

## Acorn Class Long Term Curriculum Plan 23/24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	In the beginning Geography Driver	Once upon a time History Driver	Teddy Bear's Picnic Design Technology Driver	Fire, Fire! History Driver	How does your garden grow? Science Driver	Superheroes History Driver
<b>Enhancement Ideas</b>	Dinosaur hatching in class & footprints. Visit from Teach Rex. British Values Day Roald Dahl Day Grandparents Day National Poetry Day (with English unit) Harvest at Tunley Church	Diwali Assembly by Prags Black History Month Anti-bullying week Remembrance Sunday Children in Need Advent/Christmas/ Tunley Church Christingle	A British Afternoon Tea Party. Children to make sandwiches and cakes. World Religion Day Chinese New Year Road Safety Week Safer Internet day	Arrange for the Local Fire Service to come into School. Mother's Day Pancake Day races Easter egg hunt World Book Day - Library service workshop Tunley Church Easter service Holi - Assembly by Prags World Autism Awareness Day - Teacher from Westmorland/visit?	British cultures day. Celidh, food, national flower. Smithills trip	Dress up as an everyday superhero. Visit to the LIFE centre at Chorley Hospital. Zoom call with nurses Virtual visit with Florence Nightingale Father's Day Sports Day
<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

## Acorn Class Long Term Curriculum Plan 23/24

Geography	<p><b>Where in the world is..?</b> Continents and Oceans</p> <p style="color: #0070c0;">We stand together</p> <p style="color: #c00000;">Mutual respect</p> <p style="color: #70ad47;">Looking at the bigger picture</p> <p style="background-color: #ff00ff; color: black;"><b>EYFS - DEVELOPMENT MATTERS</b></p> <p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul> <p style="background-color: #ff0000; color: black;"><b>MILESTONE 1</b></p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans</li> <li>• Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul>		<p><b>Would you prefer to live on snow or sand?</b> Hot and cold areas of the world</p> <p style="color: #0070c0;">We stand together</p> <p style="color: #c00000;">Mutual respect</p> <p style="color: #70ad47;">Looking at the bigger picture</p> <p style="background-color: #ff00ff; color: black;"><b>EYFS - DEVELOPMENT MATTERS</b></p> <p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> <p style="background-color: #ff0000; color: black;"><b>MILESTONE 1</b></p> <ul style="list-style-type: none"> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• To use world maps, atlases and globes to</li> </ul>		<p><b>Does every country have its own flower?</b> Countries and capitals of the UK</p> <p style="color: #0070c0;">We stand together</p> <p style="color: #c00000;">Tolerance</p> <p style="color: #c00000;">Mutual respect</p> <p style="color: #c00000;">Individual liberty</p> <p style="color: #70ad47;">Looking at the bigger picture</p> <p style="background-color: #ff00ff; color: black;"><b>EYFS - ELG</b></p> <p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• 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.</li> </ul> <p style="background-color: #ff0000; color: black;"><b>MILESTONE 1</b></p> <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of</li> </ul>	
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## Acorn Class Long Term Curriculum Plan 23/24

	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the continents and oceans studied at this key stage</li> <li>• Locate land and sea on maps.</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> </ul>		<p>identify the UK and its countries, as well as the countries, continents and oceans at this key stage.</p>		<p>the four countries and capital cities of the United Kingdom and its surrounding seas</p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries,</li> <li>• Locate land and sea on maps.</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>• Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul>	
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## Acorn Class Long Term Curriculum Plan 23/24

	<b>Vocabulary</b> Continent, Europe, North America, South America, Asia, Africa, Antarctica, Australia, Oceans - Pacific, Indian, Arctic, Atlantic, Southern Physical features – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather Compass directions: North, South, East West Hot and cold areas Equator. North Pole. South Pole		<b>Vocabulary</b> Northern Hemisphere, Southern Hemisphere, hot, cold, climate zones, weather, climate: cold/polar, temperate, warm, tropical, adapt, habitats		<b>Vocabulary</b> Town, countryside, pro, con, country, UK, island, capital city, landmark population, England, Scotland, Wales and Northern Ireland, London, Belfast, Cardiff, Edinburgh,	
History		<u><b>What did children get for Christmas in the past?</b></u> Changes within living memory.  We are considerate Mutual respect Tolerance Bespoke to children's interests Looking at the bigger picture Topic based Purposeful writing focus  <b>Cross Curricular Writing</b> To write a non-chronological report about		<u><b>Why couldn't the fire brigade put out the Great Fire of London?</b></u> History events that are beyond living memory that are significant nationally or globally.  Include The lives of significant people that have contributed to national and international achievements.  We are responsible Democracy Rule of law Tolerance		<u><b>Was Florence Nightingale a superhero?</b></u> The lives of significant people that have contributed to national and international achievements.  We aim high We are responsible We persevere We are considerate Individual liberty Democracy Tolerance Mutual respect

