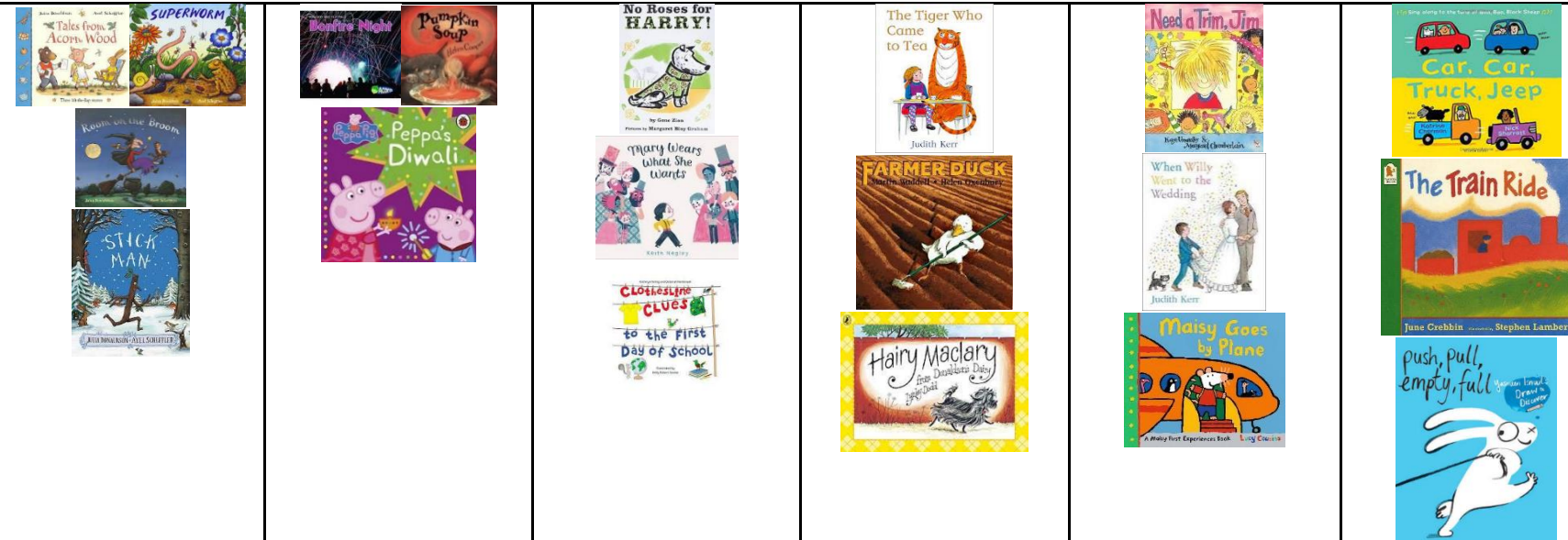


 Nursery	AUTUMN		SPRING		SUMMER	
CLARBOROUGH CURRICULUM FOCUS	Respect		Resilience		Learning	
Cycle A	Marvellous Me!!	Stories We Love	Water, Water Everywhere	Egg-sciting!	What's In My Bag?	Our Wonderful World
Cycle B	Julia Donaldson	It's a Special Day!	What Shall I wear today?	Animal Magic	Important places – What happens here?	Let's Move
Nursery THEME Cycle A KEY TEXTS	Marvellous Me!   	Stories We Love  	Water    	Eggs-citing  	What's In My Bag?  	Let's Explore our world    
Nursery THEME Cycle B KEY TEXTS	Julia Donalson	Special Days 	What Shall I Wear Today? 	Animal magic	Important Places - What happens here?	Let's Move

	
NURSERY RHYMES	Weekly 'homework' of learning to sing a rhyme each week starts as soon as the children join us with the aim that they know and can say at least 10 rhymes by the time they start in Reception.
COMMUNICATION AND LANGUAGE Listening, attention and understanding. Speaking.	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns.


