

## Acorn Class Long Term Curriculum Plan 22/23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Reach for the Stars! Science/History Driver	Marvellous Mossy Lea Geography Driver	If you go down to the woods* History Driver	Wild Weather Geography/Science Driver	Amazon Adventure* Geography Driver	Home Sweet Home History Driver
<b>Enhancements</b>	Martin Mere Virtual School Visits – Rosa Parks <b>Inside role play</b> <b>Outside role play</b>	Place of worship visit – Tunley UR Church Lowry Gallery trip Children in Need Christmas play <b>Inside role play</b> <b>Outside role play</b>	Pantomime Tunley Woods visit Diwali party Visit from artist Zak Last <b>Inside role play</b> <b>Outside role play</b>	Pancake day races Easter egg hunt World Book Day Green screen <b>Inside role play</b> <b>Outside role play</b>	Virtual school visits - whole-day virtual workshop on the South American Amazon. Planting Chocolate Collective School Workshop <b>Inside role play</b> <b>Outside role play</b>	Homes a Long Time Ago – Astley Hall visit Focus week at St. George's <b>Inside role play</b> <b>Outside role play</b>
<b>Class Reader</b>	<a href="https://www.booksfortopics.com/bame-characters">https://www.booksfortopics.com/bame-characters</a>	<a href="https://www.booksfortopics.com/christmas">https://www.booksfortopics.com/christmas</a>	<a href="https://www.booktrust.org.uk/booklists/t/twisted-fairy-tales-childrens/">https://www.booktrust.org.uk/booklists/t/twisted-fairy-tales-childrens/</a>	<a href="https://www.booksfortopics.com/ks1-diverse-inclusive">https://www.booksfortopics.com/ks1-diverse-inclusive</a>	<a href="https://www.booksfortopics.com/growing-ks1">https://www.booksfortopics.com/growing-ks1</a>	<a href="https://www.booksfortopics.com/houses-and-homes">https://www.booksfortopics.com/houses-and-homes</a>
<b>School/ British Values</b>	Democracy	Rule of law	Tolerance	Diversity	Mutual respect	Individual liberty
	We persevere	We are considerate	We aim high	We stand together	We are responsible	Christian values

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Geography		<p><b><u>What does a bird see when it flies over our school?</u></b>          Bespoke to children's interests          Looking at the bigger picture  <b>Topic: Local study</b>          Identify land use around the school.</p> <p><b><u>EYFS:</u></b>          They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><b><u>Milestone 1:</u></b>          • <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.          • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.          • Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p>		<p><b><u>How do we know what the weather is going to be tomorrow?</u></b>          We are responsible          Bespoke to children's interests          Looking at the bigger picture          Topic based  <b>Topic: Weather</b>          Key physical features, including weather.</p> <p><b><u>EYFS:</u></b>          Children know that the environment and living things are influenced by human activity</p> <p><b><u>Milestone 1:</u></b>          • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the          • Equator and the North and South Poles.</p>	<p><b><u>How would my life be different if I lived in Brazil?</u></b>          We are responsible          We are considerate          Looking at the bigger picture          Topic based          Diversity  <b>Topic: South America</b></p> <p><b><u>EYFS:</u></b>          • They talk about the features of their own immediate environment and how environments might vary from one another.          • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p><b><u>Milestone 1:</u></b>          • Understand geographical similarities and differences through studying the human and physical geography of a small area of the          • United Kingdom and of a contrasting non-European country.</p>	

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					Identify seasonal and daily weather patterns in the •United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	
History	<p><b><u>What makes someone amazing?</u></b> (Hamilton)</p> <p>We stand together We are considerate Democracy Mutual respect Diversity Topic based</p> <p><b>Topic: Describe significant people from the past.</b> Black history month.</p> <p><b><u>EYFS:</u></b> Children talk about past and present events in their own lives and in the lives of family members.</p> <p><b><u>Milestone 1:</u></b></p> <ul style="list-style-type: none"> <li>Identify some of the different ways the past has been represented.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>		<p><b><u>Has there always been a school on Mossy Lea Road?</u></b></p> <p>Bespoke to children's interests Looking at the bigger picture Topic based <b>Topic: Local Study</b></p> <p><b><u>EYFS:</u></b></p> <ul style="list-style-type: none"> <li>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things.</li> <li>They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</li> </ul>			<p><b><u>Have houses always had windows?</u></b></p> <p>Bespoke to children's interests Topic based <b>Topic: Beyond living memory</b> Houses and Homes</p> <p><b><u>EYFS:</u></b> Children talk about past and present events in their own lives and in the lives of family members.</p> <p><b><u>Milestone 1:</u></b></p> <ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> </ul>

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			<p><b>Milestone 1:</b></p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul>			<ul style="list-style-type: none"> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul>
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DT	<p><b>Can my t-shirt reach for the stars?</b></p> <p><b>We persevere</b></p> <p>Exposure to a wide range of job opportunities.</p> <p>Bespoke to children's interests</p> <p>Encourages problem solving</p> <p><b>Topic: Textiles</b></p> <p>Design own t-shirt</p> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>•Realises tools can be used for a purpose</li> <li>•Experiments to create different textures</li> <li>•Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> <p><b>Milestone 1:</b></p> <ul style="list-style-type: none"> <li>•Shape textiles using templates.</li> <li>•Join textiles using running stitch.</li> <li>•Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> </ul>			<p><b>Can I make a car powered by the weather?</b></p> <p><b>We persevere</b></p> <p>Exposure to a wide range of job opportunities.</p> <p>Bespoke to children's interests</p> <p>Topic based</p> <p>Encourages problem solving</p> <p><b>Topic: Construction</b></p> <p>Linked to Science investigation - build vehicles for wind resistance.</p> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>•Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations, they find out and make decisions about how media and materials can be combined and changed.</li> </ul> <p><b>Milestone 1:</b></p> <ul style="list-style-type: none"> <li>• Create products using levers, wheels and winding mechanisms.</li> <li>• Design products that have a clear purpose and an intended user.</li> </ul>		<p><b>Who can keep the marble off the floor the longest?</b></p> <p><b>We persevere</b></p> <p>Bespoke to children's interests</p> <p>Topic based</p> <p>Encourages problem solving</p> <p><b>Topic: Materials (cutting)</b></p> <p>Marble run</p> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>•They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p><b>Milestone 1:</b></p> <p>Cut materials safely using tools provided.</p> <ul style="list-style-type: none"> <li>• Measure and mark out to the nearest centimetre.</li> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)</li> </ul>

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				<ul style="list-style-type: none"> <li>• Make products, refining the design as work progresses.</li> <li>• Use software to design.</li> </ul>		
Science	<p><b>Why is Mae Jameson so amazing?</b>  We aim high  We are considerate  Mutual respect  Diversity  Topic based  <b>Topic: Scientists and inventors</b></p> <p><b>EYFS:</b>  Looks closely at similarities, differences, patterns and change</p> <p><b>Milestone 1:</b>  <ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> </ul> </p>	<p><b>Should I eat chocolate every day?</b>  Health  Looking at the bigger picture  Topic based  <b>Topic: Animals including humans</b></p> <p><b>EYFS:</b>  They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><b>Milestone 1:</b>  Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>	<p><b>Would a mouse eat a bear?</b>  Bespoke to children's interests  <b>Topic: Living things and their habitats</b></p> <p><b>EYFS:</b>  They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><b>Milestone 1:</b>  <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, that are dead and that have never been alive.</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.</li> </ul> </p>	<p><b>How do we know what the weather is going to be tomorrow?</b>  Bespoke to children's interests  Looking at the bigger picture  <b>Topic: Seasonal Changes (Spring &amp; Summer)</b></p> <p><b>EYFS:</b>  Looks closely at similarities, differences, patterns and change</p> <p><b>Milestone 1:</b>  Observe changes across the four seasons.</p>	<p><b>Can I get chocolate from a plant?</b>  Bespoke to children's interests  Looking at the bigger picture  <b>Topic: Plants</b></p> <p><b>EYFS:</b>  They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><b>Milestone 1:</b>  Identify and name a variety of South American plants.</p>	<p><b>Can I make a house out of play-doh?</b>  We persevere  Bespoke to children's interests  Looking at the bigger picture  Topic based  <b>Topic: Everyday materials</b></p> <p><b>EYFS:</b>  <ul style="list-style-type: none"> <li>• Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>• Children know that the environment and living things are influenced by human activity.</li> <li>• They can describe some actions which people in their own community do that help to maintain the area they live in.</li> <li>• They know the properties of some materials and can suggest some of the purposes they are used for.</li> <li>• They are familiar with basic scientific concepts,</li> </ul> </p>