## Acorn Class Long Term Curriculum Plan 23/24

		<p>a toy from the past and a toy from the 21st Century.</p> <p><b>EYFS - DEVELOPMENT MATTERS</b></p> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> </ul> <p><b>MILESTONE 1</b></p> <p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>• Recognise the distinction between past and present</li> <li>• Order and sequence some familiar events and objects.</li> <li>• Identify some similarities and differences between ways of life at different times.</li> <li>• Use some everyday terms about the passing of time such as 'a long time ago' and 'before'</li> </ul> <p><b>Events, People and Changes:</b></p> <ul style="list-style-type: none"> <li>• Retell some events from beyond their living memory which are significant nationally or globally.</li> <li>• Describe some changes within their living memory (including aspects of national life where appropriate)</li> </ul> <p><b>Communication:</b></p>		<p>Bespoke to children's interests</p> <p>Topic based</p> <p>Purposeful writing focus</p> <p><b>Cross Curricular Writing</b></p> <p>To write a diary entry about the Great Fire of London based on the work of Samuel Pepys.</p> <p><b>EYFS - DEVELOPMENT MATTERS</b></p> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><b>ELG</b></p> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>MILESTONE 1</b></p> <p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>• Recognise the distinction between past and present</li> </ul>		<p><b>Cross Curricular Writing</b></p> <p>To write a diary entry as Florence (recount)</p> <p><b>EYFS – ELG</b></p> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>MILESTONE 1</b></p> <p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>• Recognise the distinction between past and present</li> <li>• Order and sequence some familiar events and objects.</li> <li>• Identify some similarities and differences between ways of life at different times.</li> <li>• Use some everyday terms about the passing of time such as 'a long time ago' and 'before'</li> </ul> <p><b>Events, People and Changes:</b></p>
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## Acorn Class Long Term Curriculum Plan 23/24

	<ul style="list-style-type: none"> <li>• Describe special or significant events.</li> <li>• Retell simple stories or events from the past.</li> <li>• Use simple historical terms</li> </ul> <p><b>Enquiry, interpretation and using Sources:</b></p> <ul style="list-style-type: none"> <li>• Make simple observations about different people, events, beliefs and communities.</li> <li>• Use sources to answer simple questions about the past e.g. which object is older? How do we know?</li> <li>• Identify some of the basic ways in which the past can be represented.</li> <li>• Choose parts of stories and other sources to show what they know about the past</li> </ul> <hr/> <p><b>Vocabulary</b> Past, Present, Then/now, Century, Old/new, Long ago and a Lifetime</p>		<ul style="list-style-type: none"> <li>• Order and sequence some familiar events and objects.</li> <li>• Identify some similarities and differences between ways of life at different times.</li> <li>• Use some everyday terms about the passing of time such as 'a long time ago' and 'before'</li> </ul> <p><b>Events, People and Changes:</b></p> <ul style="list-style-type: none"> <li>• Retell some events from beyond their living memory which are significant nationally or globally.</li> <li>• Describe some changes within their living memory (including aspects of national life where appropriate)</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Describe special or significant events.</li> <li>• Retell simple stories or events from the past.</li> </ul>		<ul style="list-style-type: none"> <li>• Retell simple stories or events from the past</li> <li>• Talk about what/who was significant in simple historical accounts.</li> <li>• Recognise some basic reasons why people in the past acted as they did.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Use simple historical terms</li> <li>• Demonstrate simple historical concepts and events through role-play, drawing and writing.</li> </ul> <hr/> <p><b>Vocabulary</b> Florence Nightingale, cared, nursed, supplies, hospital, Crimea, Crimean War, Scutari, soldiers, injured, government, problem, solution.</p>
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## Acorn Class Long Term Curriculum Plan 23/24

				<ul style="list-style-type: none"><li>• Use simple historical terms</li></ul> <b>Enquiry, interpretation and using Sources:</b> <ul style="list-style-type: none"><li>• Make simple observations about different people, events, beliefs and communities.</li><li>• Use sources to answer simple questions about the</li></ul>		
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## Acorn Class Long Term Curriculum Plan 23/24

Science	<p><b>Do all animals breathe air and eat meat?</b></p> <p>Animals including humans (animal focus)</p> <p>We are considerate</p> <p>Exposure to a wide range of job opportunities.</p> <p>Bespoke to children's interests</p> <p>Looking at the bigger picture</p> <p>Purposeful writing focus</p> <p><b>Cross Curricular Writing</b></p> <p>To write a character description about a chosen animal.</p> <p><b>EYFS - DEVELOPMENT MATTERS</b></p> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>	<p><b>What is smashing stereotypes?</b></p> <p>Scientists and inventors</p> <p>We aim high</p> <p>Exposure to a wide range of job opportunities.</p> <p>Looking at the bigger picture</p> <p>Health</p> <p><b>EYFS - DEVELOPMENT MATTERS</b></p> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Show interest in different occupations.</li> <li>• Explore the natural world around them.</li> </ul> <p><b>Smashing stereotypes in science</b></p> <ul style="list-style-type: none"> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• To explore how scientists are diverse.</li> </ul> <p><b>Doctor's Surgery</b></p> <ul style="list-style-type: none"> <li>• To use their observations and ideas to suggest answers to Questions</li> <li>• To describe the importance for humans of exercise, of eating the right amounts of different types of food, and hygiene</li> </ul> <p><b>Discovering Germs</b></p>	<p><b>What is the best material for a picnic blanket?</b></p> <p>Everyday materials</p> <p>We aim high</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>EYFS - DEVELOPMENT MATTERS</b></p> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Talk about the differences between materials and changes they notice.</li> </ul> <p><b>MILESTONE 1</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> </ul> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <ul style="list-style-type: none"> <li>• Describe the simple physical properties of a variety of everyday materials and Find out how the shapes of solid objects made from some materials</li> </ul>	<p><b>Can you only feel with your fingers?</b></p> <p>Animals including humans (Senses)</p> <p>We are considerate</p> <p>Mutual respect</p> <p>Looking at the bigger picture</p> <p>Encourages problem solving</p> <p><b>EYFS - DEVELOPMENT MATTERS</b></p> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Use all their senses in hands-on exploration of natural materials.</li> </ul> <p><b>MILESTONE 1</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b>Observing and Observing over time:</b></p> <ul style="list-style-type: none"> <li>• Using their senses to compare different textures, sounds and smells.</li> </ul> <p><b>Skills &amp; Enquiry</b></p>	<p><b>Can we convert the PE cupboard into a greenhouse?</b></p> <p>Plants</p> <p>We are considerate</p> <p>We are responsible</p> <p>Mutual respect</p> <p>Exposure to a wide range of job opportunities.</p> <p>Bespoke to children's interests</p> <p>Looking at the bigger picture</p> <p>Encourages problem solving</p> <p><b>EYFS - ELG</b></p> <p><b>Cross Curricular Writing</b></p> <p>Explanation text - How plants grow</p> <p><b>EYFS - ELG</b></p> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p><b>MILESTONE 1</b></p> <p><b>Knowledge:</b></p>	<p><b>Are all trees the same?</b></p> <p>Plants</p> <p>We are considerate</p> <p>We are responsible</p> <p>Mutual respect</p> <p>Exposure to a wide range of job opportunities.</p> <p>Bespoke to children's interests</p> <p>Looking at the bigger picture</p> <p>Encourages problem solving</p> <p><b>EYFS - ELG</b></p> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p><b>MILESTONE 1</b></p> <p><b>Knowledge:</b></p>
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## Acorn Class Long Term Curriculum Plan 23/24