<p>PERSONAL, SOCIAL AND EMOTIONAL</p> <p>Self-Regulation. Managing Self. Building Relationships.</p>	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand the feelings of others.
<p>PHYSICAL DEVELOPMENT</p> <p>Gross Motor Skills. Fine Motor Skills.</p>	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink and activity and tooth brushing.
<p>LITERACY</p> <p>Comprehension Word Reading. Writing.</p>	<ul style="list-style-type: none"> • Understand the five key concepts about print: print has meaning /print can have different purposes /we read English text from left to right and from top to bottom /the names of the different parts of a book /page sequencing • Develop their phonological awareness, so that they can: spot and suggest rhymes /count or clap syllables in a word /recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately.

<p>MATHS</p> <p>Number.</p> <p>Numerical Patterns.</p>	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 		
<p>UNDERSTADNING THE WORLD</p>	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • 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 and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 		
<p>PE</p>	<p>Learning through play</p> <p>Ball skills</p>	<p>Gymnastics/ dance</p> <p>Attack vs defence</p>	<p>Athletics</p> <p>Team games</p>
<p>Key festivals</p> <p>Minor festivals may be covered Biannually</p>	<p>Autumn / Winter</p> <p>Harvest, Remembrance Day, Diwali, Christmas</p>	<p>Winter /Spring</p> <p>Chinese New Year, Valentine's Day, Shrove Tuesday, Mother's Day, Easter</p>	<p>Spring/Summer</p> <p>Ramadan - Eid, Earth Day, Father's Day,</p>

<p>Past and present</p> <p>People and communities</p> <p>The natural world</p>	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • 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 and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 					
<p>Cycle A</p>	<p>Marvellous Me!</p> <p>Life cycles Understanding growth and what it requires Body parts and our senses</p>	<p>Stories We Love</p> <p>This is flexible and texts are chosen to reflect the interests and needs of the cohort</p>	<p>Water, Water Everywhere</p> <p>Washing Drinking Rain/snow plants/animals</p>	<p>Egg-citing!</p> <p>Looking at birds and reptiles and Easter!</p>	<p>What's In My Bag?</p> <p>Looking at the tools used by different professionals</p>	<p>Our Wonderful world</p> <p>The garden The beach The forest The moon The polar regions</p>

<p>UNDERSTANDING THE WORLD</p> <p>Cycle B</p> <p>Past and Present. People, Culture and Communities. The Natural World.</p>	<p>Julia Donaldson</p> <p>We choose the books according to the gaps in the children's knowledge/experience or what their interests are. For example:</p> <p>Acorn Wood Tales – forest animals Zog – occupations Room on the Broom – what is real what is pretend The Smeds and the Smoos – prejudice and friendship Monkey puzzle – non-British wildlife</p>	<p>It's a Special Day!</p> <p>Birthdays Children In Need weddings Diwali Guy Fawkes Christmas</p>	<p>What Shall I Wear Today?</p> <p>To keep us warm/cool To show we're part of a group To help us do a job Clothes in other countries Where do our clothes come from?</p>	<p>Animal Magic</p> <p>This is flexible and texts are chosen to reflect the interests and needs of the cohort</p>	<p>Important places – What happens here?</p> <p>e.g. home/school hospital/church/mosque hairdressers/gym dentist</p>	<p>Let's Move</p> <p>How can we move? Pushing and Pulling Using our bodies.... ...and different modes of transport How do we move safely?</p>
<p>EXPRESSIVE ARTS AND MEDIA</p> <p>Exploring and using media and materials</p> <p>Being imaginative</p>	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc • Explore colour and colour-mixing • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 					

Reception	AUTUMN		SPRING		SUMMER	
CLARBOROUGH CURRICULUM FOCUS	Respect		Resilience		Learning	
RECEPTION THEME, CYCLE A KEY TEXTS	<p>Marvellous Me!</p> 	<p>Stories We Love</p> 	<p>Water, Water Everywhere!</p> 	<p>Egg-sciting!</p> 	<p>What's In My Bag?</p> 	<p>Our Wonderful World</p> 
RECEPTION THEME, CYCLE B KEY TEXTS	<p>Julia Donaldson</p> 	<p>It's A Special Day</p> 	<p>What Shall I Wear Today?</p> 	<p>Animal Magic</p> 	<p>Important Places - What Happens Here?</p> 	<p>Let's Move</p> 

