

Acorn Class Long Term Curriculum Plan 26/27

	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
Enhancement Ideas	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 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 World Autism Awareness Day	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
School/ British Values	Democracy	Rule of law	Tolerance	Diversity	Mutual respect	Individual liberty
	We persevere	We are considerate	We aim high	We stand together	We are responsible	Christian values

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Geography	<u>Where in the world is..?</u> Continents and Oceans We stand together Mutual respect Looking at the bigger picture EYFS - DEVELOPMENT MATTERS Understanding the world •Draw information from a simple map. •Recognise some similarities and differences between life in this country and life in other countries. •Explore the natural world around them. •Recognise some environments that are different to the one in which they live. MILESTONE 1 •Name and locate the world’s seven continents and five oceans •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		<u>Would you prefer to live on snow or sand?</u> Hot and cold areas of the world We stand together Mutual respect Looking at the bigger picture EYFS - DEVELOPMENT MATTERS Understanding the world •Draw information from a simple map. •Recognise some similarities and differences between life in this country and life in other countries. •Explore the natural world around them. •Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. MILESTONE 1 •Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • To use world maps, atlases and globes to		<u>Does every country have its own flower?</u> Countries and capitals of the UK We stand together Tolerance Mutual respect Individual liberty Looking at the bigger picture EYFS - ELG Understanding the world • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. • 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. MILESTONE 1 • Name, locate and identify characteristics of	

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	• Use world maps, atlases and globes to identify the continents and oceans studied at this key stage • Locate land and sea on maps. • 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.		identify the UK and its countries, as well as the countries, continents and oceans at this key stage.		the four countries and capital cities of the United Kingdom and its surrounding seas • Use world maps, atlases and globes to identify the United Kingdom and its countries, • Locate land and sea on maps. • 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 • 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	
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	Vocabulary 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		Vocabulary Northern Hemisphere, Southern Hemisphere, hot, cold, climate zones, weather, climate: cold/polar, temperate, warm, tropical, adapt, habitats		Vocabulary Town, countryside, pro, con, country, UK, island, capital city, landmark population, England, Scotland, Wales and Northern Ireland, London, Belfast, Cardiff, Edinburgh,	
History	<u>What did children get for Christmas in the past?</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 <u>Cross Curricular Writing</u> To write a non-chronological report about		<u>Why couldn't the fire brigade put out the Great Fire of London?</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>Was Florence Nightingale a superhero?</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	