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						<p>such as floating, sinking, experimentation.</p> <p><b>Milestone 1:</b></p> <ul style="list-style-type: none"> <li>•Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>•Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</li> </ul>
<b>Art and Design</b>	<p><b>Can my t-shirt reach for the stars?</b></p> <p>We persevere We aim high</p> <p>Exposure to a wide range of job opportunities. Bespoke to children's interests Encourages problem solving</p> <p><b>Topic: Textiles</b></p> <p>Design own t-shirt</p> <p><b>EYFS:</b></p> <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> </ul>	<p><b>What are matchstick men?</b></p> <p>We persevere We aim high</p> <p>Bespoke to children's interests Topic based</p> <p><b>Topic: Local artist – Lowry</b> —city scape focus</p> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>•Explores what happens when they mix colours.</li> <li>•Selects appropriate resources and adapts work where necessary.</li> </ul> <p><b>Milestone 1:</b></p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> </ul>	<p><b>Are hills easy to paint?</b></p> <p>We persevere We aim high</p> <p>Bespoke to children's interests Topic based</p> <p><b>Topic: Local modern artist –</b> country side focus- David Pott</p> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>•They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p><b>Milestone 1:</b></p>		<p><b>Can I make a picture out of shapes?</b></p> <p>We persevere We aim high</p> <p>Diversity Bespoke to children's interests Topic based</p> <p><b>Topic: South American Art – Beatriz Milhazes</b></p> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>•Children develop their own ideas through selecting and using materials and working on processes that interest them.</li> <li>• Through their explorations, they find out</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used;</li> </ul> <p><b>Milestone 1:</b></p> <ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul>	<ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul>		<p>and make decisions about how media and materials can be combined and changed.</p> <p><b>Milestone 1:</b></p> <ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>	
RE Discovery	<p><b>Does God want Christians to look after the world?</b></p> <p><i>We are considerate</i> <i>We stand together</i> Tolerance Mutual respect Diversity</p> <p><b>Topic:</b> God/Creation <b>Religion:</b> Christianity</p> <p><b>EYFS:</b> Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p><b>Milestone 1:</b> Describe some of the teachings of a religion</p>	<p><b>What gifts might people in my town give Jesus if he was born here not in Bethlehem?</b></p> <p><i>We are considerate</i> <i>We stand together</i> Tolerance Mutual respect Diversity</p> <p><b>Topic:</b> Incarnation <b>Religion:</b> Christianity</p> <p><b>EYFS:</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>	<p><b>How do people celebrate?</b></p> <p><i>We are considerate</i> <i>We stand together</i> Tolerance Mutual respect Diversity</p> <p><b>Topic:</b> Celebrations <b>Religion:</b> Hinduism</p> <p><b>EYFS:</b> • Recognises and describes special times or events for family or friends. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>	<p><b>How important for Jewish people to do what God asks them to do?</b></p> <p><i>We are considerate</i> <i>We stand together</i> Tolerance Mutual respect Diversity</p> <p><b>Topic:</b> Passover <b>Religion:</b> Judaism</p> <p><b>EYFS:</b> They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p><b>What can we learn from stories?</b></p> <p><i>We are considerate</i> <i>We stand together</i> Tolerance Mutual respect Diversity</p> <p><b>Topic:</b> Stories <b>Religion:</b> Hinduism/Sikhism/Christianity/Islam</p> <p><b>EYFS:</b> They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p><b>Are Rosh Hashanah and Yom Kippur important to Jewish children?</b></p> <p><i>We are considerate</i> <i>We stand together</i> Tolerance Mutual respect Diversity</p> <p><b>Topic:</b> Rosh Hashanah and Yom Kippur <b>Religion:</b> Judaism</p> <p><b>EYFS:</b> They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>



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		<b>Milestone 1:</b> <ul style="list-style-type: none"> <li>Recognise, name and describe some religious artefacts, places and practices.</li> <li>Ask questions about puzzling aspects of life.</li> </ul>	<b>Milestone 1:</b> <ul style="list-style-type: none"> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>Describe some of the main festivals or celebrations of a religion.</li> </ul>	<b>Milestone 1:</b> <ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> </ul>	<b>Milestone 1:</b> <ul style="list-style-type: none"> <li>Identify how they have to make their own choices in life.</li> <li>Explain how actions affect others.</li> <li>Show an understanding of the term 'morals'.</li> </ul>	<b>Milestone 1:</b> <ul style="list-style-type: none"> <li>Name some religious symbols.</li> <li>Explain the meaning of some religious symbols.</li> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> </ul>
<b>PSHE</b> <b>CORAM</b>	<b>Who can help me?</b> Individual liberty Bespoke to children's interests <b>Topic:</b> Me and my relationships  All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2) <ul style="list-style-type: none"> <li>Suggest actions that will contribute positively to the life of the classroom;</li> <li>Make and undertake pledges based on those actions</li> <li>Take part in creating and agreeing classroom rules.</li> <li>Use a range of words to describe feelings;</li> <li>Recognise that people have different ways of</li> </ul>	<b>Why am I special?</b> We are considerate We stand together We are responsible Tolerance Mutual respect Health Bespoke to children's interests Looking at the bigger picture <b>Topic:</b> Valuing differences  I'm special, you're special Same and different Same and different families Same and different homes I am caring (formerly Kind and caring -1) Kind and caring (2) <ul style="list-style-type: none"> <li>Identify some of the physical and non-physical differences and similarities between people;</li> </ul>	<b>What's safe to go onto my body?</b> We are responsible Individual liberty Health Bespoke to children's interests <b>Topic:</b> Keeping myself safe  What's safe to go onto my body What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings (1) Keeping safe online People who help to keep me safe <ul style="list-style-type: none"> <li>Understand that medicines can sometimes make people feel better when they're ill;</li> <li>Give examples of some of the things that a person can do to feel better without use of</li> </ul>	<b>What should we look after?</b> We are considerate We stand together We are responsible Mutual respect  Looking at the bigger picture <b>Topic:</b> Rights and responsibilities  Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe  Describe and record strategies for getting on	<b>How can I be my best?</b> We persevere We aim high <b>Topic:</b> Being my best  Bouncing back when things go wrong Yes, I can! Healthy eating (1) Healthy eating (2) Move your body A good night's sleep <ul style="list-style-type: none"> <li>Explain the stages of the learning line showing an understanding of the learning process;</li> <li>Help themselves and others develop a positive attitude that support their wellbeing;</li> <li>Identify and describe where they are on the learning line in a given activity and apply its positive mindset</li> </ul>	<b>Who will I be?</b> We are considerate Mutual respect Health <b>Topic:</b> Growing and Changing  Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys <ul style="list-style-type: none"> <li>Demonstrate simple ways of giving positive feedback to others.</li> <li>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> </ul>

