

## Individual Key Stage Curriculum Overview and Pacing Document: Acorn Class EYFS

Quality Texts Key (supports with teaching of): love of reading, grammar elements, poetry, character descriptions, story structure, playscripts, diary entry, recounts, instructions, non-chronological report features, persuasive writing, letter features, vocabulary building

| Tonico            | CYCLE A<br>Taniaa Mawallaya Ma                                     |  |  |  |   |   |  |  |
|-------------------|--|--|--|--|---|---|--|--|
| Topics            | Marvellous Me<br>Autumn 1  | Let's celebrate  | Our Wonderful World<br>Spring 1  | Let's get Moving<br>Spring 2                           | Let's get growing   | Mighty Minibeasts<br>Summer 2                             |  |  |
| Stunning Start    | Starting School  | Pumpkin orienteering                                     | Chinese Year New celebration / litter dump                                 | Receive Pirate Frank's letter and treasure             | Chick egg arrival   | Caterpillar egg arrival                                   |  |  |
|                   |  | i unpair chencering                                      |  |  | Chick egg anval   | Caterpinal egg antval                                     |  |  |
| Fabulous Finish   | Hedgehog visit   | Nativity production                                      | Litter picking and recycling art   | Pirate/ Space day                                      | Looking after the chicks                                      | Releasing the butterflies                                 |  |  |
|                   |  |  | Planting seeds   |  |   |   |  |  |
| Visits & Visitors | Pet therapy  | Pet therapy  | Forest School/ litter picking in the local                                 | Train ride around school                               | Chick arrival   | Pulborough Brooks Transition                              |  |  |
|                   | Harvest assembly- Sara Jane to visit                               | Hedgehog rescue centre<br>Parents to watch production    | environment<br>Greener Sussex living visitor                               | Trip to the beach                                      |   |   |  |  |
|                   |  | r alents to watch production                             | Greener Sussex living visitor  |  |   |   |  |  |
| Key Quality       | Bug school   | Zim Zam Zoom (Nov 5 <sup>th</sup> )                      | The Great Race   | Beegu  | The Little Red Hen  | The very hungry caterpillar                               |  |  |
| Texts             | Harry's Bucket full of dinosaurs                                   | The 3 Little Pigs  | George Saves the World by Lunchtime  | Naughty Bus  | Rosie's Walk  | Mad about Minibeasts                                      |  |  |
|                   | Monsters Not Allowed   | Percy the Park Keeper after the storm                    | Michael Recycle  | Emergency  | The World Came to My Place Today                              | Betsy Buglove Saves the Bees                              |  |  |
|                   | Nursery/rhymes   | Hello hedgehog   | The Tale of the toothbrush<br>The Tin Forest                               | Pirate Frank   | Jasper's Beanstalk  | Cautious Caterpillar- changing and not being              |  |  |
|                   | What makes me a me?  | Wide awake hedgehog                                      | Wangari's Tree of Peace  | Space poems  | Ten Seeds   | sure  |  |  |
|                   | Leaf   | Bear snores on   | The Extraordinary Gardner  | Wright Brothers  | The tiny seed   | Butterfly dance- changing and being unsure                |  |  |
|                   | Tree<br>Nature Trail   | Martha Maps it out<br>Stick Man Stick Man- route home    | We all went on Safari  | Mae Amongst the Stars<br>Look up                       | Three Go Farming  |   |  |  |
|                   | Oliver's Vegetables  | The Jolly Christmas Post Man- routes/maps                |  | Little People Big dreams                               |   |   |  |  |
|                   | 5 days of Diwali   | Dear Santa- routes/maps                                  |  |  |   |   |  |  |
|                   | We are Going on a bear hunt  | Nativity   |  |  |   |   |  |  |
|                   | The Street Beneath my Feet   | Nativity playscript                                      |  |  |   |   |  |  |
|                   | The Skies above my eyes  |  |  |  |   |   |  |  |
| <b></b>           |  |  |  |  |   |   |  |  |
| English           | Reading<br>listen carefully to a story                             | Reading<br>To re-tell known stories in sequence, through | Reading<br>talk about and answer various questions about                   | Reading:<br>anticipate key events in stories           | Reading<br>anticipate key events in stories                   | Reading<br>anticipate key events in stories               |  |  |
|                   | choosing books from the library                                    | role play, drawing and writing.                          | texts  | Phonics  | Phonics   | Phonics   |  |  |