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	a toy from the past and a toy from the 21st Century. EYFS - DEVELOPMENT MATTERS Understanding the World • Comment on images of familiar situations in the past. MILESTONE 1 Chronology: • Recognise the distinction between past and present • Order and sequence some familiar events and objects. • Identify some similarities and differences between ways of life at different times. • Use some everyday terms about the passing of time such as 'a long time ago' and 'before' Events, People and Changes: • Retell some events from beyond their living memory which are significant nationally or globally. • Describe some changes within their living memory (including aspects of national life where appropriate) Communication:		Bespoke to children's interests Topic based Purposeful writing focus Cross Curricular Writing To write a diary entry about the Great Fire of London based on the work of Samuel Pepys. EYFS - DEVELOPMENT MATTERS Understanding the World • Compare and contrast characters from stories, including figures from the past. ELG Understanding the World • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. MILESTONE 1 Chronology: • Recognise the distinction between past and present		Cross Curricular Writing To write a diary entry as Florence (recount) EYFS – ELG Understanding the World • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. MILESTONE 1 Chronology: • Recognise the distinction between past and present • Order and sequence some familiar events and objects. • Identify some similarities and differences between ways of life at different times. • Use some everyday terms about the passing of time such as 'a long time ago' and 'before' Events, People and Changes:
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	• Describe special or significant events. • Retell simple stories or events from the past. • Use simple historical terms Enquiry, interpretation and using Sources: • Make simple observations about different people, events, beliefs and communities. • Use sources to answer simple questions about the past e.g. which object is older? How do we know? • Identify some of the basic ways in which the past can be represented. • Choose parts of stories and other sources to show what they know about the past <u>Vocabulary</u> Past, Present, Then/now, Century, Old/new, Long ago and a Lifetime		• Order and sequence some familiar events and objects. • Identify some similarities and differences between ways of life at different times. • Use some everyday terms about the passing of time such as 'a long time ago' and 'before' Events, People and Changes: • Retell some events from beyond their living memory which are significant nationally or globally. • Describe some changes within their living memory (including aspects of national life where appropriate) Communication: • Describe special or significant events. • Retell simple stories or events from the past.		• Retell simple stories or events from the past • Talk about what/who was significant in simple historical accounts. • Recognise some basic reasons why people in the past acted as they did. Communication: • Use simple historical terms • Demonstrate simple historical concepts and events through role-play, drawing and writing. <u>Vocabulary</u> Florence Nightingale, cared, nursed, supplies, hospital, Crimea, Crimean War, Scutari, soldiers, injured, government, problem, solution.
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				• Use simple historical terms Enquiry, interpretation and using Sources: • Make simple observations about different people, events, beliefs and communities. • Use sources to answer simple questions about the		
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Science	Do all animals breathe air and eat meat? Animals including humans (animal focus) We are considerate Exposure to a wide range of job opportunities. Bespoke to children's interests Looking at the bigger picture Purposeful writing focus Cross Curricular Writing To write a character description about a chosen animal. EYFS - DEVELOPMENT MATTERS Understanding the World • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.	What is smashing stereotypes? Scientists and inventors We aim high Exposure to a wide range of job opportunities. Looking at the bigger picture Health EYFS - DEVELOPMENT MATTERS Understanding the World • Show interest in different occupations. • Explore the natural world around them. Smashing stereotypes in science • Use observations and ideas to suggest answers to questions. • To explore how scientists are diverse. Doctor's Surgery • To use their observations and ideas to suggest answers to Questions • To describe the importance for humans of exercise, of eating the right amounts of different types of food, and hygiene Discovering Germs	What is the best material for a picnic blanket? Everyday materials We aim high Exposure to a wide range of job opportunities. Bespoke to children's interests Encourages problem solving EYFS - DEVELOPMENT MATTERS Understanding the World • Talk about the differences between materials and changes they notice. MILESTONE 1 Knowledge: • Distinguish between an object and the material from which it is made. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Describe the simple physical properties of a variety of everyday materials and Find out how the shapes of solid objects made from some materials	Can you only feel with your fingers? Animals including humans (Senses) We are considerate Mutual respect Looking at the bigger picture Encourages problem solving EYFS - DEVELOPMENT MATTERS Understanding the World • Describe what they see, hear and feel whilst outside. • Use all their senses in hands-on exploration of natural materials. MILESTONE 1 Knowledge: • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Observing and Observing over time: • Using their senses to compare different textures, sounds and smells. Skills & Enquiry	Can we convert the PE cupboard into a greenhouse? Plants We are considerate We are responsible Mutual respect Exposure to a wide range of job opportunities. Bespoke to children's interests Looking at the bigger picture Encourages problem solving EYFS - ELG Cross Curricular Writing Explanation text - How plants grow EYFS - ELG Understanding the World • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. MILESTONE 1 Knowledge:	Are all trees the same? Plants We are considerate We are responsible Mutual respect Exposure to a wide range of job opportunities. Bespoke to children's interests Looking at the bigger picture Encourages problem solving EYFS - ELG Understanding the World • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. MILESTONE 1 Knowledge:
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	MILESTONE 1 Knowledge: - Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals. - Identify and name a variety of common animals that are carnivores, herbivores, and omnivores. - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets) Skills & Enquiry Observing and Observing over time: - Using their observations to compare and contrast animals at first hand or through videos and photographs. Identifying and Classifying: - Describing how they identify and group them...grouping animals according to what they eat.	- To describe the importance of hygiene to humans - To use their observations and ideas to answer simple question Wrapping up warm - To perform simple tests - To compare a variety of everyday materials on the basis of their simple Properties.	can be changed by squashing, bending, twisting and stretching. (Year 1 to compare and group them).	- Using their observations and ideas to suggest answers to questions: - Using their senses to compare different textures, sounds and smells.	world around them, including the seasons and changing states of matter.	Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.
	Vocabulary fish, amphibians, reptiles, birds, mammals.	Vocabulary - Scientist, diverse, diversity, stereotype, background. - Doctor, science, Elizabeth Garrett Anderson, surgery, healthy, exercise, diet, hygiene, clean. - Louis Pasteur, germs, handwashing, spread, disease, illness. - Winter, ear muffs, Chester Greenwood, warm, material, properties.	Skills & Enquiry - Ask questions - distinguish between an object and the material from which it is made. - Observing - Describe the simple physical properties of a variety of everyday materials. - 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). - Identifying and Classifying - Identifying and classifying the uses of different materials, and recording their observations. - Compare and group together a variety of everyday materials on the basis of their simple physical properties. - Comparative and Fair testing - Performing simple tests to explore questions, for example: 'What is the	Vocabulary head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.	MILESTONE 1 Knowledge: - Observe and describe how seeds and bulbs grow into mature plants. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Skills & Enquiry - Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb. - Setting up a comparative test to show that plants need light and water to stay healthy. Vocabulary Leaves, flowers, blossom, petals, fruit, root, seed, trunk, branch, stem, bark, stalk, bud, light, shade, sun, warm, cool, water, grow, healthy	Skills & Enquiry - Observing closely, using simple equipment. - Identifying and classifying. Vocabulary Garden plants, wild plants, weeds, daisy, dandelion, buttercup, nettles, rose, pansy, iris, sunflower, sweetpea, lavender, clover, grass, identify, observe. 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. Root, stem, fruit, vegetables, leaves, flower, seeds, sort, group, observe, identify, similar, different. Plant, wild plant, weed, garden plant, deciduous, evergreen, roots, stem,