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<p>expressing their feelings;</p> <ul style="list-style-type: none"> <li>Identify helpful ways of responding to other's feelings.</li> <li>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</li> <li>Identify situations as to whether they are incidents of teasing or bullying</li> <li>Understand and describe strategies for dealing with bullying;</li> <li>Rehearse and demonstrate some of these strategies.</li> <li>Explain the difference between bullying and isolated unkind behaviour;</li> <li>Recognise that that there are different types of bullying and unkind behaviour;</li> <li>Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> <li>Recognise that friendship is a special kind of relationship;</li> </ul>	<ul style="list-style-type: none"> <li>Know and use words and phrases that show respect for other people. <ul style="list-style-type: none"> <li>Identify people who are special to them;</li> <li>Explain some of the ways those people are special to them.</li> <li>Explain how it feels to be part of a group;</li> <li>Explain how it feels to be left out from a group;</li> <li>Identify groups they are part of;</li> <li>Suggest and use strategies for helping someone who is feeling left out.</li> <li>Recognise and describe acts of kindness and unkindness;</li> <li>Explain how these impact on other people's feelings;</li> <li>Suggest kind words and actions they can show to others;</li> <li>Show acts of kindness to others in school.</li> <li>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> </ul> </li> </ul>	<p>medicines, if they are unwell;</p> <ul style="list-style-type: none"> <li>Explain simple issues of safety and responsibility about medicines and their use. Identify situations in which they would feel safe or unsafe;</li> <li>Suggest actions for dealing with unsafe situations including who they could ask for help.</li> <li>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</li> <li>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>Identify the types of touch they like and do not like;</li> <li>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>Recognise that some touches are not fun and can hurt or be upsetting;</li> </ul>	<p>with others in the classroom.</p> <ul style="list-style-type: none"> <li>Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> <li>Identify special people in the school and community who can help to keep them safe;</li> <li>Know how to ask for help.</li> <li>Identify what they like about the school environment;</li> <li>Identify any problems with the school environment (e.g. things needing repair);</li> <li>Make suggestions for improving the school environment;</li> <li>Recognise that they all have a responsibility for helping to look after the school environment.</li> <li>Understand that people have choices about what they do with their money;</li> <li>Know that money can be saved for a use at a future time;</li> <li>Explain how they might feel when they spend money on different things.</li> </ul>	<p>strategies to their own learning.</p> <ul style="list-style-type: none"> <li>Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> <li>Explain how germs can be spread;</li> <li>Describe simple hygiene routines such as hand washing;</li> <li>Understand that vaccinations can help to prevent certain illnesses.</li> <li>Explain the importance of good dental hygiene;</li> <li>Describe simple dental hygiene routines.</li> <li>Understand that the body gets energy from food, water and oxygen;</li> </ul>	<ul style="list-style-type: none"> <li>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>Understand and describe some of the things that people are capable of at these different stages.</li> <li>Identify which parts of the human body are private;</li> <li>Explain that a person's genitals help them to make babies when they are grown up;</li> <li>Understand that humans mostly have the same body parts but that they can look different from person to person.</li> <li>Explain what privacy means;</li> <li>Know that you are not allowed to touch someone's private belongings without their permission;</li> <li>Give examples of different types of private information.</li> </ul>
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	<ul style="list-style-type: none"> <li>Identify some of the ways that good friends care for each other.</li> <li>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Know that they can ask someone to stop touching them;</li> <li>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>Identify safe secrets (including surprises) and unsafe secrets;</li> <li>Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> <li>Identify how inappropriate touch can make someone feel;</li> <li>Understand that there are unsafe secrets and secrets that are nice surprises;</li> <li>Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that money can be spent on items which are essential or non-essential;</li> <li>Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that exercise and sleep are important to health</li> <li>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>Describe how food, water and air get into the body and blood.</li> </ul>	
Computing/DT (NH)	<u>How do I keep myself safe online?</u> We are responsible Individual liberty Health Bespoke to children's interests	<u>What do I do if I don't know something?</u> We persevere We aim high Exposure to a wide range of job opportunities.	<u>Will a computer do everything I tell it?</u> We persevere We aim high Exposure to a wide range of job opportunities. Topic: Coding	<u>Can I bring a weather report to life?</u> We persevere We aim high Exposure to a wide range of job opportunities. Topic: Creating content	<u>Can a computer show me what my plant will look like?</u> We persevere Bespoke to children's interests Topic based	<u>What's your favourite...?</u> We persevere We aim high Bespoke to children's interests Topic: Data Handling

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	<b>Topic: Online Safety</b> Purple Mash 1.1 and 2.2	<b>Topic:</b> Espresso –searching online CS unplugged – binary numbers	Espresso	Green screen weather report	<b>Topic: Simulations</b> Espresso How plants grow	Purple Mash (pictograms) 1.3
<b>PE</b> <b>Chorley (SSP)</b>	<b><u>Who is the most important person in a team?</u></b> We aim high We stand together Mutual respect Health  Invasion Games - Hockey	<b><u>What do gymnasts look like?</u></b> We aim high Mutual respect Health  Gymnastics	<b><u>What makes a good performance?</u></b> We aim high Mutual respect Health  Dance – Country dancing	<b><u>Can ‘we stand together’ In PE?</u></b> We aim high We stand together Mutual respect Health  OAA – Team building games	<b><u>Why shouldn’t I be stumped by cricket?</u></b> We aim high We stand together Mutual respect Health  Striking & Fielding - Cricket	<b><u>How could I compete in a decathlon?</u></b> We aim high Mutual respect Health  Athletics
<b>Music</b>	Curriculum Music  (Lancashire Music Service)					