			
<p>NURSERY RHYMES</p> <p>EXAMPLES OF NURSERY RHYMES</p>	<ul style="list-style-type: none"> Listen to and join in with a range of familiar rhymes. Change the rhythm, words, pitch, speed and tempo of well-known songs and rhymes. <p>Twinkle, twinkle little star. Humpty Dumpty. 1,2,3,4,5 Incy, wincey spider Baa, baa black sheep Hickory, dickory dock.</p>	<ul style="list-style-type: none"> Notice the rhyme in poems/stories etc and predict upcoming rhyming words. Learn new rhymes, poems and songs by heart, noting repeated phrases etc. <p>London Bridge is falling down. Diddle, diddle dumpling. Doctor Foster. Girls and boys come out to play. Ring-a-ring-a-roses. Mary, Mary quite contrary.</p>	<ul style="list-style-type: none"> Listen to rhymes from other cultures and countries – can they spot the rhyme and rhythm? Change the rhyming words in well-known nursery rhymes/stories. <p>Frere Jacques. Are you sleeping? (Cherokee) Barramundi song (Australia) Steam train coming (Egypt) Tingalayo (West indies)</p>
VISITS AND VISITORS	<p>Lynn Freeman in weekly to read a story and sing a song with the class. Parents etc will be invited in, e.g., to talk about their jobs, to introduce a new-born baby, etc.</p>		

COMMUNICATION AND LANGUAGE	Listening, attention and understanding. Speaking.	<p>Ongoing and embedded throughout the year:</p> <ul style="list-style-type: none"> • Learn new vocabulary and use it throughout the day – vocabulary introduced through our weekly ‘cultural capital’ slideshow and through topic vocabulary, stories etc. • Speak in well-formed sentences. • Develop the use of social language through, e.g., answering the register... Good morning, etc. Also, phrases used in the unit – “how long will you be?” “Stop it I don’t like it.” • Engage in story times throughout the day to build on their familiarity with and understanding of, e.g., traditional tales. • Develop the use of more detailed descriptions. • Use new vocabulary in different contexts. • Retell stories with some repetition of text and in their own words. 		
PERSONAL, SOCIAL AND EMOTIONAL	Self-Regulation. Managing Self. Building Relationships.	<p>Ongoing and embedded through:</p> <ul style="list-style-type: none"> • Weekly story devoted to emotional literacy. • Clear and consistent boundaries and procedures that children are very aware of e.g., Good Listeners. • Classroom set up to aid self-reliance and independence – name cards, milk tags, silhouettes, clear resources, children trained HOW to tidy up. • Staff model ‘having a go,’ failing & persevering. • Staff actively try to pair children up and foster friendships. • Diversity resources, particularly books, actively sourced and introduced to children. • Clear and consistent high expectation of behaviour. 		
		<ul style="list-style-type: none"> • Encourage the children to manage their own personal hygiene – regular handwashing, disposing of tissues etc. • Identify and moderate their emotions. • Road Safety. 	<ul style="list-style-type: none"> • Identify with and understand other feelings and beliefs – respect for all. • Looking after themselves physically – healthy eating, exercise, dental hygiene, sleep, screen-time. 	<ul style="list-style-type: none"> • Build on the idea of transitioning from Reception to Year 1 – what will be the same? What will be different? • Dealing with change. • Looking after their own mental health.


