

Acorn Class Long Term Curriculum Plan 25/26

	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
Enhancements	Virtual School Visits – Rosa Parks Inside role play Outside role play	Place of worship visit – Tunley UR Church Lowry Gallery trip Children in Need Christmas play Inside role play Outside role play	Pantomime Tunley Woods visit Diwali party Visit from artist Zak Last Inside role play Outside role play	Pancake day races Easter egg hunt World Book Day Green screen Inside role play Outside role play	Virtual school visits - whole-day virtual workshop on the South American Amazon. Planting Chocolate Collective School Workshop Visit from Prags - Hinduism Inside role play Outside role play	Homes a Long Time Ago – Astley Hall visit Focus week at St. George’s Inside role play Outside role play
Class Reader	Look Up by Nathan Bryon Clean Up by Nathan Bryon Ruby’s Worry by Tom Percival Lulu’s First Day by Anna McQuinn https://www.booksfortopics.com/booklists/topics/diversity-inclusion/bame-characters/	Stickman by Julia Donaldson What the Ladybird Heard at Christmas by Julia Donaldson The Robin Who Stole Christmas by Rachel Morrisroe https://www.booksfortopics.com/christmas	The True Story of the Three Little Pigs by Jon Scieszka Don’t Pick Your Nose Pinocchio by Steve Smallman Stinky Jack and the Beanstalk by Steve Smallman https://www.booktrust.org.uk/booklists/t/twisted-fairy-tales-childrens/	Golden Domes & Silver Lanterns by Hena Khan Amazing by Steve Antony https://www.booksfortopics.com/ks1-diverse-inclusive	Oliver’s Vegetables by Vivian French The Gigantic Turnip by Aleksei Tolstoy The Big Book of Blooms by Yuval Zommer https://www.booksfortopics.com/growing-ks1	In Every House on Every Street by Jess Hitchman Building a Home by Polly Faber https://www.booksfortopics.com/houses-and-homes
School/ British Values	Democracy	Rule of law	Tolerance	Diversity	Mutual respect	Individual liberty
Values	We persevere	We are considerate	We aim high	We stand together	We are responsible	Christian values

Acorn Class Long Term Curriculum Plan 25/26

Geography		<p><u>What does a bird see when it flies over our school?</u></p> <p>Bespoke to children’s interests Looking at the bigger picture</p> <p>Topic: Local study Identify land use around the school.</p> <p><u>EYFS:</u> They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><u>Milestone 1:</u></p> <ul style="list-style-type: none"> • key human features, 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><u>How do we know what the weather is going to be tomorrow?</u></p> <p>We are responsible Bespoke to children’s interests Looking at the bigger picture Topic based</p> <p>Topic: Weather Key physical features, including weather.</p> <p><u>EYFS:</u> Children know that the environment and living things are influenced by human activity</p> <p><u>Milestone 1:</u></p> <ul style="list-style-type: none"> • 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><u>Vocabulary:</u> <i>Weather, seasons, hot, cold, winter, summer, spring, autumn, climate Equator, North and South Pole.</i></p>	<p><u>How would my life be different if I lived in Brazil?</u></p> <p>We are responsible We are considerate Looking at the bigger picture Topic based Diversity</p> <p>Topic: South America</p> <p><u>EYFS:</u></p> <ul style="list-style-type: none"> • 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><u>Milestone 1:</u></p> <ul style="list-style-type: none"> • 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. Identify seasonal and daily weather patterns in the •United Kingdom and the 	

Acorn Class Long Term Curriculum Plan 25/26

		<p><u>Vocabulary:</u> <i>Road, house, school, city, town, village, factory, farm, house, office, shop, aerial, environment, landmarks, human and physical features.</i></p>			<p>location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><u>Vocabulary:</u> <i>Capital, continent, city, village, United Kingdom, England, Scotland, Northern Ireland, Wales, 7 continents, 5 oceans, London, Cardiff, Belfast, Edinburgh, English, South America, Brazil, atlas, globe.</i></p>	
History	<p>What makes someone amazing? (Hamilton) <i>We stand together</i> <i>We are considerate</i> Democracy Mutual respect Diversity Topic based Topic: Describe significant people from the past. <i>Black history month 1st – 31st October 2025</i></p> <p>EYFS: Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Milestone 1:</p>		<p>Has there always been a school on Mossy Lea Road? Bespoke to children's interests Looking at the bigger picture Topic based Topic: Local Study</p> <p>EYFS: •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. •They</p>			<p>Have houses always had windows? Bespoke to children's interests Topic based Topic: Beyond living memory Houses and Homes</p> <p>EYFS: Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Milestone 1: • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades</p>

