural World</u><br>Explore the natural world around them, making observations <ul style="list-style-type: none"> <li>• discover some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> </ul> | <u>Fine Motor Skills</u> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> </ul> | <u>Creating with Materials</u> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> | Science week<br>Road Safety<br>MFL Week<br>Queen's Family Celebrations<br>Moving On Assembly!                                   |
| Year5/6<br>Autumn<br> | Language for Communication<br>Writing<br><u>Reading:</u><br>Use talk to gain attention.<br>Use language for an increasing range of purposes.<br>Taking turns in conversation.<br>language, and readily turn to it in   | <u>Numbers</u><br>Recognise some numerals of personal significance.<br>Count out up to six objects from a larger group.<br>Count actions or objects that cannot be moved.<br>Explore and represent patterns                         | <u>Self-Regulation</u><br>Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health   | <u>People Culture and Communities</u> <ul style="list-style-type: none"> <li>• explore their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</li> <li>• Discover some similarities and differences</li> </ul>   | <u>Fine Motor Skills</u> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> </ul> | <u>Being Imaginative and Expressive</u> <ul style="list-style-type: none"> <li>• Explore what happens when they mix colours.</li> <li>• Choose particular colours to use for a purpose.</li> <li>• Introduce a storyline or narrative into their play.</li> </ul>   | Black History Week<br>Diwali / Holi Festival<br>Christmas<br>St. Andrew's Day/ Scotland<br>Anti-bulling week<br>Remembrance Day |

# Curriculum: EYFS and Primary

| Term & Year Group  | Communication, Language and Literacy   | Problem Solving, Reasoning and Numeracy  | Personal, Social and Emotional Development   | Knowledge and Understanding of the World   | Physical Development   | Creative Development   | Topic, Themes and Special Events  |
|--|--|--|--|--|--|--|---|
|  | their play and learning.<br><u>Handwriting</u><br>Begin to use anticlockwise movement and retrace vertical lines   | within numbers up to 10  |  | between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;  |  | <ul style="list-style-type: none"> <li>• Play alongside other children who are engaged in the same theme.</li> <li>• Play cooperatively as part of a group to act out a narrative.</li> </ul>  |   |
| Spring<br> | Linking Sounds and Letters<br>Handwriting<br><u>Reading:</u><br>Use talk to gain attention.<br>Use language for an increasing range of purposes.<br>Taking turns in conversation.<br>language, and readily turn to it in their play and learning.<br>Continue a rhyming string<br><u>Handwriting</u><br>Begin to use anticlockwise movement and retrace vertical lines | <u>Numerical Patterns</u><br>Show curiosity about and observation of shapes by talking about how they are the same or different.<br>Match some shapes by recognizing similarities and orientation. | <u>Managing self:</u><br>children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride | <u>Past and Present</u><br>Notice and comment on patterns.<br>Show an awareness of change.<br>They will begin to explore the concepts of past, present and future, what past and present looks like in their own lives, their families' lives and the lives of people around them. | Health and Bodily Awareness<br>-our focus on health and active lifestyles. All sports are taught in a fun way to excite children about PE and teach the children to be active and healthy. The children will now start to gain the skills need to play each sport they are taught. | <u>Creating with Materials</u><br><ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> | Chinese New Year<br>Easter Parade<br>Literacy Week<br>Red Nose Day<br>Autism Awareness<br>St. George's Day<br>St. Patrick's Day |
| Summer   | Language for Thinking<br>Handwriting   | <u>Numerical Patterns</u><br>Show curiosity about and  | <u>Building Relationships</u><br>Work as part of a group or class, taking  | <u>The Natural World</u>   | <u>Gross Motor Skills</u><br>Jump off an object and land appropriately.  | <u>Being Imaginative and Expressive</u>  | Science week<br>Road Safety<br>MFL Week   |

## Curriculum: EYFS and Primary

| Term & Year Group | Communication, Language and Literacy   | Problem Solving, Reasoning and Numeracy  | Personal, Social and Emotional Development  | Knowledge and Understanding of the World   | Physical Development  | Creative Development   | Topic, Themes and Special Events                           |
|-------------------|--|--|---|--|---|--|--|
|                   | <p><u>Reading:</u><br/>Use talk to gain attention.<br/>Use language for an increasing range of purposes.<br/>Taking turns in conversation.<br/>language, and readily turn to it in their play and learning.<br/>Continue a rhyming string</p> <p><u>Handwriting</u><br/>Begin to use anticlockwise movement and retrace vertical lines</p> | <p>observation of shapes by talking about how they are the same or different.<br/>Match some shapes by recognizing similarities and orientation.</p> | <p>turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people.<br/>Understand what is right, what is wrong and why.<br/>Consider the consequences of their words and actions for themselves and others.</p> | <p>Explore the natural world around them, making observations</p> <ul style="list-style-type: none"> <li>discover some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> </ul> | <p>Show understanding of the need for safety when tackling new challenges<br/>Move with confidence, imagination and in safety.<br/>Move with control and coordination.<br/>Show increasing control over clothing and fastenings.<br/>Show increasing control in using equipment for climbing, scrambling, sliding and swinging.</p> | <ul style="list-style-type: none"> <li>Explore what happens when they mix colours.</li> <li>Choose particular colours to use for a purpose.</li> <li>Introduce a storyline or narrative into their play.</li> <li>Play alongside other children who are engaged in the same theme.</li> <li>Play cooperatively as part of a group to act out a narrative.</li> </ul> | <p>Queen's Family Celebrations<br/>Moving On Assembly!</p> |