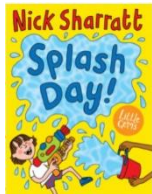





PHYSICAL DEVELOPMENT	Gross Motor Skills. Fine Motor Skills	Ongoing and embedded through:		
		<ul style="list-style-type: none"> Fine motor skills – Funky Fingers activities part of continuous provision. Playdough and clay activities. Making table -part of continuous provision where children can explore scissors, hole punches, threading, pencils, paintbrushes etc Body strength, co-ordination, balance and agility developed using daily outdoor play and activity times and equipment such as bikes, scooters, balance planks etc. Pencil and scissor grip, etc are monitored and children are supported to hold them correctly 		
		<ul style="list-style-type: none"> Skills for the school day, e.g., lining up, moving around school, using the dinner hall and playground. Revise skills such as rolling, crawling, hopping, skipping etc. Teach children to draw, e.g., a person, a house, a vehicle. Write their first name, forming the letters correctly. 	<ul style="list-style-type: none"> Develop and refine range of ball skills – throwing, catching, kicking, passing, batting and aiming. Correctly form all lower-case letters 	<ul style="list-style-type: none"> Construct obstacle courses and play games which encourage children to combine different movements easily and fluently. Write their first and last names, forming the letters correctly. Practice writing capital letters correctly.
		Learning through play Ball skills	Gymnastics/ dance Attack vs defence	Athletics Team games
LITERACY	Comprehension. Word Reading. Writing.	Ongoing and embedded through:		
		<ul style="list-style-type: none"> Daily phonics session and continuous provision, including regular Jolly Phonics song times. Visitors for storytelling sessions. Specific mark-making area always available with range of resources including tricky word and phoneme cards. Name cards – first name initially, then introduce last name when child is ready. High expectation for children to ‘have a go’ at writing their names etc Writing opportunities inside and outside, e.g., chinks, clipboards, shoulder bags with pens and post-it notes. Weekly drawing and writing in a book to show progression. Books are sent home linked to each child’s individual phonic ability and knowledge of tricky words. 		
		<ul style="list-style-type: none"> Children are encouraged to write down any sounds that they can hear in the words/sentence etc they want to write. Know that print carries meaning and that it can be used for different purposes. Name the parts of a book. Know what an author and illustrator is. 	<ul style="list-style-type: none"> Children are encouraged to write a phrase or sentence, sounding out as much as they can independently - focus on letter formation, legibility and directionality. Identify known sounds and tricky words in texts. Blend and segment sounds and words in the text 	<ul style="list-style-type: none"> Write a sentence that can be read by others - focus on finger-spaces, correct use of full-stop and re-reading for sense. Introduce vocabulary of Rainbow Grammar – subject, predicate, stop.

		<ul style="list-style-type: none">Know that English texts are read from left to right and top to bottom.				<ul style="list-style-type: none">Use RG to form whole-class and group sentences.Read simple sentences using their phonic knowledge and recognition of tricky words.	
MATHS From the White Rose Scheme	Number. Numerical Patterns.	<ul style="list-style-type: none">Baseline Assessment.Getting to know youMatch, sort and compare.Talk about measure and patterns.	<ul style="list-style-type: none">It’s Me 1, 2, 3.Circles and triangles.1, 2, 3, 4, 5.Shapes with 4 sides	<ul style="list-style-type: none">Alive in 5Mass and capacityGrowing 6, 7, 8Length, Height and Time	<ul style="list-style-type: none">Building 9 and 10Explore 3-D shapes	<ul style="list-style-type: none">To 20 and beyondHow many now?Manipulate, compose and decompose	<ul style="list-style-type: none">Sharing and groupingVisualise, build and mapMake connections
UNDERSTANDING THE WORLD	General & Key festivals Minor festivals may	Autumn / Winter. Harvest, Remembrance Day, Diwali, Christmas, Black History Month KAPOW RE Theme: Autumn 1 What makes us special? Autumn 2 What are special times?		Winter /Spring. Chinese New Year, Valentine’s Day, Shrove Tuesday, Mother’s Day, Easter. KAPOW RE theme Why are some places special? What makes the world special?		Spring/Summer. Ramadan - Eid, Earth Day, Father’s Day. KAPOW RE theme What makes some things special? What makes some stories special?	
	Past and Present People, Culture and Communities.	<p>Ongoing and embedded through:</p> <ul style="list-style-type: none">Children are encouraged to talk about members of their immediate family and communityChildren are encouraged to name and describe people who are familiar to themComparing and contrasting characters from stories, including figures from the pastCommenting on images of familiar situations from the pastDrawing information from a simple mapUnderstanding that some places are special to members of their communityRecognising that people have different beliefs and celebrate special times in different waysRecognising some similarities and differences between life in this and other countriesExploring the natural world around themDescribing what they see, hear and feel outside					