Acorn Class Long Term Curriculum Plan 25/26

	<ul style="list-style-type: none"> • Identify some of the different ways the past has been represented. • Recognise that there are reasons why people in the past acted as they did. <p><u>Vocabulary:</u> <i>Past/present, significant, important, history, today yesterday, tomorrow, timeline, remember, famous, event.</i></p>		<p>understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p> <p>Milestone 1:</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. <p><u>Vocabulary:</u> <i>Long time ago, artefacts, compare, similar / different, when / why.</i></p>			<p>and centuries to describe the passing of time.</p> <ul style="list-style-type: none"> • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. <p><u>Vocabulary:</u> <i>Changes, last year/week/day/month, same, lives, memory, local, national, British</i></p>
--	---	--	--	--	--	--

Acorn Class Long Term Curriculum Plan 25/26

DT	<p><u>Can I bring my puppet to life?</u> We persevere Exposure to a wide range of job opportunities. Bespoke to children's interests Encourages problem solving Topic: Textiles Use a variety of techniques to create a puppet including cutting, gluing, stapling and pinning. EYFS: <ul style="list-style-type: none"> •Realises tools can be used for a purpose •Experiments to create different textures •Selects tools and techniques needed to shape, assemble and join materials they are using. Milestone 1: <ul style="list-style-type: none"> •Shape textiles using templates. •Join textiles using running stitch. •Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). Vocabulary:</p>			<p><u>Can I make a car powered by the weather?</u> We persevere Exposure to a wide range of job opportunities. Bespoke to children's interests Topic based Encourages problem solving Topic: Construction Linked to Science investigation - build vehicles for wind resistance. EYFS: <ul style="list-style-type: none"> •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. Milestone 1: <ul style="list-style-type: none"> • Create products using levers, wheels and winding mechanisms. • Design products that have a clear purpose and an intended user. Vocabulary:</p>		<p><u>Who can keep the marble off the floor the longest?</u> We persevere Bespoke to children's interests Topic based Encourages problem solving Topic: Materials (cutting) Marble run EYFS: <ul style="list-style-type: none"> •They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Milestone 1: Cut materials safely using tools provided. <ul style="list-style-type: none"> • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen) Vocabulary:</p>
----	--	--	--	--	--	--

Acorn Class Long Term Curriculum Plan 25/26

	<p><i>Cutting, gluing, sticking, pattern, join, mark out, decorate, running stitch, needle, fabric, template, quality, suitable, features, dye, overstretch, design, seam.</i></p>			<ul style="list-style-type: none"> • Make products, refining the design as work progresses. • Use software to design. <p>Vocabulary: Purpose, levers, wheels, axel, fixed, free, make, body, cab, shaping, mechanism, lever, slider, slot, pivot, guide/bridge, masking tape, fastener, pull/push, straight, design, evaluate, purpose</p>		<p>Hinges, function, hacksaw, vice, dowel, fold, fix, weak, strong, base, underneath, thicker, thinner, corner, down, point, straight, curved.</p>
Science	<p><u>Why is Mae Jamison so amazing?</u> <i>We aim high</i> <i>We are considerate</i> <i>Mutual respect</i> <i>Diversity</i> <i>Topic based</i> Topic: Scientists and inventors</p> <p><u>EYFS:</u> Looks closely at similarities, differences, patterns and change</p> <p><u>Milestone 1:</u> <ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. <i>Vocabulary:</i></p>	<p><u>Should I eat chocolate every day?</u> <i>Health</i> <i>Looking at the bigger picture</i> <i>Topic based</i> Topic: Animals including humans</p> <p><u>EYFS:</u> They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Milestone 1:</u> Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>	<p><u>Would a mouse eat a bear?</u> <i>Bespoke to children's interests</i> Topic: Living things and their habitats</p> <p><u>EYFS:</u> They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Milestone 1:</u> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, that are dead and that have never been alive. • Describe how animals obtain their food from plants and other animals, </p>	<p><u>How do we know what the weather is going to be tomorrow?</u> <i>Bespoke to children's interests</i> <i>Looking at the bigger picture</i> Topic: Seasonal Changes (Spring & Summer)</p> <p><u>EYFS:</u> Looks closely at similarities, differences, patterns and change</p> <p><u>Milestone 1:</u> Observe changes across the four seasons.</p> <p><i>Vocabulary:</i> <i>Seasons, seasonal change, spring, summer, autumn, winter, weather, sun,</i></p>	<p><u>Can I get chocolate from a plant?</u> <i>Bespoke to children's interests</i> <i>Looking at the bigger picture</i> Topic: Plants</p> <p><u>EYFS:</u> They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Milestone 1:</u> Identify and name a variety of South American plants.</p> <p><i>Vocabulary:</i> <i>Plants, wild plants, garden plants, trees, common flowering plants, flowers</i></p>	<p><u>Can I make a house out of play-doh?</u> <i>We persevere</i> <i>Bespoke to children's interests</i> <i>Looking at the bigger picture</i> <i>Topic based</i> Topic: Everyday materials</p> <p><u>EYFS:</u> <ul style="list-style-type: none"> • Children know about similarities and differences in relation to places, objects, materials and living things. • Children know that the environment and living things are influenced by human activity. • They can describe some actions which people in their own community do </p>