|                   | know and join in with some nursery rhymes                          | Phonics  | Phonics: Set 1 digraphs sh, ch, th gu ng nk                                | Set 2 sounds ay, ee, igh, ow, oo,oo ar or              | Set 2 sounds ay, ee, igh, ow, oo,oo ar or                     | Set 2 sounds ay, ee, igh, ow, oo,oo ar or                 |  |  |
|                   | retelling known stories  | Set 1 single sounds - blending cvc words -               | blending cvcc words  | blending cvcc words                                    | blending cvcc words   | blending cvcc words                                       |  |  |
|                   | Phonics Set 1 single sounds –                                      | Phase 3: he, she, we, go, me                             | Phase 2 and 3: recap tricky words so far                                   |  | Phase 3: all they my  | Phase 3: all they my                                      |  |  |
|                   | blending cvc words   | Sound blending/ ditties                                  | Ditty books/ red books   |  | Green books   | Green books   |  |  |
|                   | Phase 2: I no the to go into<br>Sound blending                     | Writing  |  | Writing:<br>To write longer words with more sounds. To | Writina:  |   |  |  |
|                   | Sound biending   | To write some names of friends and family                | Writing  | reread writing to check what it says.                  | To write longer words with more sounds.                       | Writing:  |  |  |
|                   | Writing  | Use some letters in my writing                           | say words out loud to hear all the sounds in                               | Draw and label a map                                   | To reread writing to check what it says.                      | To write longer words with more sounds.                   |  |  |
|                   | Name writing   | Rhyming potions  | words, write some cvc words, write for lots of                             | Describe a pirate                                      | Posters   | To reread writing to check what it says.                  |  |  |
|                   | Families   | Rhyming strings  | different reasons  | Treasure map   | To write chick diary accounts                                 | Posters   |  |  |
|                   | Self protraits   | Firework Poetry  | Caring for our planet posters  | Recount of Pirate Frank                                | Write about different lifecycles and produce                  | Character descriptions                                    |  |  |
|                   | Drawing homes<br>Signs and labels                                  | Facts about hedgehogs<br>Character creations             | Labelling different materials<br>Labelling maps                            | message in a bottle<br>space poems                     | fact booklet<br>How to care for chicks/ other animals posters | Minibeast fact books<br>Recount of Pulborough Brooks trip |  |  |
|                   | Adding labels to my work   | Story maps   | Instructions of the how to sort rubbish/                                   | Recount of emergency services visits                   | Recount of looking after the chicks                           | Recount of Fubbrough Brooks tip                           |  |  |
|                   | include some letters in my writing talking about                   | Retell story   | recycling  | recount of onlongency connect tierte                   |   |   |  |  |
|                   | my writing   | Letters to Father Christmas/Christmas cards              | Writing letters to persuade  |  |   |   |  |  |
|                   | Explore using a range of different mark making                     |  | Animal fact books  |  |   |   |  |  |
|                   | resources  |  | Describing animals and where they live                                     |  |   |   |  |  |
| Maths             | Counting songs   | Representing 1,2,3                                       | Recount of Chinese Race<br>Introducing zero                                | Counting to 9 and 10                                   | Build numbers beyond 10                                       | Doubling  |  |  |
| Watis             | Match and sort   | Comparing 1,2,3  | Comparing numbers to 5   | Comparing numbers to 10                                | Count patterns beyond 10                                      | Sharing and grouping                                      |  |  |
|                   | Compare amounts  | Composition of 1,2,3                                     | Composition of 4 and 5   | Bonds to 10  | Spatial reasoning 1   | Even and odd  |  |  |
|                   | Compare size, mass and capacity                                    | Circles and triangles                                    | Comparing mass   | 3D shapes  | Match, rotate, manipulate                                     | Spatial reasoning   |  |  |