	The Natural World.	<ul style="list-style-type: none">• Recognising some environments that are different from the one in which they live• Understanding the effect of the changing seasons on the world around them					
		Cycle A					
		Seasonal Changes, Weather and Forces, and Growth and Change will be ongoing throughout the year					
		<p>Marvellous Me!</p> <p>Life cycles. Understanding growth and what it requires. Body parts and our senses.</p> <p>Science: Developing Experts – Our Body, and The Senses</p> <p>History: Events in their lifetimes and those of their parents and grandparents</p>	<p>Stories we Love</p> <p>Texts are chosen to reflect the interests of the pupils</p> <p>Science: Plants, and Food</p> <p>History: How Christmas was celebrated in the past.</p>	<p>Water, Water Everywhere</p> <p>Washing. Drinking. Rain/snow. Plants/Animals.</p> <p>Science: DE – Weather and Seasons, and Forces</p> <p>Geography: Describe their environment and compare to others around the world. Locate areas on a globe</p>	<p>Egg-sciting!</p> <p>Birds. Reptiles. Insects. Fish. Easter</p> <p>Science: DE – Insects and Invertebrates, and Animals</p> <p>Geography: Understand that different animals are found in different areas and environments</p>	<p>What's in My Bag?</p> <p>Tools used by different professions.</p> <p>Science: DE – Health and Safety, and Materials, and Machines</p> <p>History: Understand that jobs, tools and the people who use them have changed over time</p>	<p>Our Wonderful World</p> <p>The garden. The beach. The forest. The moon. The Polar regions.</p> <p>Science: DE – The Beach, and Space</p> <p>Geography: Compare life in this country and others. Draw simple maps</p>
		Cycle B					
		Seasonal Changes, Weather and Forces, and Growth and Change will be ongoing throughout the year					

		<p>Julia Donaldson</p> <p>Books are chosen according to the children's interests or gaps in their knowledge or experience</p> <p>Science: DE – Weather and Seasons, and Space</p> <p>History: Events in the children's lifetime and that of their parents and grandparents</p>	<p>It's a Special Day!</p> <p>Birthdays. Children in Need. Weddings. Diwali. Guy Fawkes. Christmas.</p> <p>Science: DE – Food, and Our Senses</p> <p>History: How was Christmas celebrated in the past?</p>	<p>What Shall I Wear Today?</p> <p>To keep us warm/cool. To show we're part of a group. To help us to do a job. Clothes in other countries. Where do our clothes come from?</p> <p>Science: DE – Our Body, and Materials</p> <p>Geography: What do people wear in different environments? (Locate on globe)</p>	<p>Animal magic</p> <p>Animals are chosen to reflect the children's interests or gaps in their knowledge</p> <p>Science: DE – Animals, and Insects and Invertebrates</p> <p>Geography: Animals from around the world – what animals live where (Locate on globe)</p>	<p>Important Places – What Happens Here?</p> <p>Eg. Home, school, church, library, mosque, hairdressers, gym, dentist, hospital (again, according to gaps in the children's knowledge or experience)</p> <p>Science: DE – Plants, and The Beach</p> <p>Geography: Use maps of the local area to identify different places and types of buildings etc</p>	<p>Let's Move</p> <p>How can we move? Pushing and pulling. Using our bodies. Different modes of transport. How do we move safely?</p> <p>Science: DE – Health and Safety, and Forces, and Machines</p> <p>History: How has transport changed over time? What effect has travel had on our world?</p>
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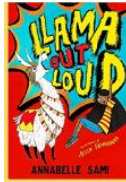