Acorn Class Long Term Curriculum Plan 25/26

<p><i>Scientists, inventors, observe, test, experiment, equipment, observe changes, patterns, compare, identify (name), data, measure, record, questions, test, investigate, explore, magnifying glass / hand lens, same, different</i></p>	<p>Vocabulary: <i>names of common animals, fish, amphibians, reptiles, birds, mammals, carnivores, herbivores, omnivores, human, body, senses, see, hear, feel smell, taste, animal, insect, minibeast, food, eat, head, neck, body, arms, legs, ears, eyes, nose, mouth, tongue, hands</i></p>	<p>using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Vocabulary: <i>Habitat, home, local, environment, pet, wild, food chain, pond, garden, field, park, woodland, sea, shore, river, ocean, forest, rainforest, stones, rocks, logs, leaf, litter, micro-habitat living, dead, not living, alive, healthy food, depend, source of food, shelter, grow, growth, healthy</i></p>	<p><i>sunshine, rain, snow, sleet, ice, frost, fog, cloud, hot, cold, storm, sky, earth, night, day</i></p>	<p><i>vegetables, leaf/leaves, flower, blossom, petal, stem, trunk, branch, root, seed, bulb, bud, growth, grow, habitat, local environment, leaf, fall water, light, temperature, healthy, growth, survive, soil, germinate</i></p>	<p>that help to maintain the area they live in.</p> <ul style="list-style-type: none"> • They know the properties of some materials and can suggest some of the purposes they are used for. • They are familiar with basic scientific concepts, such as floating, sinking, experimentation. <p>Milestone 1:</p> <ul style="list-style-type: none"> • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. <p>Vocabulary: <i>Everyday materials, wood, paper, plastic, metal, glass, water, rock, brick, stone, fabric, material, foil, elastic, dough, rubber, card, cardboard, clay, object, make/made, hard/soft, shiny/dull, stretchy/stiff, rough/smooth, bendy/not bendy, waterproof/not</i></p>
---	---	--	---	--	---

Acorn Class Long Term Curriculum Plan 25/26

						waterproof, transparent/opaque, absorbent/not absorbent, squash, twist, bend, stretch
Art and Design		<p>What are matchstick men? We persevere We aim high Bespoke to children's interests Topic based Topic: Local artist – Lowry –city scape focus</p> <p>EYFS: •Explores what happens when they mix colours. •Selects appropriate resources and adapts work where necessary.</p> <p>Milestone 1: • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.</p> <p><i>Vocabulary:</i> Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Charcoal, Mark-making, Lines, Thick, Thin,</p>	<p>Are hills easy to paint? We persevere We aim high Bespoke to children's interests Topic based Topic: Local modern artist – country side focus- David Pott</p> <p>EYFS: •They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Milestone 1: • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.</p> <p><i>Vocabulary:</i> Canvas, Create, Paint, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy,</p>		<p>Can I make a picture out of shapes? We persevere We aim high Diversity Bespoke to children's interests Topic based Topic: South American Art – Beatriz Milhazes</p> <p>EYFS: •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.</p> <p>Milestone 1: • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.</p>	