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			best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'			leaves, flowers, fruit, compare, similar, different, sort, groups.
			<u>Vocabulary</u> 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			
DT		<u>How can we protect the 3 little pigs?</u> Structures We are considerate We stand together We are responsible Tolerance	<u>What sandwich would I keep in my hat?</u> Food technology We are responsible Tolerance Health	<u>Can I bring my story to life?</u> Computing We persevere Exposure to a wide range of job opportunities.		

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		Mutual respect Encourages problem solving	Exposure to a wide range of job opportunities.	Bespoke to children's interests		
		EYFS - DEVELOPMENT MATTERS Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Show resilience and perseverance in the face of challenge. Create collaboratively, sharing ideas, resources and skills. MILESTONE 1 • Cut materials safely using tools provided. • 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).	EYFS - DEVELOPMENT MATTERS Create collaboratively, sharing ideas, resources and skills. Understand the 'one more than/one less than' relationship between consecutive numbers. Understand how to listen carefully and why listening is important. Articulate their ideas and thoughts in well-formed sentences. Build constructive and respectful relationships. Know and talk about the different factors that support their overall health and wellbeing Manage their own needs. - Personal hygiene MILESTONE 1	EYFS - DEVELOPMENT MATTERS Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Explore, use and refine a variety of artistic effects to express their ideas and feelings. MILESTONE 1 • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design. Model designs using software. Vocabulary Purpose, user, design, software, repetition		

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Art and Design		Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. Vocabulary specification foundation bricks straw sticks wall roof chimney door window glue hammer nails saw build design strong secure shelter construction plan	• Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. Vocabulary designing e.g. texture, taste, appearance, healthy, preference, criteria, cost, questionnaire, data, frequency diagram making e.g. cut, mix, spread, slice, blend, grate, chop, chopping board, knife, grater knowledge and understanding e.g. sandwich, filling, ingredients, fridge, food groups, hygiene, high risk, healthy eating, 'balanced plate', thick, thin sensory e.g. sweet, sour, bitter, salty			
	<u>What would a pet dinosaur look like?</u> Printing Mutual respect Bespoke to children's interests				<u>Can I be an artist inspired by Georgia O'Keefe?</u> Drawing/Painting We aim high Exposure to a wide range of job opportunities.	<u>Can I create my own Lichtenstein superhero?</u> Painting/Digital media Exposure to a wide range of job opportunities We persevere