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English	<p><b>How can I tell my family about different amazing people?</b></p> <p>Diversity</p> <p>Bespoke to children's interests</p> <p>Looking at the bigger picture</p> <p>Topic based</p> <p>Purposeful writing focus</p> <p><b>Non-chronological reports</b></p> <p>Significant people</p> <p><b>Modelled:</b> to write a non-chronological report on Martin Luther King</p> <p><b>Independent:</b> to write a non-chronological report on Rosa Parks</p> <p><b>EYFS:</b></p> <p>Talk about the lives of the people around them and their roles in society;</p> <p><b>Milestone 1:</b></p> <p>Ask and answer questions about texts.</p> <p>Discuss favourite words and phrases.</p> <p>Listen to and discuss a wide range of texts.</p> <p>Explain and discuss understanding of texts.</p> <p>Discuss the significance of the title and subheadings.</p>	<p><b>Can we write a story set in Mossy Lea school?</b></p> <p>Bespoke to children's interests</p> <p>Purposeful writing focus</p> <p><b>Stories with familiar settings</b></p> <p>Stories about schools</p> <p><b>Modelled:</b> write a story about a school</p> <p>Independent: innovate the teachers modelled story</p> <p><b>EYFS:</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p><b>Milestone 1:</b></p> <p>Predict events.</p> <p>Join in with stories</p> <p>Infer what characters are like from actions. Ask and answer questions about texts.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Plan by talking about ideas and writing notes.</p>	<p><b>What if the big bad wolf wasn't really bad?</b> (St George's)</p> <p>Bespoke to children's interests</p> <p>Encourages problem solving</p> <p><b>Traditional tales with a twist</b></p> <p><b>Modelled:</b> Traditional tale with a twist</p> <p><b>Independent:</b> Using a different traditional tale, re-write the story with a twist</p> <p><b>EYFS:</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p><b>Milestone 1:</b></p> <p>Predict events.</p> <p>Join in with stories</p> <p>Infer what characters are like from actions.</p> <p>Ask and answer questions about texts.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Plan by talking about ideas and writing notes.</p>	<p><b>Can I help Nick Butterworth to write his next book?</b></p> <p>Exposure to a wide range of job opportunities.</p> <p>Bespoke to children's interests</p> <p><b>Stories by the same author</b></p> <p>Nick Butterworth (A Year in Percy's Park etc.)</p> <p><b>Modelled:</b> innovate version of A Year in Percy's Park</p> <p><b>Independent:</b> innovated version of other Nick Butterworth story</p> <p><b>EYFS:</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p><b>Milestone 1:</b></p> <p>Predict events.</p> <p>Join in with stories</p> <p>Infer what characters are like from actions. Ask and answer questions about texts.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the</p>	<p><b>How can my story persuade the school to look after our world?</b></p> <p>We are considerate</p> <p>We are responsible</p> <p>Bespoke to children's interests</p> <p>Looking at the bigger picture</p> <p>Topic based</p> <p>Purposeful writing focus</p> <p><b>Story as a theme</b></p> <p>The Great Kapok Tree</p> <p><b>Modelled:</b> A story set in the rainforest</p> <p><b>Independent:</b> A story set in Tunley Woods</p> <p><b>EYFS:</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p><b>Milestone 1:</b></p> <p>Predict events.</p> <p>Join in with stories</p> <p>Infer what characters are like from actions. Ask and answer questions about texts.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the</p>	<p><b>Can I perform a poem?</b></p> <p>Bespoke to children's interests</p> <p>Topic based</p> <p><b>Poems on a theme</b></p> <p>(Houses and Homes Songs and Rhymes Resource Pack Twinkl)</p> <p><b>Modelled:</b> Perform 'Around my Home' poem verse 1-3</p> <p><b>Independent:</b> Perform 'Around my Home' poem verse 4-6</p> <p><b>EYFS:</b></p> <p>Children listen attentively in a range of situations.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p><b>Milestone 1:</b></p> <p>Join in with poems.</p> <p>Recognise and join in with (including role-play) recurring language.</p> <p>Read aloud writing clearly enough to be heard by peers and the teacher.</p> <p>Read aloud writing with some intonation.</p>
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<p>Use letter names to describe spellings of words. Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). Use the prefix un. Use suffixes where no change to the spelling of the root word is needed: growing, eating, quicker, quickest.</p> <p>Use subject specific vocabulary to explain and describe.</p> <p>Suggest words or phrases appropriate to the topic being discussed.</p> <p>Identify homophones</p> <p><b><u>Can I write an out of this world story for Pingawings?</u></b></p> <p>Bespoke to children's interests</p> <p>Topic based novel</p> <p>Purposeful writing focus</p> <p><b>Stories with fantasy settings</b></p> <p>We're all wonders</p> <p>Alien's love underpants</p> <p>Zig and Zog</p> <p>How to catch a star</p> <p>Whatever next?</p>	<p>Use some of the characteristic features of the type of writing used. Re-read writing to check it makes sense. Use the correct tenses. Write so that other people can understand the meaning of sentences. Sequence sentences to form clear narratives. Convey ideas sentence by sentence. Form lower-case letters of a consistent size. Begin to join some letters. Write capital letters and digits of consistent size.</p> <p>Predict events in a story. Give just enough detail to keep the audience engaged. Ensure stories have a setting, plot and a sequence of events.</p> <p><b><u>Would you like to join our school?</u></b></p> <p>Bespoke to children's interests</p> <p>Encourages problem solving</p> <p><b>Non chronological report</b></p> <p>Local area</p> <p><b>Modelled:</b> information leaflet on local area</p> <p>Persuade other children to join our school.</p>	<p>Use some of the characteristic features of the type of writing used. Re-read writing to check it makes sense. Use the correct tenses. Write so that other people can understand the meaning of sentences. Sequence sentences to form clear narratives. Convey ideas sentence by sentence. Form lower-case letters of a consistent size. Begin to join some letters. Write capital letters and digits of consistent size.</p> <p>Predict events in a story. Give just enough detail to keep the audience engaged. Ensure stories have a setting, plot and a sequence of events.</p> <p><b><u>How do we tell others what happened here in the past?</u></b></p> <p>Bespoke to children's interests</p> <p>Encourages problem solving</p> <p><b>Non chronological report</b></p> <p>Local area</p> <p><b>Modelled:</b> information leaflet on local area</p>	<p>basis of what is being said and done.</p> <p>Plan by talking about ideas and writing notes. Use some of the characteristic features of the type of writing used. Re-read writing to check it makes sense. Use the correct tenses. Write so that other people can understand the meaning of sentences. Sequence sentences to form clear narratives. Convey ideas sentence by sentence. Form lower-case letters of a consistent size. Begin to join some letters. Write capital letters and digits of consistent size.</p> <p>Predict events in a story. Give just enough detail to keep the audience engaged. Ensure stories have a setting, plot and a sequence of events.</p>	<p>basis of what is being said and done.</p> <p>Plan by talking about ideas and writing notes. Use some of the characteristic features of the type of writing used. Re-read writing to check it makes sense. Use the correct tenses. Write so that other people can understand the meaning of sentences. Sequence sentences to form clear narratives. Convey ideas sentence by sentence. Form lower-case letters of a consistent size. Begin to join some letters. Write capital letters and digits of consistent size.</p> <p>Predict events in a story. Give just enough detail to keep the audience engaged. Ensure stories have a setting, plot and a sequence of events.</p>	<p>Write for a variety of purposes. Plan by talking about ideas and writing notes. Use spelling rules. a\aw</p> <p>Speak in a way that is clear and easy to understand. Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. Identify syllables within words.</p> <p><b><u>Whose house is my story set in?</u></b></p> <p>Bespoke to children's interests</p> <p>Topic based</p> <p><b>Stories with familiar settings</b></p> <p>Houses and homes (Six Dinner Sid?)</p> <p><b><u>EYFS:</u></b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p><b><u>Milestone 1:</u></b></p> <p>Predict events.</p> <p>Join in with stories</p> <p>Infer what characters are</p>
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<p><b>Modelled:</b> innovate aliens love underpants</p> <p><b>Independent:</b> retell/innovate Whatever Next!</p> <p><b>EYFS:</b> Invent, adapt and recount narratives and stories with peers and their teacher</p> <p><b>Milestone 1:</b>  Recognise and join in with (including role-play) recurring language. Explain and discuss understanding of texts. Discuss favourite words and phrases. Make inferences on the basis of what is being said and done.</p> <p>Use well-chosen adjectives to add detail. Write, review and improve. Join sentences with conjunctions and connectives. Use sentences with different forms: statement, question, exclamation and command. Use extended noun phrases</p>	<p><b>Modelled:</b> persuasive advert/poster</p> <p><b>Independent:</b> persuasive advert/poster</p> <p><b>EYFS:</b> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p><b>Milestone 1:</b>  Recognise and join in with (including role-play) recurring language. Explain and discuss understanding of texts. Discuss favourite words and phrases. Make inferences on the basis of what is being said and done.</p> <p>Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. Use both familiar and new punctuation correctly, including full</p>	<p><b>Independent:</b> information leaflet on local area</p> <p><b>EYFS:</b> Ask and answer questions about texts.</p> <p><b>Milestone 1:</b>  Discuss favourite words and phrases. Listen to and discuss a wide range of texts. Explain and discuss understanding of texts. Discuss the significance of the title and subheadings. Use letter names to describe spellings of words. Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). Use the prefix un. Use suffixes where no change to the spelling of the root word is needed: growing, eating, quicker, quickest.</p> <p>Use subject specific vocabulary to explain and describe.</p>	<p><b>Can I bring a weather report to life?</b> We aim high Exposure to a wide range of job opportunities. Bespoke to children's interests Topic based (St George's)</p> <p><b>Non-fiction texts: weather report</b> Write own weekly weather report</p> <p><b>Modelled:</b> weather report on a country within the UK</p> <p><b>Independent:</b> weather report on a different country within the UK</p> <p><b>EYFS:</b> Ask and answer questions about texts.</p> <p><b>Milestone 1:</b>  Discuss favourite words and phrases. Listen to and discuss a wide range of texts. Explain and discuss understanding of texts. Discuss the significance of the title and subheadings.</p>	<p><b>What did I do in Brazil?</b> Diversity Bespoke to children's interests Looking at the bigger picture Topic based</p> <p><b>Recount: Letters/Postcards</b> Holiday to Brazil</p> <p><b>Modelled:</b> postcard from country of choice</p> <p><b>Independent:</b> postcard from Brazil</p> <p><b>Milestone 1:</b>  Ask and answer questions about texts. Discuss favourite words and phrases. Listen to and discuss a wide range of texts. Explain and discuss understanding of texts. Discuss the significance of the title and subheadings.</p> <p>Use letter names to describe spellings of words. Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person</p>	<p>like from actions.</p> <p>Ask and answer questions about texts.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Plan by talking about ideas and writing notes. Use some of the characteristic features of the type of writing used. Re-read writing to check it makes sense. Use the correct tenses. Write so that other people can understand the meaning of sentences. Sequence sentences to form clear narratives. Convey ideas sentence by sentence. Form lower-case letters of a consistent size. Begin to join some letters. Write capital letters and digits of consistent size.</p> <p>Predict events in a story. Give just enough detail to keep the audience engaged.</p>
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<p>to describe and specify (e.g. the blue butterfly). Use subordination (when, if, that or because). Use coordination (or, and, but). Use some features of standard written English. Ensure stories have a setting, plot and a sequence of events. Recount experiences with interesting detail. Predict events in a story. Give just enough detail to keep the audience engaged.</p> <p>Predict events in a story. Give just enough detail to keep the audience engaged. Ensure stories have a setting, plot and a sequence of events.</p> <p><b>Who am I?</b> Bespoke to children's interests Topic based <b>Riddles</b> Who am I?</p>	<p>stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</p> <p>Use sentences with different forms: statement, question, exclamation and command.</p> <p>Use extended noun phrases to describe and specify (e.g. the blue butterfly). Learn some new ways to represent phonemes. Spell common exception words correctly. Spell contraction words correctly (can't, don't). Add suffixes to spell longer words (-ment, -ness, -ful and -less). Use the possessive apostrophe. (singular) (for example, the girl's book) Distinguish between homophones and near-homophones.</p> <p>Ensure stories have a setting, plot and a sequence of events. Recount experiences with interesting detail.</p>	<p>Suggest words or phrases appropriate to the topic being discussed. Identify homophones.</p>	<p>Use letter names to describe spellings of words. Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). Use the prefix un. Use suffixes where no change to the spelling of the root word is needed: growing, eating, quicker, quickest.</p> <p>Use subject specific vocabulary to explain and describe. Suggest words or phrases appropriate to the topic being discussed. Identify homophones.</p> <p><b>Can my poem sound like the weather?</b> Bespoke to children's interests Topic based <b>Poems on a theme</b> Weather themed poetry <b>Modelled:</b> Weather poem <b>Independent:</b> Innovated weather poem</p>	<p>singular marker for verbs (I drink - he drinks). Use the prefix un. Use suffixes where no change to the spelling of the root word is needed: growing, eating, quicker, quickest.</p> <p>Use subject specific vocabulary to explain and describe. Suggest words or phrases appropriate to the topic being discussed. Identify homophones.</p>	<p>Ensure stories have a setting, plot and a sequence of events.</p>
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		<p>Predict events in a story. Give just enough detail to keep the audience engaged.</p>		<p><b>EYFS:</b></p> <p>children listen attentively in a range of situations. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p><b>Milestone 1:</b></p> <p>Join in with poems. Recognise and join in with (including role-play) recurring language.</p> <p>Read aloud writing clearly enough to be heard by peers and the teacher. Read aloud writing with some intonation. Write for a variety of purposes. Plan by talking about ideas and writing notes. Use spelling rules.</p> <p>Speak in a way that is clear and easy to understand. Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. Identify syllables within words.</p>		
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Guided Reading	Linked to Phonics	Amazing Grace by Mary Hoffman	Linked to Phonics	Town Mouse, Country Mouse by Libby Walden and Richard Jones	Linked to Phonics	Jim and the Beanstalk by Raymond Briggs	Linked to Phonics	There's a Rang-Tan in My Bedroom James Sellick & Frann Preston-Gannon	Linked to Phonics	Poppy and The Blooms by Fiona Woodcock	Linked to Phonics	Rooster Wore Skinny Jeans by Jessie Miller and Barbara Bakos