|                   | Exploring pattern  | Positional language                                      | Comparing capacity   | Spatial awareness                                      | Adding more   | Visualise and build                                       |  |  |
|                   |  | Representing numbers to 5                                | 6,7,8<br>Combining 2 amounts   | patterns   | Taking away<br>Spatial reasoning                              | Deepening understanding                                   |  |  |
|                   |  | One more or one less<br>Shape with 4 sides               | Making pairs   |  | Compose and decompose   | Patterns and relationships<br>Spatial mapping             |  |  |
|                   |  | time   | Length and height  |  |   | mapping   |  |  |
|                   |  |  | time   |  |   | -1 F  |  |  |
| Science           | Different materials to build with -                                | Changing seasons   | Sinking and floating different rubbish/ recycling                          | Sinking and floating                                   | Life cycles of chicks, caterpillars, frogs,                   | Minibeasts  |  |  |
|                   | Magnets wood plastic etc   | Materials/ sorting and properties                        | materials  | Ramps and cars   | humans  | Investigating different habitats                          |  |  |
|                   | Looking at our own environment, school                             | Light and dark   | Sorting materials, (rubbish and recycling)                                 | Making different paper aeroplanes and testing          | / chicks live   | Comparing different environments where                    |  |  |
|                   | grounds, what's the same/different?<br>Harvest – how food is grown | Hibernation<br>Magnets                                   | Magnets- what materials are magnetic<br>Ice melting link to polar ice caps | which ones fly the furthest<br>What a re stars         | How do plants grow / change                                   | caterpillars/ butterflies live                            |  |  |
|                   | Changing materials- cooking  | Ice melting and freezing                                 | Looking at plants and why we need them                                     |  | Life cycles   |   |  |  |
|                   | Changing seasons   |  | Looking at plans and why we need them<br>Looking at different climates     |  | Planting seeds  |   |  |  |
|                   | animal behaviours  |  | Thinking about animal adpatations  |  | Dissecting plants   |   |  |  |
| Computing         | Photograph and digital art:  | Photograph and digital art:                              | Data handling  | Sound: take photo of themselves, record voice          | Privacy and Security: Smartie the penguin,                    | Word processing: typing favourite                         |  |  |
|                   | Take a photograph of my junk modelling                             | Using painting tools to make firework pictures           | Create a tally chart of the rubbish collected                              | over zip open mouth                                    | understanding my personal information and                     | memory in Beatles class                                   |  |  |
|                   | Take photos of the different areas in class and                    | Colouring on hugy things                                 | Sort rubbish into types and take a photo                                   |  | how not to share it with others on line.                      |   |  |  |
|                   | how to tidy them up  | Colouring on busy things                                 | 1  | 1  | 1   |   |  |  |
|                   |  |  |  |  |   |   |  |  |

| Exceeding and Skills         Generation Skills         Character voices and find ways to change heir voices         Character voices and find ways to change heir voices           Depring Simon Stype         Copyright and eventybrit: Cars revene my work and evene my work and eventybrit: Cars revene my wor   |              |   |   |  |   | •   |
|---|--------------|---|---|--|---|---|
| Maps of our school and class<br>Our local area<br>Forest School and class<br>Forest School area         Where do I live- local area maps<br>compare using Martina Maps of uor home<br>compare using Martina Maps I to uthome<br>Maining manare using Martina Maps I to uthome<br>Maining manare using Martina Maps I to uthome<br>Compare using Martina Maps I to uthome<br>Different types of fand and landscapes<br>Where is China?         London landmarks         London landmarks           History         Looking at our own families – family trees,<br>ency the source that area<br>to using a town own families – family trees,<br>ency the source that area<br>to using at our own families – family trees,<br>ency the source that area<br>to using a town in the output of the source that<br>the work families – family trees,<br>ency the source that area that area<br>that & Design         Cash children notice the past in book?         