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	EYFS - DEVELOPMENT MATTERS Understand how to listen carefully and why listening is important. Learn new vocabulary Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing. Explore, use and refine a variety of artistic effects to express their ideas and feelings Continue, copy and create repeating patterns. MILESTONE 1 <u>Drawing</u> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines.				Bespoke to children's interests EYFS - DEVELOPMENT MATTERS Explore the natural world around them. Describe what they see, hear and feel whilst outside. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. MILESTONE 1 Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. <u>Drawing</u> • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.	EYFS - DEVELOPMENT MATTERS Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Show resilience and perseverance in the face of challenge. MILESTONE 1 Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. <u>Drawing</u> • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. <u>Painting</u> • Use thick and thin brushes.
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	<u>Printing</u> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. Vocabulary charcoal texture thick thin layer bumpy smooth				<u>Painting</u> • 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. • Explore ideas and collect visual information. Vocabulary flora fauna landscape texture colour tones and patterns	• Mix primary colours to make secondary. Digital media • Use a wide range of tools to create different textures, lines, tones, colours and shapes. Vocabulary Pop Art, Ben-Day dots Comic panel Colour wheel Pattern Primary colours Secondary colours Digital art
Lancashire Agreed Syllabus – Year 2 RE	<u>Does how we treat the world matter?</u> Christianity (God) Creation, Care for the planet, Harvest.	<u>Why do Christians say Jesus is the ‘Light of the World’?</u> Christianity (Jesus) Jesus as the light of the world, symbolism of light, Advent and Christmas	<u>How might people express their devotion?</u> Hindu Dharma Devotion, worship in the home and temple	<u>Why do Muslims believe it is important to obey God?</u> Islam submission and gratitude, prayer	<u>What unites the Christian community?</u> Christianity (Church) Worship, the church, use of symbols.	<u>What aspects of life really matter?</u> Judaism Moses, Ten Commandments, the Sabbath

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CORAM – Lower stages – first year	PSHE	<u>Why do we have school rules?</u>	<u>Who are my special people?</u>	<u>Who can help if I am feeling unsafe?</u>	<u>How can I look after myself and my school?</u>	<u>How can I be the very best person I can be?</u>	<u>How am I different to when I was a baby?</u>
		Me and my relationships We are considerate We stand together Tolerance Mutual respect Individual liberty Looking at the bigger picture My feelings (R) My feelings (2) (R) Why we have classroom rules (Y1) Our ideal classroom (1) (Y2) Looking after our special people (Y3) Dan's Dare (Y3)	Valuing Difference We are considerate We stand together We are responsible Tolerance Mutual respect Individual liberty Diversity Bespoke to children's interests Looking at the bigger picture I'm special, you're special (R) Same or different? (Y1) Unkind, tease or bully? (Y1) What makes us who we are (Y2) Respect and challenge (Y3) Family and friends (Y3)	Keeping Safe We are responsible Rule of law Bespoke to children's interests Looking at the bigger picture What's safe to go onto my body (R) Super sleep (Y1) Harold's picnic (Y2) How safe would you feel? (Y2) Safe or unsafe? (Y3) Danger or risk? (Y3)	Rights and Respect We are responsible Looking at the bigger picture Encourages problem solving Looking after my special people (R) Harold has a bad day (Y1) Around and about the school (Y1) Playing games (Y2) Harold saves for something special (Y2) Helping each other to stay safe (Y3)	Being My best We are responsible Health Bespoke to children's interests Looking at the bigger picture Bouncing back when things go wrong (R) Yes I can (R) I can eat a rainbow (Y1) You can do it! (Y2) My day (Y2) Poorly Harold (Y3)	Growing and Changing We are responsible Tolerance Mutual respect Health Bespoke to children's interests Looking at the bigger picture Life Stages – plants, animals, humans (R) Life stages: Human life stage – who will I be? (R) Healthy me (Y1) A helping hand (Y2) Relationship tree (Y3) Body Space (Y3)