Acorn Class Long Term Curriculum Plan 25/26

		Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression	Landscape, Brush, Stroke, Colour, Mix, Tint		Vocabulary: Artwork, Collage, Hue, Shade, Primary colour, Secondary colour, Pattern, Blend, Print, Shape, Kaleidoscope, Texture, Space, Swirl	
	What do people say about God? (Year 1)					
Lancashire Agreed Syllabus RE	<u>Why do Christians say that God is a 'Father'?</u> Religion: Christianity God the Father, prayer.	<u>Why is Jesus special to Christians?</u> Religion: Christianity (Jesus) The nativity story, beliefs about Jesus as God incarnate, Christmas	<u>How might beliefs about creation affect the way people treat the world?</u> Religion: Islam God as creator, care for the planet.	<u>Why might some people put their trust in God?</u> Religion: Judaism God's promise, Noah, Abraham, trusting in God	<u>What do Hindus believe about God?</u> Religion: Hinduism Hindu Dharma one God in many forms, God in all things, expressing ideas about God.	<u>How might some people show that they 'belong' to God?</u> Christianity (Church) Baptism, belonging.
	<u>Why do we have rules?</u> Topic: Me and my relationships Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends	<u>Who are our special people?</u> Topic: Valuing differences Same or different? Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? Our special people balloons	<u>Who can help me?</u> Topic: Keeping safe Super sleep Who can help? (1) Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey	<u>How should we look after our money?</u> Topic: Rights and Respect Harold has a bad day Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	<u>Can you eat a rainbow?</u> Topic: Being my best I can eat a rainbow Eat well Harold's wash and brush up Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Inside my wonderful body! (OPTIONAL)	<u>Are secrets a good idea?</u> Topic: Growing and Changing Healthy me Then and now Taking care of a baby Who can help? (2) Surprises and secrets Keeping privates private
CORAM – Year 1 (Personalised for YR/Y2 where necessary) PSHE	<u>How do I keep myself safe online?</u> We are responsible	<u>What do I do if I don't know something?</u> We persevere	<u>Will a computer do everything I tell it?</u> We persevere	<u>Can I bring a weather report to life?</u> We persevere	<u>Can a computer show me what my plant will look like?</u>	<u>What's your favourite...?</u> We persevere We aim high
	Computing					

Acorn Class Long Term Curriculum Plan 25/26

	<p>Individual liberty Health Bespoke to children's interests Topic: Online Safety Purple Mash 2.2</p> <p><i>Vocabulary:</i> Online safety, technology, computer, mouse, trackpad, keyboard, screen, double-click, typing</p>	<p>We aim high Exposure to a wide range of job opportunities. Topic: searching online 2.5 CS unplugged – binary numbers</p> <p><i>Vocabulary:</i> Binary, search engine, undo, delete, reset, object, label, group</p>	<p>We aim high Exposure to a wide range of job opportunities. Topic: Coding Espresso</p> <p><i>Vocabulary:</i> Coding, command, sprite, compare, programming, area, block, start, run, program, algorithm, predict, value, instructions</p>	<p>We aim high Exposure to a wide range of job opportunities. Topic: Creating content Green screen weather report</p> <p><i>Vocabulary:</i> Green screen, content, create, design, effect, change</p>	<p>We persevere Bespoke to children's interests Topic based Topic: Simulations Espresso How plants grow</p> <p><i>Vocabulary:</i> Simulations, AI,</p>	<p>Bespoke to children's interests Topic: Data Handling Purple Mash (pictograms) 1.3</p> <p><i>Vocabulary:</i> Data, pictograms, more than, less than, most, least, common, organise, data, object, tally chart, votes, total, compare, objects, count, explain, group, same, different, conclusion, block diagram, sharing</p>
PE Chorley (SSP)	<p>Who is the most important person in a team? We aim high We stand together Mutual respect Health Invasion Games</p>	<p>What do gymnasts look like? We aim high Mutual respect Health Gymnastics</p>	<p>What makes a good performance? We aim high Mutual respect Health Dance – Country dancing</p>	<p>Can 'we stand together' In PE? We aim high We stand together Mutual respect Health OAA – Orienteering/team games</p>	<p>Can I strike a ball across the school field? We aim high We stand together Mutual respect Health Striking & Fielding - Rounders</p>	<p>How could I compete in a decathlon? We aim high Mutual respect Health Athletics</p>
Music	<p>Curriculum Music (Lancashire Music Service)</p>					