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Spelling	<p>Year 1 – Spelling Shed Stage 1</p> <ul style="list-style-type: none"> <li>- The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck</li> <li>- The /k/ sound spelled 'k' before e, l and y. The /nk/ sound found at the end of words usually comes after a vowel.</li> <li>- The -tch This sound is usually spelled as 'tch' when it comes after a single vowel letter.</li> <li>- Some words end with an /e/ sound spelled 'y'. English words hardly ever end with the letter 'v', so if a word ends with a /v/ sound, the letter 'e' usually needs to be added after the 'v'.</li> <li>- Adding s and es to words (plurals) If the ending sounds like /s/ or /z/, it is spelled as –s. If it forms an extra syllable, then it is spelled as –es.</li> <li>- Adding the suffixes – ing and –ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.</li> </ul>	<ul style="list-style-type: none"> <li>- Adding –er, –est and un- to words.</li> <li>- Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Sometimes words can be joined together to form compound words.</li> <li>- The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.</li> <li>- The ay and oy digraphs. These digraphs are used for those sounds at the ends of words and syllables.</li> <li>- The long vowel sound /a/ spelled with the split digraph a-e</li> <li>- The long vowel sound /e/ spelled with the split digraph e-e.</li> </ul>	<ul style="list-style-type: none"> <li>- The long vowel sound /i/ spelled with a split digraph i-e.</li> <li>- The long vowel sound /o/ spelled with the split digraph o_e.</li> <li>- The long vowel /oo/ and /yoo/ sounds spelled as u-e. These sounds are usually found in the middle or at the end of words.</li> <li>- The /ar/ consonant digraph. This digraph may be used at the beginning, middle or end of words.</li> <li>- Long vowel sound /e/ spelled ee. The letters 'ee' make a long vowel sound like in the word see. This is a common way of spelling the sound and is found in the middle of words and sometimes at the end.</li> <li>- The long vowel sound /e/ spelled ea. Another common spelling of the sound which is often found in the middle and end of words.</li> </ul>	<ul style="list-style-type: none"> <li>- The short vowel sound /e/ spelled ea.</li> <li>- The vowel digraph er. In these words the sound is stressed</li> <li>- The vowel digraph er. In these words the sound is unstressed and found at the end of words.</li> <li>- The digraphs ir and ur. Often found in the middle of words and occasionally at the beginning of words.</li> <li>- The long vowel sound /oo/ as in Zoo. Very few words start or end with /oo/</li> <li>- The short vowel sound 'oo' as in foot. *Standard English pronunciation has been used here. In some parts of England the –ook words may have a longer sound.</li> </ul>	<ul style="list-style-type: none"> <li>- The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words.</li> <li>- The 'ou' digraph. This digraph can be can be found at the beginning and in the middle of words. The only common English word ending in 'ou' is you.</li> <li>- The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow.'</li> <li>- The 'oo' and 'yoo' sounds can be spelled as u-e, ue and ew. If words end in the /oo/ sound, then it is likely that they will be spelled ew or ue.</li> <li>- The digraph 'ie' making the /ai / sound as in pie.</li> <li>- The digraph 'ie' making the /ee/ sound.</li> </ul>	<ul style="list-style-type: none"> <li>- The long vowel sound /i/ spelled 'igh.' This is usually found in the middle of words but sometimes at the end of words too.</li> <li>- The /or/ sound. The vowel digraph 'or' and trigraph 'ore.' It is more likely that when at the end of a word then it will be spelled with an 'e.'</li> <li>- The /or/ sound spelled with the digraph aw or au. If it is at the end of a word it is more likely to be spelled with an aw and at the beginning of a word with au.</li> <li>- The trigraphs 'air' and 'ear'. These spellings are commonly found in the middle or at the end of words but can sometimes used at the beginning of words too.</li> <li>- The /er/ sound spelled with 'ear' or 'are'</li> <li>- Words with 'ph' or 'wh' spellings.</li> </ul>
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	<p><b>Year 2 – Spelling Shed Stage 2</b></p> <ul style="list-style-type: none"> <li>- The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds.</li> <li>- The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the ‘short vowels.’</li> <li>- The /j/ sound spelled with a g.</li> <li>- The /s/ sound spelled c before e, i and y.</li> <li>- The /n/ sound spelled kn and gn at the beginning of words.</li> <li>- Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>- The /r/ sound spelled ‘wr’ at the beginning of words.</li> <li>- The /l/ or /ul/ sound spelled ‘-le’ at the end of words.</li> <li>- The /l/ or /ul/ sound spelled ‘-el’ at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.</li> <li>- The /l/ or /ul/ sound spelled ‘-al’ at the end of words.</li> <li>- Words ending in ‘-il.’</li> <li>- Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>- The long vowel ‘i’ spelled with a y at the end of words.</li> <li>- Adding ‘-es’ to nouns and verbs ending in ‘y.’</li> <li>- Adding ‘-ed’ to words ending in y. The y is changed to an i.</li> <li>- Adding ‘-er’ to words ending in y. The y is changed to an i.</li> <li>- Adding ‘ing’ to words ending in ‘e’ with a consonant before it.</li> <li>- Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>- Adding ‘er’ to words ending in ‘e’ with a consonant before it.</li> <li>- Adding ‘-ing’ to words of one syllable. The last letter is doubled to keep the short vowel sound.</li> <li>- Adding ‘-ed’ to words of one syllable. The last letter is doubled to keep the short vowel sound.</li> <li>- The ‘or’ sound spelled ‘a’ before ll and ll</li> <li>- The short vowel sound ‘o.’</li> <li>- Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>- The /ee/ sound spelled ‘-ey’</li> <li>- Words with the spelling ‘a’ after w and qu.</li> <li>- The /er/ and /or/ sound spelled with or or ar.</li> <li>- The /z/ sound spelled s.</li> <li>- The suffixes ‘-ment’ and ‘-ness’</li> <li>- The suffixes ‘-ful’ and ‘-less’ If a suffix starts with a consonant letter. It is added straight onto most root words.</li> </ul>	<ul style="list-style-type: none"> <li>- These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings</li> <li>- These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</li> <li>- Words ending in ‘-tion.’</li> <li>- Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.</li> <li>- The possessive apostrophe (singular)</li> <li>- Challenge Words</li> </ul>
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## Acorn Class Long Term Curriculum Plan 22/23