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Computing Purple Mash – Year 2	Can I tell a computer what to do? Computer Science – Coding 2.1 We persevere Exposure to a wide range of job opportunities. Encourages problem solving EYFS - DEVELOPMENT MATTERS • Continue, copy and create repeating patterns. MILESTONE 1 • To understand what an algorithm is. • To create a computer program using an algorithm. • To create a program using a given design. • To understand the collision detection event. • To understand that algorithms follow a sequence. • To design an algorithm that follows a timed sequence. • To understand that different objects have different properties. • To understand what different events do in code.	Can a computer paint a picture? Information technology – Creating pictures 2.6 We persevere Exposure to a wide range of job opportunities. Bespoke to children's interests Encourages problem solving EYFS - DEVELOPMENT MATTERS • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Create collaboratively, sharing ideas, resources and skills. MILESTONE 1 • To learn the functions of the 2Paint a Picture tool. • To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). • To recreate Pointillist art and look at the work of pointillist artists such as Seurat. • To learn about the work of Piet Mondrian and recreate the style using the lines template.	How can I stay safe online? Digital literacy – online safety Unit 2.2 We are responsible Rule of law Mutual respect Exposure to a wide range of job opportunities. Bespoke to children's interests MILESTONE 1 • To know how to refine searches using the Search tool. • To use digital technology to share work on Purple Mash to communicate and connect with others locally. • To have some knowledge and understanding about sharing more globally on the Internet. • To introduce Email as a communication tool using 2Respond simulations. • To understand how we should talk to others in an online situation. • To open and send simple online communications in the form of email. • To understand that information put online	What is a binary tree? Information technology – Questioning 2.4 We persevere Exposure to a wide range of job opportunities. Encourages problem solving MILESTONE 1 • To learn about data handling tools that can give more information than pictograms. • To use yes/no questions to separate information. • To construct a binary tree to identify items. • To use 2Question (a binary tree database) to answer questions. • To use a database to answer more complex search questions. • To use the Search tool to find information. Vocabulary Binary tree, data, database, field, pictogram, question, record, search, sort	What do I do if I don't know something? Digital Literacy – Effective Searching 2.5 We are responsible Bespoke to children's interests Encourages problem solving MILESTONE 1 • To understand the terminology associated with searching. • To gain a better understanding of searching on the Internet. • To create a leaflet to help someone search for information on the Internet. Vocabulary Digital footprint, domain, network, internet, search engine, web address, web page, website, world wide web. How can I use a computer to share my work? Information technology – Presenting ideas 2.8 We persevere	Can a spreadsheet do my maths work for me? Information technology- Spreadsheets – Unit 2.3 We persevere Exposure to a wide range of job opportunities. Encourages problem solving MILESTONE 1 • To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine. • To learn how to copy and paste in 2Calculate. • To use the totalling tools. • To use a spreadsheet for money calculations. • To use the 2Calculate equals tool to check calculations. • To use 2Calculate to collect data and produce a graph. Vocabulary Block graph, cell, column, copy, count tool, data, drag, equals, equal to, label, row, speak tool, total, table.
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	• To understand the function of buttons in a program. • To understand and debug simple programs.	• To learn about the work of William Morris and recreate the style using the patterns template. • To explore surrealism and eCollage.	- leaves a digital footprint or trail. • To identify the steps that can be taken to keep personal data and hardware secure.		Exposure to a wide range of job opportunities Bespoke to children's interests Purposeful writing focus Encourages problem solving MILESTONE 1 • To explore how a story can be presented in different ways. • To make a quiz about a story or class topic. • To make a fact file on a non-fiction topic. • To make a presentation to the class.	
	Vocabulary Action, code, event, algorithm, Command, Background, Execute, Debug, Input, Collision detection, Implement, Interaction, Output, Instructions, Object, Properties, Run	Vocabulary Art, palette, style, pointillism, impressionism, surrealism,	Vocabulary Attachment, filter, private information, digital footprint, internet, search, email, personal information, secure, sharing,			
			Could I use a computer to make music? Information technology – Making Music 2.7 We persevere We aim high Mutual respect Exposure to a wide range of job opportunities. Bespoke to children's interests Encourages problem solving			
			EYFS - DEVELOPMENT MATTERS • Explore and engage in music making and dance, performing solo or in groups.		Vocabulary E-book, fact file, fiction, mind map, node, nonfiction, presentation, quiz	