Acorn Class Long Term Curriculum Plan 25/26

English	<p>How can I tell my family about different amazing people? Diversity Bespoke to children's interests Looking at the bigger picture Topic based Purposeful writing focus Non-chronological reports Significant people Modelled: to write a non-chronological report on Katherine Johnson Independent: to write a non-chronological report on Mae Jemison EYFS: Talk about the lives of the people around them and their roles in society; Milestone 1: 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>Can we write a story set in Mossy Lea school? Bespoke to children's interests Purposeful writing focus Stories with familiar settings Stories about schools Modelled: write a story about a school Independent: innovate the teachers modelled story EYFS: Invent, adapt and recount narratives and stories with peers and their teacher Milestone 1: Predict events. Join in with stories Infer what characters are like from actions. Ask and answer questions about texts. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done.</p>	<p>What if the big bad wolf wasn't really bad? (St George's) Bespoke to children's interests Encourages problem solving Traditional tales with a twist Modelled: Traditional tale with a twist Independent: Using a different traditional tale, re-write the story with a twist EYFS: Invent, adapt and recount narratives and stories with peers and their teacher Milestone 1: Predict events. Join in with stories Infer what characters are like from actions. Ask and answer questions about texts. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done.</p>	<p>Can I help Nick Butterworth to write his next book? Exposure to a wide range of job opportunities. Bespoke to children's interests Stories by the same author Nick Butterworth (A Year in Percy's Park etc.) Modelled: innovate version of A Year in Percy's Park Independent: innovated version of other Nick Butterworth story EYFS: Invent, adapt and recount narratives and stories with peers and their teacher Milestone 1: Predict events. Join in with stories Infer what characters are like from actions. Ask and answer questions about texts. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done.</p>	<p>How can my story persuade the school to look after our world? We are considerate We are responsible Bespoke to children's interests Looking at the bigger picture Topic based Purposeful writing focus Story as a theme The Great Kapok Tree Modelled: A story set in the rainforest Independent: A story set in Tunley Woods EYFS: Invent, adapt and recount narratives and stories with peers and their teacher Milestone 1: Predict events. Join in with stories Infer what characters are like from actions. Ask and answer questions about texts. Discuss the significance of the title and events. Make inferences on the</p>	<p>Can I perform a poem? Bespoke to children's interests Topic based Poems on a theme (Houses and Homes Songs and Rhymes Resource Pack Twinkl) Modelled: Perform 'Around my Home' poem verse 1-3 Independent: Perform 'Around my Home' poem verse 4-6 EYFS: 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. Milestone 1: Join in with poems. Recognise and join in with (including role-play) recurring language. Read aloud writing clearly enough to be heard by peers and the teacher. Read aloud writing with some intonation.</p>
---------	--	---	--	---	--	---

Acorn Class Long Term Curriculum Plan 25/26

<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><u>Can I write an out of this world story for Pingawings?</u> Bespoke to children's interests Topic based novel Purposeful writing focus Stories with fantasy settings We're all wonders Alien's love underpants Zig and Zog How to catch a star</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. 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><u>Would you like to join our school?</u> Bespoke to children's interests Topic based</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. 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><u>How do we tell others what happened here in the past?</u> Bespoke to children's interests Encourages problem solving Non chronological report</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. 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><u>Can I bring a weather report to life?</u> We aim high</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. 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><u>Whose house is my story set in?</u> Bespoke to children's interests Topic based Stories with familiar settings Houses and homes (Six Dinner Sid?) <u>EYFS:</u> Invent, adapt and recount narratives and stories with peers and their teacher</p> <p><u>Milestone 1:</u> Predict events. Join in with stories Infer what characters are like</p>
--	---	--	--	--	---

Acorn Class Long Term Curriculum Plan 25/26

<p>Whatever next? Modelled: retell the story of The Man on the Moon Independent: innovate The Man on the Moon</p> <p>EYFS and Year 1:</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Milestone 1:</p> <p>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.</p>	<p>Purposeful writing focus Persuasion Persuade other children to join our school. Modelled: persuasive advert/poster Independent: persuasive advert/poster</p> <p>EYFS:</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>Milestone 1:</p> <p>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,</p>	<p>Local area Modelled: information leaflet on local area Independent: information leaflet on local area</p> <p>EYFS:</p> <p>Ask and answer questions about texts.</p> <p>Milestone 1:</p> <p>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 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>Exposure to a wide range of job opportunities. Bespoke to children's interests Topic based (St George's) Non-fiction texts: weather report Write own weekly weather report Modelled: weather report on a country within the UK Independent: weather report on a different country within the UK</p> <p>EYFS:</p> <p>Ask and answer questions about texts.</p> <p>Milestone 1:</p> <p>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</p>	<p>What did I do in Brazil? Diversity Bespoke to children's interests Looking at the bigger picture Topic based Recount: Letters/Postcards Holiday to Brazil Modelled: postcard from country of choice Independent: postcard from Brazil</p> <p>Milestone 1:</p> <p>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 singular marker for verbs (I drink - he drinks). Use the prefix un.</p>	<p>from actions. Ask and answer questions about texts. Discuss the significance of the title and events. 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>
--	---	---	---	---	--