<p><b>MILESTONE 1</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.</li> <li>Identify and name a variety of common animals that are carnivores, herbivores, and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets)</li> </ul> <p><b>Skills &amp; Enquiry</b></p> <p><b>Observing and Observing over time:</b></p> <ul style="list-style-type: none"> <li>Using their observations to compare and contrast animals at first hand or through videos and photographs.</li> </ul> <p><b>Identifying and Classifying:</b></p> <ul style="list-style-type: none"> <li>Describing how they identify and group them...grouping animals according to what they eat.</li> </ul> <p><b>Vocabulary</b></p> <p>fish, amphibians, reptiles, birds, mammals.</p>	<ul style="list-style-type: none"> <li>To describe the importance of hygiene to humans</li> <li>To use their observations and ideas to answer simple question</li> </ul> <p><b>Wrapping up warm</b></p> <ul style="list-style-type: none"> <li>To perform simple tests</li> <li>To compare a variety of everyday materials on the basis of their simple Properties.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Scientist, diverse, diversity, stereotype, background.</li> <li>Doctor, science, Elizabeth Garrett Anderson, surgery, healthy, exercise, diet, hygiene, clean.</li> <li>Louis Pasteur, germs, handwashing, spread, disease, illness.</li> <li>Winter, ear muffs, Chester Greenwood, warm, material, properties.</li> </ul>	<p>can be changed by squashing, bending, twisting and stretching. (Year 1 to compare and group them).</p> <p><b>Skills &amp; Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask questions - distinguish between an object and the material from which it is made.</li> <li>Observing - Describe the simple physical properties of a variety of everyday materials.</li> <li>Comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs).</li> <li>Identifying and Classifying - Identifying and classifying the uses of different materials, and recording their observations.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>Comparative and Fair testing - Performing simple tests to explore questions, for example: 'What is the</li> </ul>	<ul style="list-style-type: none"> <li>Using their observations and ideas to suggest answers to questions:</li> <li>Using their senses to compare different textures, sounds and smells.</li> </ul> <p><b>Vocabulary</b></p> <p>head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.</p>	<p>world around them, including the seasons and changing states of matter.</p> <p><b>MILESTONE 1</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><b>Skills &amp; Enquiry</b></p> <ul style="list-style-type: none"> <li>Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb.</li> <li>Setting up a comparative test to show that plants need light and water to stay healthy.</li> </ul> <p><b>Vocabulary</b></p> <p>Leaves, flowers, blossom, petals, fruit, root, seed, trunk, branch, stem, bark, stalk, bud, light, shade, sun, warm, cool, water, grow, healthy</p>	<ul style="list-style-type: none"> <li>Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</li> </ul> <p><b>Skills &amp; Enquiry</b></p> <ul style="list-style-type: none"> <li>Observing closely, using simple equipment.</li> <li>Identifying and classifying.</li> </ul> <p><b>Vocabulary</b></p> <p>Garden plants, wild plants, weeds, daisy, dandelion, buttercup, nettles, rose, pansy, iris, sunflower, sweetpea, lavender, clover, grass, identify, observe.</p> <p>Tree, roots, leaves, fruit, deciduous, evergreen, nuts, cones, trunk, bark, branches, blossom, identify, identification, oak, horse chestnut, cedar, beech, maple, hawthorn, sycamore, holly, yew, spruce, cypress.</p> <p>Root, stem, fruit, vegetables, leaves, flower, seeds, sort, group, observe, identify, similar, different.</p> <p>Plant, wild plant, weed, garden plant, deciduous, evergreen, roots, stem,</p>
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## Acorn Class Long Term Curriculum Plan 23/24

			<p>best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'</p> <p><b><u>Vocabulary</u></b>  Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through.  Year 2: Year 1 plus opaque, transparent and translucent, reflective, non- reflective, flexible, rigid, Shape, push/pushing, pull/puling, twist/twisting, squash/squashing, bend/bending, stretch/stretching</p>			<p>leaves, flowers, fruit, compare, similar, different, sort, groups.</p>
DT		<p><b><u>How can we protect the 3 little pigs?</u></b></p> <p>Structures  We are considerate  We stand together  We are responsible  Tolerance</p>	<p><b><u>What sandwich would I keep in my hat?</u></b></p> <p>Food technology  We are responsible  Tolerance  Health</p>	<p><b><u>Can I bring my story to life?</u></b></p> <p>Computing  We persevere  Exposure to a wide range of job opportunities.</p>		