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			MILESTONE 1 • To make music digitally using 2Sequence. • To explore, edit and combine sounds using 2Sequence. • To edit and refine composed music. • To think about how music can be used to express feelings and create tunes which depict feelings. • To upload a sound from a bank of sounds into the Sounds section. • To record and upload environmental sounds into Purple Mash. • To use these sounds to create tunes in 2Sequence			
			Vocabulary Beat, tune, speed, compose, sound effect, tempo, note, soundtrack, volume			
PE Chorley (SSP)	<u>What qualities does a good footballer need?</u>	<u>What makes gymnastics a performance?</u>	<u>How Can Dance tell a story?</u>	<u>How can a map stop me from getting lost?</u>	<u>Why are tactics important in striking and fielding?</u>	<u>How could I complete in the Olympics?</u>
	Invasion games - Football We aim high Mutual respect Exposure to a wide range of job opportunities.	Gymnastics We aim high Mutual respect Exposure to a wide range of job opportunities.	Dance We aim high Mutual respect Exposure to a wide range of job opportunities.	Outdoor and Adventurous We aim high Mutual respect Exposure to a wide range of job opportunities. Health	Striking and fielding We aim high Mutual respect Exposure to a wide range of job opportunities.	Athletics We aim high Mutual respect Exposure to a wide range of job opportunities.

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	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)					

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

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				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	Can my explanation help other children to become gardeners? Explanation text How plants grow Modelled: Life cycle of a butterfly Independent: How to grow a sunflower seed? We aim high We are responsible Bespoke to children's interests Topic based Purposeful writing focus Encourages problem solving		
	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2
Year 2 and 3 Guided Reading (Yr 1 phonics focus)	The dinosaurs packed lunch by Jacqueline Wilson	Hairy Maclary from Donaldson's Dairy by Lynley Dodd	The Storm Whale by Benji Davies	Izzy Gizmo by Pip Jones and Sara Ogilvie	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.

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	EYFS – 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 the Week 6 c k e u l to	<u>Phase 2</u> Week 7 r h b no go Week 8 Consolidate o c k c k e u r h b into Week 9 f f l Consolidate the l to no go into Week 10 ll ss Consolidate the l to no go into Week 11 Consolidate f f l ll ss the l to no go into Week 12 Consolidate as required	<u>Phase 3</u> Week 1 j v w he she Week 2 x y z zz we be me Week 3 qu ch sh was my Week 4 th th ng you they Week 5 Consolidate qu ch sh th th ng Consolidate he she we be me was my you they	<u>Phase 3</u> Week 6 ai ee her all 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 her all are like said when have one	<u>Phase 3</u> Week 11 ur ow come do Week 12 oi ear Introduce pseudo words so were Week 13 air ure er Introduce pseudo words some there Week 14 Consolidate ur ow oi ear air ure er Teach out little what Week 15 Consolidate as required Consolidate Phase 3/4 Tricky Words as required	<u>Phase 4</u> Week 1 CVCC and CCV said so have like Week 2 CCVC and CCVCC some come were there Week 3 CCCVC and CCCVCC little do one when Week 4 Polysyllabic words containing Phase 2 and 3 graphemes, and adjacent consonants. Teach out what it's
	Red Rose Phonics Year 1	- 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	- 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	- 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	- 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	- 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	Week 27 + Consolidate where necessary

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		(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	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 (blue) Teach ui (fruit) Teach high	(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)	(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)	(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	
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			frequency words jumped stopped pulled				
	Year 2 – Spelling Shed	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
Maths – White Rose Maths (see WRM for further details)	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 and comparing Week 2 - partitioning Week 3 & 4 – addition and subtraction Week 5 – comparing measures Week 6 – 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 – Comparing and ordering measures Week 5 – Money Week 6 – Shape and sorting	Week 1 – Multiplication and division Week 2 – Space and pattern Week 3 – Time Week 4 & 5 – Addition and Subtraction Week 6 – Numbers to 20

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