Changes<br>Changes<br>Changes<br>con time         Cash children notice the past in book?         Changes<br>Changes<br>change Changes<br>con time         Cash children notice the past in book?         Changes<br>Changes<br>change Change<br>change Changes<br>con time         Cash children notice the past in book?         Changes<br>Changes<br>change Change<br>change Change<br>change Change<br>con time         Cash children notice the past in book?         Changes<br>Changes<br>change Change<br>change Change<br>change Change<br>changes Change<br>change Change<br>changes Change<br>changes Change<br>change Change<br>changes Change<br>change Ch |              | Explore and draw where technology is used in<br>school, at home and in the world around<br>Playing Simon Says<br>Copyright and ownership: I can name my work<br>and know it belongs to me                               | Coding an Programming:<br>Input a simple sequence of commands to<br>control a beebot- Jolly Postman<br>Self image and identity: Smartie the penguin<br>and saying no, asking for help, telling on   | character voices and find ways to change heir<br>voice<br>Online relationships:<br>Smartie the Penguin recognise how the   |   |   |
| History         Looking at our own families – family trees, theri lives/tobs etc         Guy Fawkes         Changed over time due tog look arming to the data shout the lives of people areing when the family borders/First Law of the lives of people areing when the family borders/First Law of the look and the luidings have changed over time due tog look areing and the sensitive of this.         Changed over time due tog look areing and the sensitive of this.         Changed over time due tog look areing and the sensitive of the senset of the senset of the sensitive of the sensitive of the sensiti  | Geography    | Maps of our school and class<br>Our local area  | Where do I live- local area maps<br>What home do I live in and maps of our home-<br>compare using Martha Maps it out<br>Making maps to get home (Stick Man, Jolly   | Different types of land and landscapes<br>Where is China?<br>Where is Kenya? Compare Kenya, China and<br>UK<br>Which animals live where?<br>Food tasting from China, Kenya and compare<br>to ours<br>Litter picking in the local environment<br>Learning about how human activity is changing<br>the environment<br>Beginning to understand how we can live more | London landmarks  | What foods<br>Countries an                            |
| Collages using natural materials – leaves, sticks etc.       Making junk model rockets       animal skeletons from straws       junk modelling vehicles       3         Junk models of homes       Junk models of homes       Making Christmas lanterns       Christmas corations       Nimk modelling from recycled rubbish from African artist using recycled rubbish from African streets       junk modelling vehicles       3         Art & Design       Draws faces with features self/friends portraits       Friework pictures       draw things that they observe animals with charce and and chalks       Draws bodies of an appropriate size for what they're drawing characters drawing landscapes and buildings/cityscapes castles/towns/vehicles       draw things that they observe animals with charce and and chalks       Draws bodies of an appropriate size for what they're drawing characters drawing characters drawing landscapes and buildings/cityscapes castles/towns/vehicles       Making collages cards       Making collages cards       Making collages cards       Draws bodies of an appropriate size for what they're drawing characters drawing characters drawing landscapes and buildings/cityscapes castles/towns/vehicles       draw things that they observe animals with characters drawing landscapes and buildings/cityscapes castles/towns/vehicles       drawing landscapes and buildings/cityscapes castles/towns/vehicles       drawing landscapes and buildings/cityscapes castles/towns/vehicles         Wisp pre-mack paints and are able to name       Vegetable printing or wreatting town path work quilt Christmas cards       Songs and music that tells a story       Songs that music tells a story- sun, sea   | History      | their lives/jobs etc<br>How are families/friends different the same –<br>They know that other children don't always<br>enjoy the same things, and are sensitive to<br>this.<br>Harvest – How eating habits have changed | Remembrance<br>How homes and buildings have changed over<br>time<br>Looking at how light sources have changed<br>over time<br>Christmas story and traditions over time<br>How clothing has changed over time- link to                       | changed over time due to global warming etc-<br>aerial photos<br>How has our local landscape changed over<br>time? New houses, loss of countryside etc and<br>its impact – Amberley Chalk pits<br>Look at prehistoric animals and why they died  | Can children talk about the lives of people<br>around them and their role in society. (Mr<br>Gumpy/ Wright brothers/First Lady in space).<br>History of transport | Changes over time- fa<br>Grandparents and             |