## Acorn Class Long Term Curriculum Plan 23/24

		<p><b>Mutual respect</b> Encourages problem solving</p> <p><b>EYFS - DEVELOPMENT MATTERS</b></p> <p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p><b>MILESTONE 1</b></p> <ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> <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>	<p>Exposure to a wide range of job opportunities.</p> <p><b>EYFS - DEVELOPMENT MATTERS</b></p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Build constructive and respectful relationships.</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p> <p>Manage their own needs. - Personal hygiene</p> <p><b>MILESTONE 1</b></p>	<p>Bespoke to children's interests</p> <p><b>EYFS - DEVELOPMENT MATTERS</b></p> <p>Describe events in some detail.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b>MILESTONE 1</b></p> <ul style="list-style-type: none"> <li>• Design products that have a clear purpose and an intended user.</li> <li>• Make products, refining the design as work progresses.</li> <li>• Use software to design. Model designs using software.</li> </ul> <p><b>Vocabulary</b></p>		
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## Acorn Class Long Term Curriculum Plan 23/24

		<p>Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</p> <p><b>Vocabulary</b></p> <p>specification foundation bricks straw sticks wall roof chimney door window glue hammer nails saw build design strong secure shelter construction plan</p>	<ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically.</li> <li>• Measure or weigh using measuring cups or electronic scales.</li> <li>• Assemble or cook ingredients.</li> </ul> <p><b>Vocabulary</b></p>			
Art and Design	<u>What would a pet dinosaur look like?</u>				<p><u>Can I be an artist inspired by Georgia O'Keefe?</u></p> <p>Drawing/Painting</p> <p>We aim high Exposure to a wide range of job opportunities. Bespoke to children's interests</p>	<p><u>Can I create my own Lichtenstein superhero?</u></p> <p>Painting/Digital media Exposure to a wide range of job opportunities We persevere</p> <p><b>EYFS - DEVELOPMENT MATTERS</b></p>
	<p><b>Printing</b></p> <p>Mutual respect Bespoke to children's interests</p>					

## Acorn Class Long Term Curriculum Plan 23/24

<p><b>EYFS - DEVELOPMENT MATTERS</b></p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Continue, copy and create repeating patterns.</p> <p><b>MILESTONE 1</b></p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> </ul>				<p><b>EYFS - DEVELOPMENT MATTERS</b></p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><b>MILESTONE 1</b></p> <p>Describe the work of notable artists, artisans and designers.</p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul> <p><b>MILESTONE 1</b></p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul> <p><u>Painting</u></p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> </ul>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p><b>MILESTONE 1</b></p> <p>Describe the work of notable artists, artisans and designers.</p> <ul style="list-style-type: none"> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul> <p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul> <p><u>Painting</u></p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> </ul>
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## Acorn Class Long Term Curriculum Plan 23/24

	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul> <p><b>Vocabulary</b>          charcoal          texture          thick          thin          layer          bumpy          smooth</p>				<p><b>Painting</b></p> <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> <li>• Explore ideas and collect visual information.</li> </ul> <p><b>Vocabulary</b></p>	<p><b>Digital media</b></p> <ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul> <p><b>Vocabulary</b></p>
<p><b>Lancashire Agreed Syllabus – From Summer Term - KS1 Two Year Cycle Year RE</b></p>	<p><b>Does God want Christians to look after the world?</b></p> <p>Christianity - God/Creation</p> <p>We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.</p> <p><i>We are considerate</i>  <i>We stand together</i></p>	<p><b>What gifts might Christians, in Wigan, have given Jesus if he had been born here rather than in Bethlehem?</b></p> <p>Christianity - Incarnation</p> <p>We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.</p> <p><i>We stand together</i>  <i>Tolerance</i>  <i>Mutual respect</i></p>	<p><b>Was it always easy for Jesus to show friendship?</b></p> <p>Christianity - Incarnation</p> <p>We are learning to identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult</p> <p><i>We are considerate</i>  <i>We stand together</i>  <i>We are responsible</i>  <i>Tolerance</i>  <i>Mutual respect</i></p>	<p><b>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</b></p> <p>Christianity - Salvation</p> <p>We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</p> <p><i>We are considerate</i>  <i>Tolerance</i>  <i>Mutual respect</i></p>	<p><b>What do Hindus believe about God?</b></p> <p>Hindusim</p> <p>One God in many forms, God in all things, Expressing ideas about God</p> <p><i>We are considerate</i>  <i>We stand together</i>  <i>Tolerance</i>  <i>Mutual respect</i>  <i>Looking at the bigger picture</i></p>	<p><b>How might some people show that they 'belong' to God?</b></p> <p>Christianity (Church)</p> <p>Baptism, Belonging</p> <p><i>We are considerate</i>  <i>We stand together</i>  <i>Tolerance</i>  <i>Mutual respect</i>  <i>Looking at the bigger picture</i></p>