Acorn Class Long Term Curriculum Plan 25/26

<p>Use extended noun phrases 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>Who am I? Bespoke to children's interests Topic based Riddles</p>	<p>the days of the week and I. Use both familiar and new punctuation correctly, including full 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>Use subject specific vocabulary to explain and describe. Suggest words or phrases appropriate to the topic being discussed. Identify homophones.</p>	<p>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>Can my poem sound like the weather? Bespoke to children's interests Topic based Poems on a theme Weather themed poetry Modelled: Weather poem Independent: Innovated weather poem</p> <p>EYFS: children listen attentively in a range of situations. Perform songs, rhymes,</p>	<p>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>
---	--	---	---	---	--

Acorn Class Long Term Curriculum Plan 25/26

	<p>Who am I?</p>	<p>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>poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Milestone 1:</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>		
--	------------------	---	--	---	--	--

Acorn Class Long Term Curriculum Plan 25/26

Guided Reading	Yr R/1 Linked to Phonics	Year 2/3 Amazing Grace by Mary Hoffman <i>Diversity</i>	Yr R/1 Linked to Phonics	Year 2/3 Town Mouse, Country Mouse by Libby Walden and Richard Jones <i>Fable</i>	Yr R/1 Linked to Phonics	Year 2/3 Non fiction texts – topic based <i>Topic Based</i>	Yr R/1 Linked to Phonics	Year 2/3 Jim and the Beanstalk by Raymond Briggs <i>We stand together</i>	Yr R/1 Linked to Phonics	Year 2/3 The Queen’s Nose by Dick King Smith <i>We Are Considerate</i>	Yr R/1 Linked to Phonics	Year 2/3 Dear Greenpeace By Simon James <i>We Are Responsible</i>
	Red Rose Phonics	Red Rose Phonics <u>Phase 2</u> Week 1 s a t Week 2 p i n Week 3 m d g Week 4 Consolidate s a t p i n m d g Week 5 o c k <i>the</i> Week 6 c k e u <i>l to</i>		Red Rose Phonics <u>Phase 2</u> Week 7 r h b <i>no go</i> Week 8 Consolidate o c k c k e u r h b <i>into</i> Week 9 f f l Consolidate the l <i>to no go into</i> Week 10 ll ss Consolidate the l <i>to no go into</i> Week 11 Consolidate f f l ll ss <i>the l to no go</i> into Week 12 Consolidate as required		Red Rose Phonics <u>Phase 3</u> Week 1 j v w <i>he she</i> Week 2 x y z zz <i>we be me</i> Week 3 qu ch sh <i>was my</i> Week 4 th th ng <i>you they</i> Week 5 Consolidate qu ch sh th th ng Consolidate <i>he she we be</i> me was my you they		Red Rose Phonics <u>Phase 3</u> Week 6 ai ee <i>her all</i> Week 7 igh oa Teach two-syllable words are like (Phase 4) Week 8 oo oo Teach two-syllable words said when Week 9 ar or Teach two-syllable words have one Week 10 Consolidate ai ee igh oa oo oo ar or <i>her</i> all are like said when have one		Red Rose Phonics <u>Phase 3</u> Week 11 ur ow <i>come do</i> Week 12 oi ear Introduce pseudo words <i>so</i> were Week 13 air ure er Introduce pseudo words some there Week 14 Consolidate ur ow oi ear air ure er Teach <i>out little what</i> Week 15 Consolidate as required Consolidate Phase 3/4 Tricky Words as required		Red Rose Phonics <u>Phase 4</u> Week 1 CVCC and CCV said so have like Week 2 CCVC and CCVCC <i>some come were</i> there Week 3 CCCVC and CCCVCC <i>little do one</i> when Week 4 Polysyllabic words containing Phase 2 and 3 graphemes, and adjacent consonants. Teach <i>out what it’s</i>