Maths – White Rose Maths	Year R	<u>Just like me!</u>	<u>It's me 1,2,3!</u>	<u>Alive in 5!</u>	<u>Building 9 &amp; 10</u>	<u>To 20 and Beyond</u>	<u>Find my pattern</u>
		Matching with buttons Matching with socks/memory game Matching lids Sorting with buttons Sorting with natural objects Compare size Compare amounts Compare height Compare length Who or what will fit inside? Repeating patterns Repeating patterns (2) Printing patterns Fruit kebab patterns Autumn walk patterns  <u>It's me 1,2,3!</u>  Representing 1 Representing 2 Representing 3 Sorting 1, 2 and 3 Matching 1, 2 and 3 Comparing 1, 2 and 3 Snap - Matching Numeral and Picture Cards Memory Game - Matching Numeral and Picture Cards Comparing – One More, One Less Bean Bag Game - Composition	Sorting Circles and Triangle Shape Pictures Shape Hunt Where's Teddy Hiding? Obstacle Course  <u>Light and Dark</u>  Session 1 - Representing 4 Representing 5 Sorting 4 and 5 Composition of 4 Composition of 5 Composition of 4 and 5 Arrangements of 4 and 5 Cubes One Elephant Went Out Five Green Bottles One More and One Less Square and Rectangles Shape Hunt Shape Picture Day and Night Sequencing an Activity	One less Five Currant Buns How many? Representing Zero Composition of numbers to 5 Comparing numbers to 5 Equal and unequal Composition of numbers to 5 (2 groups) How many altogether? Composition of numbers to 5 (3 groups) How many are hiding? How many are hiding? Comparing mass – heavier and lighter than Full and empty Measuring capacity – how many fit inside?  <u>Growing 6, 7, 8</u>  Which show 6? - Composition of 6 Sorting 6, 7 & 8 - Composition of 7 Composition of 8 Matching 6, 7 and 8 1 more and less Session 6 - Matching 6, 7 and 8 Making pairs Combining 2 groups Adding more	Representing and sorting 9 and 10 Order numerals to 10 Composition of 9 and 10 Numbers to 10 - Bingo Counting back from 10 - 10 in the bed Comparing numbers within 10 Making 10 3-D shape – matching objects Building with 3-D shapes Printing with 3-D shapes Pattern  <u>Consolidation</u>	Number Patterns to 20 Matching Picture to Numeral Ten Frame Fill Beyond 20 Estimating Game Ten Frame Subtraction Game Missing Numbers Ordering Numerals to 20 Race to 20 Game Bingo with Numbers to 20 Which Holds the Most? Find my Match - Shapes Find my Match - Models Match and Fill Replicate my Shape Tangrams  <u>First, Then, Now</u>  Track Game Adding More (1) Adding More – Unknown Then Adding More – Unknown First Taking Away with Pebbles Taking Away Taking Away – Unknown Then Pass It On Game Making New Shapes with 2 Right-Angled Triangles Making New Shapes with Squares	Doubling Doubling Dice Game Doubling Barrier Game Domino Game Sharing Teddy Bear Picnic The Doorbell Rang Grouping Even & Odd One Odd Day Even & Odd Barrier Game How Many Cubes?  <u>On the move</u>  Harry and His Bucketful of Dinosaurs Mr Gumpy's Outing Problem Solving How Many Legs Problem Solving Making Boats Building Bridges Cuisenaire Rods Bean Bag Game Patterns (1) Patterns (2) Making Maps - From Stories Making Maps - Journey to School

## Acorn Class Long Term Curriculum Plan 22/23

				Comparing height – taller and shorter than Comparing length – longer and shorter than Days of the week Measuring height Measuring time		Grandpa's Quilt Making New Shapes with Tangrams Pattern Blocks	Making Maps – Obstacle Course X Marks the Spot Designing Mazes
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## Acorn Class Long Term Curriculum Plan 22/23

		<u>Place Value</u>	<u>Subtraction</u>	<u>Addition &amp; Subtraction</u>	<u>Length &amp; Height</u>	<u>Multiplication &amp; Division</u>	<u>Position &amp; Direction</u>
		Sort and count objects	Taking away, how many left? Crossing out	Add by counting on	Compare lengths & heights	Recap Count in 2s	Describe turns
		Count objects from a group of 10	Taking away, how many left? Introducing the subtraction symbol	Add ones using number bonds	Measuring lengths (non-standard units)	Recap Count in 5s	Describe position
		Represent objects		Find & make number bonds	Measure length	Count in 10s	<u>Place Value within 100</u>
		Represent numbers to 10	Find a part, breaking apart	Add by making 10	Introducing the ruler	Make equal groups	Counting to 100 by making 10s
		Count forwards and backwards	Fact families - the 8 facts		Adding length problems	Add equal groups	Counting to 100
		Count one more/one less	Subtraction - counting back	Subtraction - not crossing 10	Subtracting length problems	Make arrays	Counting forwards and backwards within 100
		One to one correspondence	Subtraction - finding the difference (first part of sheet)	Subtraction - not crossing 10 (counting back)		Make doubles	Introducing the 100 square
		Compare objects	Subtraction - finding the difference (second part of sheet)	Subtraction - crossing 10 (counting back)	<u>Volume &amp; Weight</u>	Make equal groups - grouping	Partitioning numbers
		Introduce <, > and =	Comparing addition and subtraction statements a + b > c	Subtraction - crossing 10 (1)	Introduce weight & mass	Make equal groups - sharing	Comparing numbers (1)
		Compare numbers		Subtraction - crossing 10 (1)	Measure and compare mass	<u>Fractions</u>	Ordering numbers
		Order objects	Comparing addition and subtraction statements a + b > c	Related facts	Weight and mass problems	Making a half	One more, one less
		Order numbers	Comparing addition and subtraction statements a + b > c + d	Compare number sentences	Introduce capacity and volume	Making a whole activity	<u>Money</u>
		Ordinal numbers			Measure capacity	Find a half	Recognising coins
		The number line		<u>Place Value within 50</u>	Compare capacity	Find a half of a quantity	Recognising notes
				Counting to 50 by making 10s		Make and find a quarter	Counting in coins
		<u>Addition</u>	<u>Shape</u>	Numbers to 50		Find a quarter of a quantity	

## Acorn Class Long Term Curriculum Plan 22/23

							<u>Time</u>
		Parts and wholes	Recognise and name 3-D shapes	Counting forwards and backwards within 50			Before and after
		Part-whole model	Sort 3-D shapes	Tens and ones			Dates
		Addition symbol	Recognise and name 2-D shapes	Represent numbers to 50			Time to the hour
		Fact families - addition facts	Sort 2-D shapes	One more one less			Time to the half hour
		Find number bonds for numbers within 10	Patterns with 3-D and 2-D shapes	Compare and order objects within 50			Time to the half hour
		Systematic methods for number bonds within 10	<b><u>Place Value within 20</u></b>				Writing time
		Number bonds to 10	Count forwards and backwards and write numbers to 20 in numerals and words				Comparing time
		Compare number bonds					
		Addition - adding together	Numbers from 11 to 20				
		Addition - adding more	Tens and ones				
		Addition - using bonds	Count one more and one less				
		Finding a part	Compare groups of objects				
			Compare numbers				
			Order groups of objects				
			Order numbers				