## Acorn Class Long Term Curriculum Plan 23/24

<p><b>Tolerance</b> <b>Mutual respect</b> Looking at the bigger picture</p> <p><b>EYFS - DEVELOPMENT MATTERS</b></p> <ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Think about the perspectives of others.</li> </ul> <p><b>MILESTONE 1</b></p> <ul style="list-style-type: none"> <li>• Describe some of the teachings of a religion.</li> <li>• Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>• Ask questions about puzzling aspects of life.</li> <li>• Identify how they have to make their own choices in life.</li> <li>• Explain how actions affect others.</li> </ul> <p><b>Vocabulary</b> Believing/Behaving, Christian, Creation, disrespected/ damaged, God.</p>	<p>Bespoke to children's interests</p> <p><b>EYFS - DEVELOPMENT MATTERS</b></p> <ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Think about the perspectives of others.</li> </ul> <p><b>MILESTONE 1</b></p> <ul style="list-style-type: none"> <li>• Describe some of the main festivals or celebrations of a religion.</li> <li>• Recognise, name and describe some religious artefacts, places and practices.</li> <li>• Name some religious symbols.</li> </ul> <p><b>Vocabulary</b> Believing/Belonging, gift, Christmas, gold, frankincense and myrrh, Jesus, Mary, Joseph, Christians</p>	<p><b>Individual liberty</b> Looking at the bigger picture</p> <p><b>EYFS - DEVELOPMENT MATTERS</b></p> <ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Think about the perspectives of others.</li> </ul> <p><b>MILESTONE 1</b></p> <ul style="list-style-type: none"> <li>• Describe some of the teachings of a religion.</li> <li>• Relate emotions to some of the experiences of religious figures studied.</li> <li>• Understand values</li> </ul> <p>This concept involves an appreciation of how many people place values as an important aspect of their lives.</p> <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> <p><b>Vocabulary</b></p>	<p>Looking at the bigger picture</p> <p><b>EYFS - DEVELOPMENT MATTERS</b></p> <ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Think about the perspectives of others.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>MILESTONE 1</b></p> <ul style="list-style-type: none"> <li>• Describe some of the teachings of a religion.</li> <li>• Describe some of the main festivals or celebrations of a religion.</li> </ul>	<p><b>Beliefs and values</b></p> <ul style="list-style-type: none"> <li>• know that Hindus believe in one God in many forms</li> <li>• know that Hindus believe that God is present in all living things</li> <li>• suggest what Hindus might learn about God from the story of the blind men and the elephant</li> </ul> <p><b>Living religious traditions</b></p> <ul style="list-style-type: none"> <li>• talk about how and why Hindus might use statues and images (murtis) in their worship</li> <li>• suggest symbolic meanings expressed in the images</li> </ul> <p><b>Shared human experience</b></p> <ul style="list-style-type: none"> <li>• talk about the different ways that people can be seen and described</li> <li>• consider how people might have multiple roles</li> </ul> <p><b>Search for personal meaning</b></p> <ul style="list-style-type: none"> <li>• reflect on how others might see them</li> <li>• talk about the different roles that they might have (friend, child, brother/sister etc.)</li> </ul>	<p><b>Beliefs and values</b></p> <ul style="list-style-type: none"> <li>• know that some Christians welcome babies into the God's family (the Church) with baptism ceremonies</li> <li>• talk about what it might mean to belong to the Church family</li> </ul> <p><b>Living religious traditions</b></p> <ul style="list-style-type: none"> <li>• identify features of baptism – eg. the font, candles, godparents</li> <li>• talk about why parents might want to have their child baptised</li> </ul> <p><b>Shared human experience</b></p> <ul style="list-style-type: none"> <li>• talk about what it means to belong to a family</li> <li>• talk about the role of families in raising children</li> </ul> <p><b>Search for personal meaning</b></p> <ul style="list-style-type: none"> <li>• talk about their own identity as part of a family and part of the school community</li> </ul> <p><b>EYFS-ELG</b></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on</li> </ul>
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## Acorn Class Long Term Curriculum Plan 23/24

			Believing/Behaving, Christians, Jesus, friendship, bible,	<ul style="list-style-type: none"> <li>• Recognise, name and describe some religious artefacts, places and practices.</li> <li>• Relate emotions to some of the experiences of religious figures studied.</li> <li>• Ask questions about puzzling aspects of life.</li> </ul>	<b>EYFS –ELG</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Explain some similarities and differences between</li> </ul>	their experiences and what has been read in class. <ul style="list-style-type: none"> <li>• 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.</li> </ul>
				<b>Vocabulary</b> Believing/Behaving, Easter, Palm Sunday, Jesus of Nazareth, Pilgrimage, Jerusalem, Roman rule,	life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	<b>Vocabulary</b> Believing/Belonging, celebration, Baptism,
					<b>Vocabulary</b> Hindusim, God – Brahman, symbolism, beliefs, three deities of the Trimurti (Shiva, Vishnu and Brahma, Lakshmi, Ganesh	
PSHE CORAM – Year 1	<u>Why do we have school rules?</u> Me and my relationships  We are considerate We stand together Tolerance Mutual respect Individual liberty Looking at the bigger picture	<u>Who are my special people?</u> Valuing Difference  We are considerate We stand together We are responsible Tolerance Mutual respect Individual liberty Diversity Bespoke to children's interests	<u>Who can help if I am feeling unsafe?</u> Keeping Safe  We are responsible Rule of law Bespoke to children's interests Looking at the bigger picture  <b>EYFS - DEVELOPMENT MATTERS</b>	<u>How can I look after myself and my school?</u> Rights and Respect  We are responsible Looking at the bigger picture Encourages problem solving  <b>EYFS - DEVELOPMENT MATTERS</b>	<u>How can I be the very best person I can be?</u> Being My best  We are responsible Health Bespoke to children's interests Looking at the bigger picture  <b>EYFS - ELG</b>	<u>How am I different to when I was a baby?</u> Growing and Changing  We are responsible Tolerance Mutual respect Health Bespoke to children's interests Looking at the bigger picture