| Children are able to draw simple things from memory, favourite toys family and friends Family trees       Rangoli patterns       charcoal and chalks       they're drawing characters         Semily trees       Sketching vegetables with pastels       Poppy printing       Artist - Kandinsky       maimal printing       waving from recycled bags         Use pre-made paints and are able to name colours. Can hold a paintbrush in the paim       Making collages of Elmer/ own patch work quilt<br>Christmas cards<br>Hand printing for wreaths       Chinese Cherry blossom painting       Songs and music that tells a story       Songs that music tells a story- sun, sea and<br>song       Music         Music       Singing nursery rhymes<br>Listening skills- describe the music<br>Copy a small rhythm<br>Sing in small groups the harvest songs       Learn and perform Nativity songs<br>Make musical instruments       Songs and music that tells a story       Songs that music tells a story- sun, sea and<br>song       Music         PE       Following STRIVER programme   | DT           | Collages using natural materials – leaves,<br>sticks etc  | Making junk model rockets<br>Using sticks to make Stick Men pictures<br>Making Christmas lanterns<br>Christmas decorations<br>Christmas lanterns  | animal skeletons from straws<br>junk modelling from recycled materials<br>Mbongeni Buthekezi- African artist using<br>recycled rubbish from African streets<br>Vik Muniz- Brazilian artists of recycled  |   | See<br>3D minibeasts                                  |
| Listening skills- describe the music       Make musical instruments       song       instru         Copy a small rhythm       Diwali dance music       Diwali dance music       Sing in small groups the harvest songs       Following STRIVER programme  | Art & Design | Children are able to draw simple things from<br>memory, favourite toys family and friends<br>Family trees<br>Sketching vegetables with pastels<br>Vegetable printing<br>Use pre-made paints and are able to name        | Rangoli patterns<br>Poppy printing<br>Artist – Kandinsky<br>Mix primary colours to appropriate consistency<br>Able to mix primary colours to make secondary<br>colours<br>Making collages of Elmer/ own patch work quilt<br>Christmas cards | charcoal and chalks<br>animal printing<br>weaving from recycled bags<br>Making valentines cards  | they're drawing characters<br>drawing landscapes and buildings/cityscapes   | Father's<br>Drawing<br>Designing<br>Mother's          |
|   | Music        | Listening skills- describe the music<br>Copy a small rhythm   | Make musical instruments  | Songs and music that tells a story   | -   | Music instruments<br>instruments and h<br>Jack and th |
|   | PE           | 1   | •   | Following STRIVE   | R programme   | •   |
| HarvestChristmasEasterMother's dayBirthdaysDiwali   | RE           |   |   | Chinese New Year<br>Easter   | HOLI<br>Mother's day  | Fath  |
| Following WSCC Agreed Syllabus  |              |   |   |  |   |   |
| PSHE Following JigSaw Scheme  | PSHE         |   |   | Following JigSa  | aw Scheme   |   |

| ds grow where  | Comparing different environments  |
|--|---|
| nd their climates  | Investigating different habitats  |
| family trees, family cycles<br>nd changes over time                  | Can children talk about past events in<br>their lives? Recounts of their own<br>experiences |
| eed art<br>sts and sculptures  | Eric Carle minibeast collages   |
| 's Day cards<br>ng daffodils<br>g own gardens<br>'s Day cards        | Draws with detail – minibeasts/plants<br>Printing to make symmetrical butterfly             |
| ts together- identifying<br>I how they are played<br>I the Beanstalk |   |
| ther's day   |   |

| CYCLE B              |   |   |   |  |  |  |  |
|----------------------|---|---|---|--|--|--|--|
| Topics               | Marvellous Me<br>Autumn 1   | Let's Celebrate Autumn 2  | Wonderful World<br>Spring 1   | Let's get growing<br>Spring 2  | Mighty Minibeasts Summer 1   | Let's Get Moving Summer 2  |  |
| Stunning Start       | Starting school   | Hedgehog visit  | Chinese Year New celebration / litter dump  | Ostrich Egg/ Seed arrival  | Caterpillar egg arrival  | Receive Pirate Frank's letter and  |  |
| Fabulous Finish      | Harvest Vegetable Soup  | Nativity production   | Litter picking and recycling art  | Making sandwiches/ salad with what we have grown   | Releasing the caterpillars   | treasure<br>Pirate day   |  |
| Visits & Visitors    | Pet therapy<br>Harvest assembly- Sara Jane to visit   | Pet therapy<br>Hedgehog rescue centre/ Parents to watch<br>production   | Forest School/ litter picking in the local<br>environment   | Going to the church for Easter service   | Pulborough Brooks  | Train ride around school<br>Transition   |  |