## Acorn Class Long Term Curriculum Plan 22/23

	<u>Place Value</u>	<u>Addition &amp; Subtraction cont'</u>	<u>Multiplication &amp; Division cont'</u>	<u>Shape</u>	<u>Length &amp; Height</u>	<u>Time</u>
Year 2	Recap Counting forwards and backwards within 20	Recap Subtraction - crossing 10	Recognise, make and add equal groups	Recognise, make and draw 2-D and 3-D shapes	Compare lengths and heights	Telling time to the hour and half hour
	Recap Tens and ones within 20	Subtract a 1-digit number from a 2-digit number - crossing ten	Multiplication sentences using the x symbol	Count sides and vertices on 2-D shapes	Measure lengths	O'clock and half past
	Recap Counting forwards and backwards within 50 (Numbers to 50)	Add two 2-digit numbers - not crossing ten - add ones and add tens	Multiplication sentences from pictures	Lines of symmetry	Measure, compare and order length (cm)	Quarter past and quarter to
	Recap Tens and ones within 50	Add two 2-digit numbers - crossing ten - add ones and add tens	Use arrays	Sort 2-D shapes	Four operations with lengths	Telling time to 5 minutes
	Recap Compare numbers within 50	Subtract a 2-digit number from a 2-digit number - not crossing ten	Make doubles	Make patterns with 2-D shapes	Problem solving with lengths	Writing time
	Count objects to 100 and read and write numbers in numerals and words	Subtract a 2-digit number from a 2-digit number - not crossing ten	2, 5 and 10 times-table	Count faces, edges and vertices on 3-D shapes	<u>Position &amp; Direction</u>	Hours and days
	Numbers to 100 in numerals and words	Subtract a 2-digit number from a 2-digit number - crossing ten - subtract ones and subtract tens	Make equal groups - sharing	Sort 3-D shapes	Describe position	Find durations of time
	Represent numbers to 100	Activity Mixed addition and subtraction	Make equal groups - grouping	Make patterns with 3-D shapes.	Problem solving with position	Compare durations of time
	Tens and ones with a part-whole model	Recap Find and make number bonds	Divide by 2, 5 and 10	<u>Fractions</u>	Describe movement and turns	<u>Mass, capacity &amp; temperature</u>
	Tens and ones using addition	Bonds to 100 (tens and ones)	Odd and even numbers	Working with parts and wholes	Making patterns with shapes	Measure and compare mass in grams and kilograms
	Use a place value chart	Add three 1-digit numbers	<u>Statistics</u>	Make equal parts	<u>Consolidation</u>	Measure capacity
	Compare/order objects and numbers		Make tally charts	Recognise and find a half, quarter and third		Compare volume
			Activity Draw pictograms (1-1)	Unit fractions		Millilitres and litres
			Draw pictograms (1-1)	Non-unit fractions		Four operations with mass and volume

## Acorn Class Long Term Curriculum Plan 22/23

		<p>Recap Count in 2s, 5s and 10s</p> <p>Count in 3s</p> <p><b><u>Addition &amp; Subtraction</u></b></p> <p>Fact families - addition and subtraction bonds to 20</p> <p>Compare number sentences</p> <p>Know your bonds</p> <p>Related facts</p> <p>Bonds to 100 (tens)</p> <p>Add and subtract 1s</p> <p>10 more and 10 less</p> <p>Add and subtract 10s</p> <p>Recap Add by making 10</p> <p>Add a 2-digit and 1-digit number - crossing ten</p>	<p><b><u>Money</u></b></p> <p>Recognising coins and notes</p> <p>Count and select money – pence/pounds</p> <p>Make the same amount</p> <p>Compare money</p> <p>Find the total/difference</p> <p>Find change</p> <p>Two-step problems</p> <p><b><u>Multiplication &amp; Division</u></b></p> <p>Make equal groups</p> <p>Redistribute from unequal to equal groups</p> <p>Add equal groups</p> <p>Make arrays</p>	<p>Interpret pictograms (1-1)</p> <p>Draw and interpret pictograms (2, 5 and 10)</p> <p>Block diagrams</p>	<p>Equivalence of a half and 2 quarters</p> <p>Find three quarters</p> <p>Count in fractions</p> <p>Problem solving with fractions</p>		<p>Temperature</p>
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## Acorn Class Long Term Curriculum Plan 22/23

### Phase 2 Overview of GPCs and Tricky Words

Phase 2	GPCs	Tricky Words
Week 1	Teach <b>s a t</b>	
Week 2	Teach <b>p i n</b>	
Week 3	Teach <b>m d g</b>	
Week 4	Consolidate <b>s a t p i n m d g</b>	
Week 5	Teach <b>o c k</b>	Teach <b>the</b>
Week 6	Teach <b>c k e u</b>	Teach <b>I to</b>
Week 7	Teach <b>r h b</b>	Teach <b>no go</b>
Week 8	Consolidate <b>o c k c k e u r h b</b>	Teach <b>into</b>
Week 9	Teach <b>f f l</b>	Consolidate <b>the I to no go into</b>
Week 10	Teach <b>l l s s</b>	Consolidate <b>the I to no go into</b>
Week 11	Consolidate <b>f f l l s s</b>	Consolidate <b>the I to no go into</b>
Week 12	Consolidate as required	Consolidate <b>Phase 2 Tricky Words</b> as required
	<i>High Frequency Words</i> <i>as is us his has</i> <i>s pronounced /z/</i>	

## Acorn Class Long Term Curriculum Plan 22/23

### Phase 3 Overview of GPCs and Tricky Words

Phase 3	GPCs	Tricky Words
Week 1	Teach <b>j v w</b>	Teach <b>he she</b>
Week 2	Teach <b>x y z zz</b>	Teach <b>we be me</b>
Week 3	Teach <b>qu ch sh</b>	Teach <b>was my</b>
Week 4	Teach <b>th th ng</b>	Teach <b>you they</b>
Week 5	Consolidate <b>qu ch sh th th ng</b>	Consolidate <b>he she we be me was my you they</b>
Week 6	Teach <b>ai ee</b>	Teach <b>her all</b>
Week 7	Teach <b>igh oa</b> Teach <b>two-syllable words</b>	Teach <b>are</b> <b>like</b> (Phase 4)
Week 8	Teach <b>oo oo</b> Teach <b>two-syllable words</b>	Teach <b>said when</b>
Week 9	Teach <b>ar or</b> Teach <b>two-syllable words</b>	Teach <b>have one</b>
Week 10	Consolidate <b>ai ee igh oa oo oo ar or</b>	Consolidate <b>her all are like said when have one</b>
Week 11	Teach <b>ur ow</b>	Teach <b>come do</b>
Week 12	Teach <b>oi ear</b> Introduce <b>pseudo words</b>	Teach <b>so were</b>
Week 13	Teach <b>air ure er</b> Introduce <b>pseudo words</b>	Teach <b>some there</b>
Week 14	Consolidate <b>ur ow oi ear air ure er</b>	Teach <b>out little what</b>
Week 15	Consolidate as required	Consolidate <b>Phase 3/4 Tricky Words</b> as required

### Phase 4 Overview and Tricky Words

Phase 4	Adjacent Consonants	Tricky Words
Week 1	Teach CVCC and CCV	Teach said so have like
Week 2	Teach CCVC and CCVCC	Teach some come were there
Week 3	Teach CCCVC and CCCVCC	Teach little do one when
Week 4	Teach Polysyllabic words containing Phase 2 and 3 graphemes, and adjacent consonants.	Teach out what it's