## Acorn Class Long Term Curriculum Plan 23/24

	<p><b>EYFS - DEVELOPMENT MATTERS</b></p> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> </ul> <p><b>MILESTONE 1</b></p> <ol style="list-style-type: none"> <li>1. Why we have classroom rules?</li> <li>2. How are you listening?</li> <li>3. Thinking about feelings</li> <li>4. Our feelings</li> <li>5. Feelings and bodies</li> <li>6. Good friends</li> </ol>	<p>Looking at the bigger picture</p> <p><b>EYFS - DEVELOPMENT MATTERS</b></p> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> </ul> <p><b>MILESTONE 1</b></p> <ol style="list-style-type: none"> <li>1. Same or different?</li> <li>2. Unkind, tease or bully?</li> <li>3. Harold's school rules</li> <li>4. It's not fair!</li> <li>5. Who are our special people?</li> <li>6. Our special people balloons</li> </ol>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing:</li> </ul> <ul style="list-style-type: none"> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> <p><b>MILESTONE 1</b></p> <ol style="list-style-type: none"> <li>1. Super sleep</li> <li>2. Who can help? (1)</li> <li>3. Good or bad touches?</li> <li>4. Sharing pictures</li> <li>5. What could Harold do?</li> <li>6. Harold loses Geoffrey</li> </ol>	<ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> </ul> <p><b>MILESTONE 1</b></p> <ol style="list-style-type: none"> <li>1. Harold has a bad day</li> <li>2. Around and about the school</li> <li>3. Taking care of something</li> <li>4. Harold's money</li> <li>5. How should we look after our money?</li> <li>6. Basic first aid</li> </ol>	<ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>MILESTONE 1</b></p> <ol style="list-style-type: none"> <li>1. I can eat a rainbow</li> <li>2. Harold's wash and brush up</li> <li>3. Catch it! Bin it! Kill it!</li> <li>4. Harold learns to ride his bike</li> <li>5. Pass on the praise!</li> <li>6. Inside my wonderful body! (OPTIONAL)</li> </ol>	<p><b>EYFS – ELG</b></p> <ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>MILESTONE 1</b></p> <ol style="list-style-type: none"> <li>1. Healthy me</li> <li>2. Then and now</li> <li>3. Taking care of a baby</li> <li>4. Who can help? (2)</li> <li>5. Surprises and secrets</li> <li>6. Keeping privates private</li> </ol>
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# Acorn Class Long Term Curriculum Plan 23/24

<div> <div>Computing</div> <div>Purple Mash – Year 2</div> </div>	<p><b>Can I tell a computer what to do?</b></p> <p>Computer Science – Coding 2.1</p> <p>We persevere</p> <p>Exposure to a wide range of job opportunities.</p> <p>Encourages problem solving</p> <p><b>EYFS - DEVELOPMENT MATTERS</b></p> <ul style="list-style-type: none"> <li>• Continue, copy and create repeating patterns.</li> </ul> <p><b>MILESTONE 1</b></p> <ul style="list-style-type: none"> <li>• To understand what an algorithm is.</li> <li>• To create a computer program using an algorithm.</li> <li>• To create a program using a given design.</li> <li>• To understand the collision detection event.</li> <li>• To understand that algorithms follow a sequence.</li> <li>• To design an algorithm that follows a timed sequence.</li> <li>• To understand that different objects have different properties.</li> <li>• To understand what different events do in code.</li> </ul>	<p><b>Can a computer paint a picture?</b></p> <p>Information technology – Creating pictures 2.6</p> <p>We persevere</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>EYFS - DEVELOPMENT MATTERS</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p><b>MILESTONE 1</b></p> <ul style="list-style-type: none"> <li>• To learn the functions of the 2Paint a Picture tool.</li> <li>• To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir).</li> <li>• To recreate Pointillist art and look at the work of pointillist artists such as Seurat.</li> <li>• To learn about the work of Piet Mondrian and recreate the style using the lines template.</li> </ul>	<p><b>How can I stay safe online?</b></p> <p>Digital literacy – online safety Unit 2.2</p> <p>We are responsible</p> <p>Rule of law</p> <p>Mutual respect</p> <p>Exposure to a wide range of job opportunities.</p> <p>Bespoke to children's interests</p> <p><b>MILESTONE 1</b></p> <ul style="list-style-type: none"> <li>• To know how to refine searches using the Search tool.</li> <li>• To use digital technology to share work on Purple Mash to communicate and connect with others locally.</li> <li>• To have some knowledge and understanding about sharing more globally on the Internet.</li> <li>• To introduce Email as a communication tool using 2Respond simulations.</li> <li>• To understand how we should talk to others in an online situation.</li> <li>• To open and send simple online communications in the form of email.</li> <li>• To understand that information put online</li> </ul>	<p><b>What is a binary tree?</b></p> <p>Information technology – Questioning 2.4</p> <p>We persevere</p> <p>Exposure to a wide range of job opportunities.</p> <p>Encourages problem solving</p> <p><b>MILESTONE 1</b></p> <ul style="list-style-type: none"> <li>• To learn about data handling tools that can give more information than pictograms.</li> <li>• To use yes/no questions to separate information.</li> <li>• To construct a binary tree to identify items.</li> <li>• To use 2Question (a binary tree database) to answer questions.</li> <li>• To use a database to answer more complex search questions.</li> <li>• To use the Search tool to find information.</li> </ul> <p><b>Vocabulary</b></p> <p>Binary tree, data, database, field, pictogram, question, record, search, sort</p>	<p><b>What do I do if I don't know something?</b></p> <p>Digital Literacy – Effective Searching 2.5</p> <p>We are responsible</p> <p>Bespoke to children's interests</p> <p>Encourages problem solving</p> <p><b>MILESTONE 1</b></p> <ul style="list-style-type: none"> <li>• To understand the terminology associated with searching.</li> <li>• To gain a better understanding of searching on the Internet.</li> <li>• To create a leaflet to help someone search for information on the Internet.</li> </ul> <p><b>Vocabulary</b></p> <p>Digital footprint, domain, network, internet, search engine, web address, web page, website, world wide web.</p> <p><b>How can I use a computer to share my work?</b></p> <p>Information technology – Presenting ideas 2.8</p> <p>We persevere</p>	<p><b>Can a spreadsheet do my maths work for me?</b></p> <p>Information technology- Spreadsheets – Unit 2.3</p> <p>We persevere</p> <p>Exposure to a wide range of job opportunities.</p> <p>Encourages problem solving</p> <p><b>MILESTONE 1</b></p> <ul style="list-style-type: none"> <li>• To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine.</li> <li>• To learn how to copy and paste in 2Calculate.</li> <li>• To use the totalling tools.</li> <li>• To use a spreadsheet for money calculations.</li> <li>• To use the 2Calculate equals tool to check calculations.</li> <li>• To use 2Calculate to collect data and produce a graph.</li> </ul> <p><b>Vocabulary</b></p> <p>Block graph, cell, column, copy, count tool, data, drag, equals, equal to, label, row, speak tool, total, table.</p>
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## Acorn Class Long Term Curriculum Plan 23/24