| Key Quality<br>Texts | Bug school<br>Harry's Bucket full of dinosaurs<br>Monsters Not Allowed<br>Nursery/rhymes<br>What makes me a me?<br>Leaf<br>Tree<br>Nature Trail<br>Oliver's Vegetables<br>5 days of Diwali<br>We are Going on a bear hunt<br>The Street Beneath my Feet<br>The Skies above my eyes  | Zim Zam Zoom<br>Hello hedgehog<br>Martha Maps it out<br>Elmer<br>Stick Man Stick Man<br>Nativity<br>Nativity playscript<br>The Jolly Christmas Post Man<br>Dear Santa   | The Great Race<br>George Saves the World by Lunchtime<br>Michael Recycle<br>The Tin Forest<br>Wangari's Tree of Peace<br>The Extraordinary Gardner<br>We all went on Safari   | The World Came to My Place Today<br>Jasper's Beanstalk<br>Ten Seeds<br>The tiny seed<br>Three Go Farming<br>The Easter story   | Butterfly Dance<br>Mad about Minibeasts<br>Betsy Buglove Saves the Bees  | Beegu<br>Naughty Bus<br>Emergency<br>Pirate Frank<br>Space poems<br>Wright Brothers<br>Mae Amongst the Stars<br>Look up<br>Little People Big dreams  |  |
| English              | Reading<br>listen carefully to a story<br>choosing books from the library<br>know and join in with some nursery rhymes<br>retelling known stories<br>Phonics Set 1 single sounds –<br>blending cvc words<br>Phase 2: I no the to go into<br>Sound blending<br>Writing<br>Name writing<br>Families<br>Self protraits<br>Drawing homes<br>Signs and labels<br>Adding labels to my work<br>include some letters in my writing talking about<br>my writing<br>Explore using a range of different mark making<br>resources | Reading<br>To re-tell known stories in sequence, through<br>role play, drawing and writing.<br>Phonics<br>Set 1 single sounds - blending cvc words –<br>Phase 3: he, she, we, go, me<br>Sound blending/ ditties<br>Writing<br>To write some names of friends and family<br>Use some letters in my writing<br>Rhyming potions<br>Rhyming strings<br>Firework Poetry<br>Facts about hedgehogs<br>Character creations<br>Story maps<br>Retell story<br>Letters to Father Christmas/Christmas cards | Reading<br>talk about and answer various questions about<br>texts<br>Phonics: Set 1 digraphs sh, ch, th qu ng nk<br>blending cvcc words<br>Phase 2 and 3: recap tricky words so far<br>Ditty books/ red books<br>Writing<br>say words out loud to hear all the sounds in<br>words, write some cvc words, write for lots of<br>different reasons<br>Caring for our planet posters<br>Labelling different materials<br>Labelling maps<br>Instructions of the how to sort rubbish/<br>recycling<br>Writing letters to persuade<br>Animal fact books<br>Describing animals and where they live<br>Recount of Chinese Race | Reading<br>talk about and answer various questions about<br>texts<br>talk about text layout and presentation<br>Phonics: Set 1 digraphs sh, ch, th qu ng nk<br>blending cvcc words<br>Phase 3; you are her was<br>Red books/ green books<br>Writing<br>Writing<br>Writing about favourite foods<br>Instructions to grow from seeds<br>Instructions about how to make a sandwich<br>Recounting events<br>Story writing  | Reading<br>anticipate key events in stories<br>Phonics<br>Set 2 sounds ay, ee, igh, ow, oo,oo ar or<br>blending cvcc words<br>Phase 3: all they my<br>Green books<br>Writing:<br>To write longer words with more sounds.<br>To reread writing to check what it says.<br>Posters<br>Character descriptions<br>Minibeast fact books<br>Recount of Pulborough Brooks trip | Reading:<br>anticipate key events in stories<br>Phonics<br>Set 2 sounds ay, ee, igh, ow, oo,oo ar or<br>blending cvcc words<br>Writing:<br>To write longer words with more sounds.<br>To reread writing to check what it says.<br>Draw and label a map<br>Describe a pirate<br>Treasure map<br>Recount of Pirate Frank<br>message in a bottle<br>space poems<br>Recount of emergency services visits |  |
| Maths                | Counting songs<br>Match and sort<br>Compare amounts<br>Compare size, mass and capacity<br>Exploring pattern   | Representing 1,2,3<br>Comparing 1,2,3<br>Composition of 1,2,3<br>Circles and triangles<br>Positional language<br>Representing numbers to 5<br>One more or one less<br>Shape with 4 sides<br>time  | Introducing zero<br>Comparing numbers to 5<br>Composition of 4 and 5<br>Comparing mass<br>Comparing capacity<br>6,7,8<br>Combining 2 amounts<br>Making pairs<br>Length and height<br>time   | Counting to 9 and 10<br>Comparing numbers to 10<br>Bonds to 10<br>3D shapes<br>Spatial awareness<br>patterns   | Build numbers beyond 10<br>Count patterns beyond 10<br>Spatial reasoning 1<br>Match, rotate, manipulate<br>Adding more<br>Taking away<br>Spatial reasoning<br>Compose and decompose  | Doubling<br>Sharing and grouping<br>Even and odd<br>Spatial reasoning<br>Visualise and build<br>Deepening understanding<br>Patterns and relationships<br>Spatial mapping<br>mapping  |  |