## Phase 5 Overview of GPCs, Tricky Words and High Frequency Words

Further Graphemes for Reading and Writing		Tricky Words and High Frequency Words
Week 1	Teach <b>ay</b> (day) <b>ou</b> (about) <b>ie</b> (tie) <b>ea</b> (eat)	Teach <b>Mr Mrs people</b>
Week 2	Teach <b>oy</b> (enjoy) <b>ir</b> (girl) <b>ue</b> (blue) <b>ue /y(oo)/</b> (cue) <b>aw</b> (claw)	Teach <b>looked called asked</b>
Week 3	Teach <b>wh</b> (which) <b>ph</b> (dolphin) <b>ew</b> (flew) <b>ew /y(oo)/</b> (stew)	Teach <b>oh their could</b>
Week 4	Teach <b>oe</b> (toe) <b>au</b> (Paul) <b>a-e</b> (made) <b>e-e</b> (swede)	Teach <b>water where who</b>
Week 5	Teach <b>i-e</b> (time) <b>o-e</b> (stone) <b>u-e</b> (flute) <b>u- e /y(oo)/</b> (cube)	Teach high frequency words <b>again thought through</b>
Alternative Pronunciations for Graphemes		High Frequency Words
Week 6	Teach <b>i</b> (find) <b>o</b> (both) <b>o</b> (other) <b>c</b> (cell) <b>g</b> (ginger)	Teach high frequency words <b>work mouse many</b>
Week 7	Teach <b>u</b> (music) <b>ow</b> (snow) <b>ie</b> (chief) <b>ea</b> (bread)	Teach high frequency words <b>laughed because different</b>
Week 8	Teach <b>er</b> (fern) <b>ch</b> (school) <b>ch</b> (chef) <b>a</b> (want) <b>a</b> (acorn)	Teach high frequency words <b>any eyes friends</b>
Week 9	Teach <b>e</b> (remind) <b>y</b> (try) <b>y</b> (baby) <b>ou</b> (group) <b>ou</b> (touch)	Teach high frequency words <b>once please</b>
Alternative Spellings for Phonemes		High Frequency Words
Week 10	Consolidate <b>/ee/ ee</b> (street) <b>ea</b> (cream) <b>ie</b> (field) <b>e-e</b> (theme) <b>y</b> (baby) <b>e</b> (remind) Teach <b>ey</b> (key)	Teach high frequency words <b>I'm I'll let's</b>
Week 11	Consolidate <b>/ee/ ee</b> (street) <b>ea</b> (cream) <b>ie</b> (field) <b>e-e</b> (swede) <b>y</b> (baby) <b>ey</b> (key) <b>e</b> (remind)	Teach high frequency words <b>small great before</b>

## Phase 5 Overview of GPCs, Tricky Words and High Frequency Words

Alternative Spellings for Phonemes		High Frequency Words
<b>Week 12</b>	Consolidate /oo/ <b>oo</b> (spoon) <b>ew</b> (flew) <b>u-e</b> (flute) /y(oo)/ (cute) <b>ue</b> (blue) /y(oo)/ (rescue) Teach ui (fruit)	Teach high frequency words <b>jumped stopped pulled</b>
<b>Week 13</b>	Consolidate /ai/ <b>ai</b> (train) <b>ay</b> (day) <b>a-e</b> (made) a (acorn) Teach ey (grey) eigh (neigh) ea (steak)	Teach high frequency words <b>gone we're</b>
<b>Week 14</b>	Consolidate /igh/ <b>igh</b> (flight) <b>ie</b> (tie) <b>i-e</b> (time) y (try) <b>i</b> (find)	Revise/re-teach tricky words and high frequency words from above as needed.
<b>Week 15</b>	Consolidate /oa/ <b>oa</b> (float) <b>ow</b> (snow) <b>oe</b> (toe) <b>o-e</b> (stone) <b>o</b> (both) Teach ol (cold) oul (shoulder)	
<b>Week 16</b>	Consolidate /ow/ <b>ow</b> (cow) <b>ou</b> (about) Teach ough (plough) Consolidate /oi/ <b>oi</b> (coin) <b>oy</b> (boy)	
<b>Week 17</b>	Consolidate /ar/ <b>ar</b> (farm) Teach <b>a</b> (father) al (half) Consolidate /u/ <b>u</b> (cup) <b>oo</b> (good) Teach oul (could)	
<b>Week 18</b>	Consolidate /or/ <b>or</b> (fork) <b>aw</b> (claw) <b>au</b> (Paul) Teach oor (door) ore (more) al (walk) our (four) oar (roar) augh (caught) ough (thought)	
<b>Week 19</b>	Consolidate /ur/ <b>ur</b> (fur) <b>ir</b> (girl) <b>er</b> (germ) Teach or (work) ear (learn)	

## Phase 5 Overview of GPCs, Tricky Words and High Frequency Words

<b>Week 20</b>	Consolidate /ear/ ear (clear) Teach eer (cheer) ere (here)	Revise/re-teach tricky words and high frequency words from above as needed.
<b>Week 21</b>	Consolidate /air/ <b>air</b> (chair) Teach ear (bear) are (share) ere (where)	
<b>Week 22</b>	Teach /l/ le (uncle) al (medal) Teach /z/ se (cheese) ze (freeze) Teach /zh/ s (usual) si (vision)	
<b>Week 23</b>	Teach /n/ kn (knee) gn (sign) Teach /r/ wr (wrist)	
<b>Week 24</b>	Consolidate /j/ <b>g</b> (magic) Teach ge (large) dge (fridge) Consolidate /s/ <b>c</b> (place) Teach /s/ se (house) ce (pence) sc (scent) st (listen)	
<b>Week 25</b>	Consolidate /sh/ <b>ch</b> (chef) Teach ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean)	
<b>Week 26</b>	Teach /m/ mb (thumb) Teach /v/ ve (love) Teach /ch/ tch (catch) ture (picture)	
<b>Week 27 +</b>	Consolidate where necessary	

Graphemes highlighted in bold are included in the Y1 phonic screening check framework

Consider including consolidation lessons or weeks where necessary throughout Phase 5.



## Acorn Class Long Term Curriculum Plan 22/23

EYFS Focus	Continuous Provision Overview							
Autumn1 – Reach for the stars.	Role Play Indoors	Water	Role Play Outdoors	Small World	Writing	Maths	Malleable	Construction
	Space themed –  Dark den, foil blankets, stars, twinkly lights, space ship control panel,		Home corner					
			Outdoors				Creative	
		Sand					Make control panel	
		Stars,tweeers,						

## Acorn Class Long Term Curriculum Plan 22/23

EYFS Focus	Continuous Provision Overview							
Autumn 2 – marvellous Mossy Lea	Role Play Indoors	Water	Role Play Outdoors	Small World	Writing	Maths	Malleable/ Creative	Construction
	School		Café (Derby House)					
			Outdoors					
		Sand						

## Acorn Class Long Term Curriculum Plan 22/23

EYFS Focus	Continuous Provision Overview							
Spring 1 – If you go down to the woods...	Role Play Indoors	Water	Role Play Outdoors	Small World	Writing	Maths	Malleable/ Creative	Construction
	Builders Yard		Hansel and Gretel’s House					
			Outdoors					
			Den building					
		Sand						

## Acorn Class Long Term Curriculum Plan 22/23

EYFS Focus	Continuous Provision Overview							
Spring 2 – Wild Weather	Role Play Indoors	Water	Role Play Outdoors	Small World	Writing	Maths	Malleable/ Creative	Construction
	Weather Station							
			Outdoors					
		Sand						

## Acorn Class Long Term Curriculum Plan 22/23

EYFS Focus	Continuous Provision Overview							
Summer 1 Amazon Adventure	Role Play Indoors	Water	Role Play Outdoors	Small World	Writing	Maths	Malleable/ Creative	Construction
	Rainforest		Garden Centre					
			Outdoors					
		Sand						

# Acorn Class Long Term Curriculum Plan 22/23

EYFS Focus	Continuous Provision Overview							
Summer 2 – Home sweet home	Role Play Indoors	Water	Role Play Outdoors	Small World	Writing	Maths	Malleable/ Creative	Construction
	Home corner							
			Outdoors					
		Sand						