	<ul style="list-style-type: none"> <li>• To understand the function of buttons in a program.</li> <li>• To understand and debug simple programs.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn about the work of William Morris and recreate the style using the patterns template.</li> <li>• To explore surrealism and eCollage.</li> </ul>	<ul style="list-style-type: none"> <li>leaves a digital footprint or trail.</li> <li>• To identify the steps that can be taken to keep personal data and hardware secure.</li> </ul>		<p>Exposure to a wide range of job opportunities Bespoke to children's interests Purposeful writing focus Encourages problem solving</p> <p><b>MILESTONE 1</b></p> <ul style="list-style-type: none"> <li>• To explore how a story can be presented in different ways.</li> <li>• To make a quiz about a story or class topic.</li> <li>• To make a fact file on a non-fiction topic.</li> <li>• To make a presentation to the class.</li> </ul>	
	<p><b>Vocabulary</b> Action, code, event, algorithm, Command, Background, Execute, Debug, Input, Collision detection, Implement, Interaction, Output, Instructions, Object, Properties, Run</p>	<p><b>Vocabulary</b> Art, palette, style, pointillism, impressionism, surrealism,</p>	<p><b>Vocabulary</b> Attachment, filter, private information, digital footprint, internet, search, email, personal information, secure, sharing,</p> <p><u>Could I use a computer to make music?</u> Information technology – Making Music 2.7</p> <p>We persevere We aim high Mutual respect Exposure to a wide range of job opportunities. Bespoke to children's interests Encourages problem solving</p> <p><b>EYFS - DEVELOPMENT MATTERS</b></p> <ul style="list-style-type: none"> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>		<p><b>Vocabulary</b> E-book, fact file, fiction, mind map, node, nonfiction, presentation, quiz</p>	

## Acorn Class Long Term Curriculum Plan 23/24

			<b>MILESTONE 1</b> <ul style="list-style-type: none"> <li>• To make music digitally using 2Sequence.</li> <li>• To explore, edit and combine sounds using 2Sequence.</li> <li>• To edit and refine composed music.</li> <li>• To think about how music can be used to express feelings and create tunes which depict feelings.</li> <li>• To upload a sound from a bank of sounds into the Sounds section.</li> <li>• To record and upload environmental sounds into Purple Mash.</li> <li>• To use these sounds to create tunes in 2Sequence</li> </ul>			
			<b>Vocabulary</b> Beat, tune, speed, compose, sound effect, tempo, note, soundtrack, volume			
PE Chorley (SSP)	<u>What qualities does a good footballer need?</u>  Invasion games - Football  We aim high <b>Mutual respect</b> Exposure to a wide range of job opportunities.	<u>What makes gymnastics a performance?</u>  Gymnastics  We aim high <b>Mutual respect</b> Exposure to a wide range of job opportunities.	<u>How Can Dance tell a story?</u>  Dance  We aim high <b>Mutual respect</b> Exposure to a wide range of job opportunities.	<u>How can a map stop me from getting lost?</u> Outdoor and Adventurous  We aim high <b>Mutual respect</b> Exposure to a wide range of job opportunities. Health	<u>Why are tactics important in tennis?</u>  Net and Wall - Tennis  We aim high <b>Mutual respect</b> Exposure to a wide range of job opportunities.	<u>How could I complete in the Olympics?</u>  Athletics  We aim high <b>Mutual respect</b> Exposure to a wide range of job opportunities.

## Acorn Class Long Term Curriculum Plan 23/24

	Health Bespoke to children's interests	Health Bespoke to children's interests	Health Bespoke to children's interests	Bespoke to children's interests Encourages problem solving	Health Bespoke to children's interests	Health Bespoke to children's interests
Music	Curriculum Music  (Lancashire Music Service)					