| Science              | Different materials to build with –<br>Magnets wood plastic etc<br>Looking at our own environment, school<br>grounds, what's the same/different?<br>Harvest – how food is grown<br>Changing materials- cooking<br>Changing seasons<br>animal behaviours   | Changing seasons<br>Light and dark<br>Magnets<br>Ice melting and freezing   | Sinking and floating different rubbish/ recycling<br>materials<br>Sorting materials, (rubbish and recycling)<br>Magnets- what materials are magnetic<br>Ice melting link to polar ice caps<br>Looking at plants and why we need them<br>Looking at different climates<br>Thinking about animal adpatations  | How do plants grow / change<br>Life cycles<br>Planting seeds<br>Dissecting plants  | Minibeasts<br>Life cycles<br>Comparing different environments<br>Investigating different habitats  | Sinking and floating<br>Ramps and cars   |  |
| Computing            | Photograph and digital art:<br>Take a photograph of my junk modelling home<br>Take photos of the different areas in class and<br>how to tidy them up<br>Knowledge and Skills<br>Explore and draw where technology is used in<br>school, at home and in the world around<br>Playing Simon Says<br>Copyright and ownership: I can name my work<br>and know it belongs to me   | Photograph and digital art:<br>Using painting tools to make firework pictures<br>Colouring on busy things<br>Computational thinking\; barefoot computing to<br>give instructions in PE<br>Coding an Programming:<br>Input a simple sequence of commands to<br>control a beebot- Jolly Postman/Stickman<br>Self image and identity: Smartie the penguin<br>and saying no, asking for help, telling on<br>someone   | Data handling<br>Create a tally chart of the rubbish collected<br>Sort rubbish into types and take a photo<br>Sound: In PE record their different fairytale<br>character voices and find ways to change heir<br>voice<br>Online relationships:<br>Smartie the Penguin recognise how the<br>internet is used to communicate  | <ul> <li>Video creation: Children to record each other<br/>in the role play areas- garden centre</li> <li>Online reputations: Smartie the penguin</li> <li>Online bullying: Smartie the penguin- How to<br/>stay safe on line, who to turn to if I don't feel<br/>safe on line, understand that people can be<br/>unkind online- making posters</li> <li>Managing online information using the internet<br/>to research what seeds to plant in Spring. How<br/>to look after our sunflower seeds, Use google<br/>search engine and voice activated searching)</li> </ul> | Word Processing: busy things<br>Privacy and Security: Smartie the penguin,<br>understanding my personal information and<br>how not to share it with others on line.  | Word processing: typing favourite<br>memory in Acorns<br>Sound: take photo of themselves, record<br>voice over zip open mouth  |  |
| Geography            | Where I live-maps<br>Maps of our school and class<br>Our local area   | Where is London- Guy Fawkes   | Different habitats and where animals live<br>Different types of land and landscapes<br>Where is China?  | What foods grow where<br>Countries and their climates<br>Location of the places in the Easter story  | Comparing different environments<br>Investigating different habitats   | Moving on to oak class   |  |

|              | Forest School area                               |  | Where is Kenya? Compare Kenya, China and  |  |  |   |  |
|--------------|--|--|---|--|--|---|--|
|              |  |  | Which animals live where?   |  |  |   |  |
|              |  |  | Food tasting from China, Kenva and compare  |  |  |   |  |
|              |  |  | to ours   |  |  |   |  |
|              |  |  | Litter picking in the local environment   |  |  |   |  |
|              |  |  | Learning about how human activity is changing                                     |  |  |   |  |
|              |  |  | the environment   |  |  |   |  |
|              |  |  | Beginning to understand how we can live more                                      |  |  |   |  |
|              |  |  | sustainably   |  |  |   |  |
| History      | Looking at our own families – family trees,      | Guy Fawkes   | Understanding how the Earth's land has  | Changes over time- family trees, family cycles | Can children talk about past events in their | Can children notice the past in books?    |  |
|              | their lives/jobs etc                             | Remembrance  | changed over time due to global warming etc-                                      | Grandparents and changes over time             | lives? Recounts of their own experiences     | Can children talk about the lives of      |  |
|              | How are families/friends different the same -    | Christmas story and traditions over time           | aerial photos   | How clothes have changed over time- link to    |  | people around them and their role in      |  |
|              | They know that other children don't always       | How clothing has changed over time- link to        | How has our local landscape changed over  | Easter story                                   |  | society. (Mr Gumpy/ Wright brothers/First |  |
|              | enjoy the same things, and are sensitive to      | Christmas story                                    | time? New houses, loss of countryside etc and                                     |  |  | Lady in space).                           |  |