EXPRESSIVE ARTS AND MEDIA	<p>Creating With Materials. Being Imaginative and Expressive.</p>	<p>Ongoing and embedded through:</p> <ul style="list-style-type: none"> • Making area - children are left to explore and follow own ideas. • Craft activities supported by adult to develop skills, e.g., scissor skills, use of textures etc. • Children mix their own colours and use a wide variety of tools and techniques. • Role play area and small world toys changed regularly • Several small world areas in unit to capture children's varying interests • Fairy Tale of the Week to encourage extensive knowledge of plots/ settings/characters etc. • Children are introduced to range of artists, artistic styles and techniques through stories, looking at famous artists and their works etc. • Children are introduced to different styles of music from different times and places and are encouraged to say what they like/don't like about it, changes in tempo etc. • Identify, play and follow beats and rhythms in music, poems, stories, words etc. • Watch different types of performances, e.g., dance, theatre, orchestra etc
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<div> Clarborough Primary School</div> <div>Year 1</div>	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
CLARBOROUGH CURRICULUM FOCUS	Respect				Resilience				Learning			
THEME CONTENT (HISTORY AND GEOGRAPHY)	Remember, remember				Come fly with me!				Her Majesty			
QUALITY TEXTS: Class books	Splash Day by Nick Sharratt  Theme: significant author	Hotel Famingo by Alex Milway  Theme: Animals	The Owl Who was Afraid of the Dark by Jill Tomlinson  Theme: Anxiety & fears	Fantastic Mr Fox by Roald Dahl  Theme: significant author	Isadora Moon goes to School by Harriet Muncaster  Theme: Heritage & identity	Sona Sharma: Looking After Planet Earth by Chitra Soundar  Theme: Climate Change						
Visits and visitors	Visit from Fire and rescue service	Visit to local church	Visit from a nurse	Visit to local church	Visit to the Seaside or Animal encounters							
GPS (Grammar, Punctuation and Spelling)	← Rainbow Grammar →											
MATHEMATICS	Place value (within 10)	Addition and subtraction (within 10) Geometry: Shape	Place value: within 20 Addition and subtraction (20)	Number: Place value (50) Length and height Mass and volume	Number: multiplication and division Fractions Geometry: position and direction	Number: fractions and place value (100) Measurement: time Money						
SCIENCE	Exploring everyday materials 1	Seasonal changes	Plants	Animals including humans – all about me	Exploring everyday materials 2	Animals including humans – all about me						
GEOGRAPHY	The UK		Comparative study to a non-European country			Seasonal patterns Fieldwork						

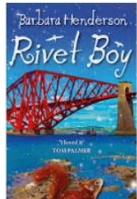

HISTORY	Guy Fawkes and the Gunpowder Plot		Florence Nightingale		Queen Victoria and Queen Elizabeth II	
RE	How did the world begin?	What do some people believe God looks like?	What is God's job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?
PE	Health and Well-being Locomotion	Team building Ball skills	Gymnastics Dance	Orienteering Attack vs defence	Met/ wall games Athletics	Multi skills Team games
COMPUTING iLearn2	Mouse and keyboard	Text and images E-safety	Music creation	Introduce Programming	Digital art Design	Comic Creation
RSE and PSHE	Team (relationships)	Think positive (health and wellbeing)	Diverse Britain (living in the wider world)	Be yourself (relationships)	It's my body (Health and wellbeing)	Aiming high (Living in the wider world)
MUSIC Charanga	Hey! You!	Songs for Nativity	In the groove	Round and round	Your imagination	Reflect, rewind, replay
French	Greetings		Colours and numbers		Transport	
ART & DT	Structures: Constructing a windmill	Drawing: Make your mark	Textiles: Puppets	Sculpture and 3D: Paper play	Cooking and Nutrition: Fruit and vegetables	Painting and mixed media: Colour splash