Acorn Class Long Term Curriculum Plan 25/26

Year 1	<ul style="list-style-type: none"> – Week 1 Teach ay (day) ou (about) ie (tie) ea (eat) Teach Mr Mrs people – Week 2 Teach oy (enjoy) ir (girl) ue (blue) ue (yoo) (cue) aw (claw) Teach looked called asked – Week 3 Teach wh (which) ph (dolphin) ew (flew) ew (stew) Teach oh their could – Week 4 Teach oe (toe) au (Paul) a-e (made) e-e (swede) Teach water where who – Week 5 Teach i-e (time) o-e (stone) u-e (flute) u- e (yoo) (cube) Teach high frequency words again thought through We – Week 6 Teach i (find) o (both) o (other) c (cell) g (ginger) Teach high frequency words work mouse many 	<ul style="list-style-type: none"> – Week 7 Teach u (music) ow (snow) ie (chief) ea (bread) Teach high frequency words laughed because different – Week 8 Teach er (fern) ch (school) ch (chef) a (want) a (acorn) Teach high frequency words any eyes friends – Week 9 Teach e (remind) y (try) y (baby) ou (group) ou (touch) Teach high frequency words once please – Week 10 Consolidate /ee/ ee (street) ea (cream) ie (field) e-e (theme) y (baby) e (remind) Teach ey (key) Teach high frequency words I'm I'll let's – Week 11 Consolidate /ee/ ee (street) ea (cream) ie (field) e-e (swede) y (baby) ey (key) e (remind) Teach high frequency words small great before – Week 12 Consolidate /oo/ oo (spoon) ew (flew) u-e (flute) ue 	<ul style="list-style-type: none"> – Week 13 Consolidate /ai/ ai (train) ay (day) a-e (made) a (acorn) Teach ey (grey) eigh (neigh) ea (steak) Teach high frequency words gone we're – Week 14 Consolidate /igh/ igh (flight) ie (tie) i-e (time) y (try) i (find) Revise/re-teach tricky words from above as and when – Week 15 Consolidate required. /oa/ oa (float) ow (snow) oe (toe) o-e (stone) o (both) Teach ol (cold) oul (shoulder) – Week 16 Consolidate /ow/ ow (cow) ou (about) Teach ough (plough) Consolidate /oi/ oi (coin) oy (boy) – Week 17 Consolidate /ar/ ar (farm) Teach a (father) al (half) Consolidate /u/ u (cup) oo (good) Teach oul (could) 	<ul style="list-style-type: none"> – Week 18 Consolidate /or/ or (fork) aw (claw) au (Paul) Teach oor (door) ore (more) al (walk) our (four) augh (caught) ough (thought) – Week 19 Consolidate /ur/ ur (fur) ir (girl) er (fern) Teach or (work) ear (learn) – Week 20 Consolidate /ear/ ear (clear) Teach eer (cheer) ere (here) – Week 21 Consolidate /air/ air (chair) Teach ear (bear) are (care) ere (where) – Week 22 Teach /l/ le (uncle) al (medal) Teach /z/ se (cheese) Teach /zh/ s (usual) si (vision) 	<ul style="list-style-type: none"> – Week 23 Teach /n/ kn (knee) gn (sign) Teach /r/ wr (wrist) – Week 24 Consolidate /j/ g (magic) Teach ge (large) dge (fridge) Consolidate /s/ c (place) Teach /s/ se (house) ce (pence) sc (scent) st (listen) – Week 25 Consolidate /sh/ ch (chef) Teach s (sugar) c (ocean) ti (action) ssi (mission) si (mansion) ci (special) – Week 26 Teach /m/ mb (thumb) Teach /v/ ve (love) Teach /ch/ tch (catch) ture (picture) – Week 27 + Consolidate where necessary 	<ul style="list-style-type: none"> – Week 27 + Consolidate where necessary
--------	---	---	---	--	---	---

Acorn Class Long Term Curriculum Plan 25/26

			(blue) Teach ui (fruit) Teach high frequency words jumped stopped pulled				
Year 2 – Spelling Shed Stage 2		<ul style="list-style-type: none"> - The /j/ sound spelled – dge at the end of words. This spelling is used after the short vowel sounds. - The /j/ sound spelled – ge at the end of words. This spelling comes after all sounds other than the ‘short vowels.’ - The /j/ sound spelled with a g. - The /s/ sound spelled c before e, i and y. - The /n/ sound spelled kn and gn at the beginning of words. - Challenge Words 	<ul style="list-style-type: none"> - The /r/ sound spelled ‘wr’ at the beginning of words. - The /l/ or /ul/ sound spelled ‘-le’ at the end of words. - 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. - The /l/ or /ul/ sound spelled ‘-al’ at the end of words. - Words ending in ‘-il.’ Challenge Words 	<ul style="list-style-type: none"> - The long vowel ‘i’ spelled with a y at the end of words. - Adding ‘-es’ to nouns and verbs ending in ‘y.’ - Adding ‘-ed’ to words ending in y. The y is changed to an i. - Adding ‘-er’ to words ending in y. The y is changed to an i. - Adding ‘ing’ to words ending in ‘e’ with a consonant before it. - Challenge Words 	<ul style="list-style-type: none"> - Adding ‘er’ to words ending in ‘e’ with a consonant before it. - Adding ‘-ing’ to words of one syllable. The last letter is doubled to keep the short vowel sound. - Adding ‘-ed’ to words of one syllable. The last letter is doubled to keep the short vowel sound. - The ‘or’ sound spelled ‘a’ before ll and ll - The short vowel sound ‘o.’ - Challenge Words 	<ul style="list-style-type: none"> - The /ee/ sound spelled ‘-ey’ - Words with the spelling ‘a’ after w and qu. - The /er/ and /or/ sound spelled with or or ar. - The /z/ sound spelled s. - The suffixes ‘-ment’ and ‘-ness’ - The suffixes ‘-ful’ and ‘-less’ If a suffix starts with a consonant letter. It is added straight onto most root words. 	<ul style="list-style-type: none"> - These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings - These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. - Words ending in ‘-tion.’ - Contractions – the apostrophe shows where a letter or letters would be if the words were written in full. - The possessive apostrophe (singular) - Challenge Words