|              | this.  |  | its impact – Amberley Chalk pits  |  |  | History of transport                      |  |
|              | Harvest – How eating habits have changed         |  | Look at prehistoric animals and why they died                                     |  |  | Reflecting on their time in Acorns        |  |
|              | over time  |  | out- look to the future   |  |  |   |  |
|              |  |  |   | <b>-</b> .                                     |  |   |  |
| DT           | Creating with Materials                          | Making animal homes for hibernation                | Making Chinese dragon masks   | Seed art                                       | Eric Carle minibeast collages                | making paper aeroplanes                   |  |
|              | Collages using natural materials – leaves,       | Making junk model rockets                          | animal skeletons from straws  | 3D minibeasts and sculptures                   |  | junk modelling vehicles                   |  |
|              | sticks etc<br>Junk models of homes               | Using sticks to make Stick Men pictures            | junk modelling from recycled materials  | Clay minibeasts                                |  |   |  |
|              |  | Making Christmas lanterns<br>Christmas decorations | Mbongeni Buthekezi- African artist using<br>recycled rubbish from African streets |  |  |   |  |
|              | Clay diva lamps                                  | Christmas lanterns                                 | Vik Muniz- Brazilian artists of recycled  |  |  |   |  |
|              |  | Christinas lanterns                                | sculptures  |  |  |   |  |
|              |  |  | scuptures   |  |  |   |  |
| Art & Design | Draws faces with features self/friends portraits | Firework pictures                                  | draw things that they observe animals with  | Drawing daffodils                              | Draws with detail – minibeasts/plants        | Draws bodies of an appropriate size for   |  |
|              | Children are able to draw simple things from     | Poppy printing                                     | charcoal and chalks   | Designing own gardens                          | Printing to make symmetrical butterfly       | what they're drawing characters           |  |
|              | memory, favourite toys family and friends        | Artist – Kandinsky                                 | animal printing   | Mother's Day cards                             | Father's Day cards                           | drawing landscapes and                    |  |
|              | Family trees                                     | Mix primary colours to appropriate consistency     | weaving from recycled bags  |  | -  | buildings/cityscapes                      |  |
|              | Sketching vegetables with pastels                | Able to mix primary colours to make secondary      | Making valentines cards   |  |  | castles/towns/vehicles                    |  |
|              | Vegetable printing                               | colours  | Chinese Cherry blossom painting   |  |  |   |  |
|              | Use pre-made paints and are able to name         | Making collages of Elmer/ own patch work quilt     |   |  |  |   |  |
|              | colours. Can hold a paintbrush in the palm       | Christmas cards                                    |   |  |  |   |  |
|              | Rangoli patterns                                 | Hand printing for wreaths                          |   |  |  |   |  |
| Music        | Singing nursery rhymes                           | Learn and perform Nativity songs                   | Songs and music that tells a story  | Songs and music that tells a story- Jack and   | Music instruments together- identifying      | Songs that music tells a story- sun, sea  |  |
|              | Listening skills- describe the music             | Make musical instruments                           |   | the beanstalk                                  | instruments and how they are played          | and song                                  |  |
|              | Copy a small rhythm                              |  |   | Easter songs                                   |  |   |  |
|              | Sing in small groups the harvest songs           |  |   |  |  |   |  |
|              | Diwali dance music                               |  |   |  |  |   |  |
| PE           | Following STRIVER programme                      |  |   |  |  |   |  |
| RE           | Diwali   | Hannukah   | Chinese New Year  | HOLI   | Father's day                                 |   |  |
|              | Harvest  | Christmas  | Easter  | Mother's day                                   |  |   |  |
|              | Birthdays  |  |   |  |  |   |  |
| DOUT         | Following WSCC Agreed Syllabus                   |  |   |  |  |   |  |
| PSHE         | Following JigSaw Scheme                          |  |   |  |  |   |  |
|              |  |  |   |  |  |   |  |