## Acorn Class Long Term Curriculum Plan 23/24

<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> English Cross Curricular </div>	<u>Can a dinosaur be a friend?</u> Story with a fantasy setting Captain Flinn and the Dinosaurs <b>Modelled:</b> innovated Captain Flynn and the pirate dinosaurs <b>Independent:</b> Captain Flynn and the pirate dinosaurs treasure	<u>Can I make up a story that Oak class have never heard before?</u> Traditional tales – Hop Toad and Pearls <b>Modelled:</b> To write an innovated story based on Hop-Toads and Pearls <b>Independent:</b> Choose and retell a different traditional tale after a day of familiarization and planning. We stand together Tolerance Mutual respect	<u>Do all bears growl?</u> Stories in a familiar setting Paddington Bear <b>Modelled:</b> Innovated Paddington story changing location to Wrightington and the problem. <b>Independent:</b> Innovated Letter from Paddington to Aunt Lucy We persevere We are considerate We aim high Tolerance Mutual respect Purposeful writing focus	<u>Can I be the main character in a story?</u> Story on a theme Katie in London <b>Modelled:</b> To write an innovated version of the story with themselves as the character. <b>Independent:</b> Write a retelling of the story with their character in Chorley. We aim high We are responsible Diversity Bespoke to children's interests Looking at the bigger picture Topic based Purposeful writing focus	<u>Can I use my own words to tell the story of Peter Rabbit?</u> Animal Stories Peter Rabbit <b>Modelled:</b> <b>Independent:</b> Can my poem be performed in Mossy Meadow? Sound poems <b>Modelled:</b> <b>Independent:</b> Can my explanation help other children to become gardeners? Explanation text How plants grow <b>Modelled:</b> <b>Independent:</b>	<u>Can I write a story to entertain children in a hospital?</u> Repetitive patterned stories Supertato <b>Modelled:</b> <b>Independent:</b> Can I be a poem superhero and learn my poem off by heart? Poem to learn by heart <b>Modelled:</b> <b>Independent:</b> Can my words inspire Oak Class to Aim High? Non Chronological Report Modern superhero <b>Modelled:</b> <b>Independent:</b>
	<u>Can I write a poem for the Reception children to perform?</u> Poem on a theme <b>Modelled:</b> Roar <b>Independent:</b> Mossy stomp	<u>Can I create a flip flap book to tell the Reception children about the history of toys?</u> Non Chronological Report- Toys <b>Modelled:</b> <b>Independent:</b> Bespoke to children's interests We persevere Topic based Purposeful writing focus	<u>Can I write a set of instructions for a teddy bear's picnic?</u> <b>Modelled:</b> Making a Marmalade sandwich <b>Independent:</b> Making their own sandwich (designed in DT) We persevere Diversity Exposure to a wide range of job opportunities. Health Bespoke to children's interests	<u>Can I write a newspaper report to help Class 3 with their History topic?</u> Recount Great Fire of London/Diary entry <b>Modelled:</b> write a diart entry by SP		
	<u>Could a dinosaur live in Mossy Meadow?</u> Non Chronological report- Habitat of a dinosaur <b>Modelled:</b> innovate on dinosaur <b>Independent:</b> single text box					

## Acorn Class Long Term Curriculum Plan 23/24

				Topic based Purposeful writing focus Encourages problem solving	Independent: Write a diary entry from the maid Mutual respect Exposure to a wide range of job opportunities. Bespoke to children's interests Topic based Purposeful writing focus			
	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2
Year 2 Guided Reading (Yr 1 phonics)	Hairy Maclary from Donaldson's Dairy by Lynley Dodd	The Storm Whale by Benji Davies	Beegu by Alexis Deacon	Izzy Gizmo by Pip Jones and Sara Ogiline	Flat Stanley by Jeff Brown	They all saw a Cat by Brendan Wenzel	We Found a Hat by Jon Klassen	Selection of nonfiction and poetry books.
	Year 1 – Linked to phonics (see phonics planning*)							

## Acorn Class Long Term Curriculum Plan 23/24

	<b>Year 2 – Spelling Shed</b>	1.Words where ‘dge’ makes a /j/ sound 2.Words where ‘ge’ makes a /j/ sound 3. Words where ‘g’ makes a /j/ sound 4.Words where ‘c’ makes a /s/ sound before ‘e’, ‘i’ and ‘y’ 5.Words where ‘kn’ and ‘gn’ make a /n/ sound at the beginning of words 6.Challenge Words	7.Words where ‘wr’ makes a /r/ sound at the beginning of words 8.Words ending in ‘le’ 9.Words ending in ‘el’ 10.Words ending in ‘al’ 11.Words ending in ‘il’ 12.Challenge Words	13.Words where ‘y’ makes an /igh/ sound 14.Words where ‘-es’ is added to words ending in ‘y’ 15.Words where ‘-ed’ is added to words ending in ‘y’ 16.Words where ‘-er’ and ‘-est’ are added to words ending in ‘y’ 17.Words where ‘-ing’ is added to words ending in ‘e’ 18.Challenge Words	19.Words where ‘-er’, ‘-est’ and ‘-ed’ is added to words ending in ‘e’ 20.Words where ‘-ing’ is added to single syllable words 21.Words where ‘-ed’ is added to single syllable words 22.Words where ‘a’ makes an /or/ sound 23.Words where ‘o’ makes an /u/ sound 24.Challenge Words	25.Words where ‘ey’ makes an /ee/ sound 26.Words where ‘a’ makes an /o/ sound 27.Words where ‘or’ and ‘ar’ make an /er/ or /or/ sound 28.Words where ‘s’ makes an /z/ sound 29.Words ending in ‘-ment’ and ‘-ness’ 30.Words ending in ‘-ful’ and ‘-less’	31.Words that are homophones or near homophones 32.Words that are homophones or near homophones 33.Words ending in ‘-tion’ 34.Words containing an apostrophe for contraction 35.Words containing an apostrophe for possession 36.Challenge Words
<b>Maths – White Rose Maths (see WRM for further details)</b>	<b>Year R</b>	<b>Match, Sort and Compare</b>  Talk about measure and patterns	<b>It’s me 1,2,3</b>  Circles and Triangles  1,2,3,4,5  Shapes with 4 sides	<b>Alive in 5</b>  Mass and Capacity  Growing 6,7,8	<b>Length, Height and Time</b>  Building 9 and 10  Explore 3D shapes	<b>To 20 and beyond</b>  How many more?  Manipulate, Compose and Decompose	<b>Sharing and Grouping</b>  Visualise, build and map  Make connections  Consolidation
	<b>Year 1</b>	Place Value (within 10)  Addition and Subtraction (within 10)	Addition and Subtraction (within 20)  Shape	Place Value (within 20)  Addition and Subtraction (within 20)	Place Value (within 50)  Length and Height  Mass and Volume	Multiplication and Division  Fractions  Geometry and Position	Money  Time  Consolidation
	<b>Year 2</b>	Place Value  Addition and Subtraction	Addition and Subtraction  Shape	Money  Multiplication and Division	Length and Height  Mass, Capacity and Temperature	Fractions  Time	Statistics  Position and Direction  Consolidation