Acorn Class Long Term Curriculum Plan 25/26

Maths – Red Rose Maths	Year R	Week 1 – Settling in Week 2 – Settling in Week 3 – Number 1 Week 4 – Numbers to 2 Week 5 – Numbers to 3 Week 6 – Numbers to 4	Week 1 – Numbers to 5 Week 2 – Numbers to 6 Week 3 – Numbers to 7 Week 4 – Numbers to 8 Week 5 – Numbers to 9 Week 6 – Numbers to 10	Week 1 – Counting, comparing and ordering Week 2 & 3 – Numbers to 20 Week 4 – Measures (length, mass and capacity) Week 5 – Money Week 6 – Shape, sorting and patterns	Week 1 – Shape Week 2 & 3 – Addition and Subtraction Week 4 – Multiplication and Division Week 5 – Space Week 6 – Time	Week 1 – Counting, comparing and ordering Week 2 & 3 – Numbers to 20 Week 4 – Measures (length, mass and capacity) Week 5 – Money Week 6 – Shape, sorting and patterns	Week 1 – Multiplication and division Week 2 – Space Week 3 – Time Week 4 & 5 – Addition and Subtraction Week 6 – Numbers to 20
	Year 1	Unit 1 Place value Unit 2 Length and mass Unit 3 Statistics Unit 4 Addition and subtraction Unit 5 2D and 3D shape	Unit 6 Fractions Unit 7 Capacity and Volume Unit 8 Money Unit 9 Time Assess and review week	Unit 10 Place Value Unit 11 Mass Unit 12 2-D and 3-D Shape Unit 13 Counting and Money Unit 14 Multiplication Unit 15 Division	Unit 16 Length and Mass Unit 17 Addition and Subtraction Unit 18 Fractions Unit 19 Position & Direction Unit 20 Time Assess and review week	Unit 21 Place Value Unit 22 Addition and Subtraction Unit 23 Capacity and Volume Unit 24 Fractions Unit 25 Position & Direction and Time Unit 26 2-D and 3-D Shape	Unit 27 Time Unit 28 Multiplication and Division Unit 29 Statistics and Calculation Unit 30 Measurement Unit 31 Sorting and Sequencing Assess and review week

Acorn Class Long Term Curriculum Plan 25/26

Year 2	Unit 1 Place Value	Unit 5 Counting, Multiplication and Sorting	Unit 11 Place Value	Unit 16 Length	Unit 21 Place Value and Statistics	Unit 28 Addition and Subtraction
	Unit 2 Length and Mass		Unit 12 Mass and Volume and Capacity	Unit 17 Addition and Subtraction	Unit 22 Addition and Subtraction	Unit 29 Multiplication and Division
	Unit 3 Addition and Subtraction	Unit 6 Statistics	Unit 13 Addition and Subtraction	Unit 18 2-D and 3-D Shape	Unit 23 Capacity and Volume	Unit 30 Statistics and Calculation
	Unit 4 2-D and 3D Shape	Unit 7 Fractions	Unit 14 Money	Unit 19 Fractions and Position & Direction	Unit 24 Temperature	Unit 31 Measurement
		Unit 8 Capacity and Volume	Unit 15 Multiplication and Division	Unit 20 Time	Unit 25 Fractions	
		Unit 9 Money			Unit 26 Position & Direction and Time	
		Unit 10 Time			Unit 27 2-D and 3-D Shape	