<div> Clarborough Primary School</div> <div>Year 2</div>	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
CLARBOROUGH CURRICULUM FOCUS	Respect				Resilience				Learning			
THEME CONTENT (HISTORY AND GEOGRAPHY)	London’s burning				Out of this world!				Intrepid Explorers			
QUALITY TEXTS: Class Books	An Alien in the Jam Factory by Chrissy Sains and Jenny Taylor  Theme: Disability (cerebral palsy)		Einstein the Penguin by Iona Rangeley and David Tazzyman Theme: Right & wrong 		Georges’ Marvellous Medicine by Roald Dahl  Theme: Significant children’s author		The Enchanted Wood by Enid Blyton  Theme: Significant children’s author		Daisy and the Trouble with London by Kes Gray Theme: Humour 		Marge in Charge by Isla Fisher and Eglantine Ceulemans the  Theme: Breaking rules	
Visits and visitors	Visit from Fire and rescue and service		Visit to local church		Visit from a nurse		Visit to local church		Visit to the seaside or Animal encounters			
GPS	← Rainbow Grammar →											
MATHEMATICS	Place value Addition and subtraction		Addition and subtraction Shape		Multiplication and division Money		Length and height Mass, capacity, temperature		Fractions Time		Statistics Position and direction	
SCIENCE	Animals including humans 1 – growth		Uses of everyday material		Animals including humans 2 – life cycles		Plants		Living things and their habitats		Living things and their habitats – habitats around the world	
GEOGRAPHY	Hot & Cold areas of the world				Continents & Oceans Fieldwork				South America – comparative study			
HISTORY	Great fire of London				Neil Armstrong				(local) Captain Cook (global) Christopher Columbus			



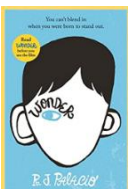



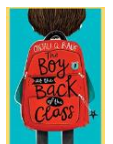
RE	Why do we need to give thanks?	What do candles mean to people?	How do we know some people have a special connection to God?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
PE	Health and wellbeing Locomotion	Team building Ball skills	Gymnastics Dance	Orienteering Attack vs defence	Net/ wall games Athletics	Multi skills Team games
COMPUTING iLearn2	Recognise uses of IT E-safety	Digital Art Develop programming	Internet Research	Introduction to data handling	Introduction to animation	E-book creation
RSE and PSHE	VIPs (relationships)	Safety first (Health and wellbeing)	One world (living in the wider world)	Digital wellbeing (relationships)	Money matters (Living in the wider world)	Growing up (Health and wellbeing)
French	Greetings	Colours and Numbers	Under the sea	In the jungle	Nursery rhymes	In my town
MUSIC Charanga	Hands, feet, heart	Ho, Ho, Ho	I wanna play in the band	Zoo time	Friendship song	Reflect, rewind, replay
ART & DT	Craft and design: map it out	Structures: Baby bear's chair	Painting and mixed media: Life in colour	Mechanisms: Fairground wheel	Sculptures and 3D: Clay houses	Mechanisms: Making a moving monster

 Year 3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CLARBOROUGH CURRICULUM FOCUS	Respect		Resilience		Learning	
THEME CONTENT (HISTORY AND GEOGRAPHY)	Through the Ages!		Come fly with me!		British Empire	
QUALITY TEXTS Class Books	Max and the Millions by Ross Montgomery  Theme: Deafness & friendship	Harriet Versus the Galaxy by Samantha Baines  Theme: Deafness	The Iron Man by Ted Hughes  Theme: Bravery	Llama Out Loud by Annabelle Sami  Theme: Selective mutism	Amelia Fang and the Barbaric Ball by Laura Ellen Anderson  Theme: Adventure	Charlotte's Web by E.B. White  Theme: Friendship
Visits and visitors		Visit to local church	Involvement with ROA languages			King's Park: The River Idle
GPS	← Rainbow Grammar →					
MATHEMATICS	Place value Addition and subtraction	Addition and subtraction Multiplication and division	Multiplication and division Length and perimeter	Fractions Mass and capacity	Fractions Money	Time Shape Statistics
SCIENCE	Forces and magnets	Rocks	Plants	Animals	Light	Scientific enquiry
GEOGRAPHY	Settlements and land use		The local area- Fieldwork		The water cycle and Coasts	
HISTORY	Stone Age, Iron Age, Bronze Age		Ancient Egyptians		Victorians	

RE	What makes us human?	Where do our morals come from?	Is scripture central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?
PE	Lacrosse Invasion games	Volleyball Team building	Gymnastics Dance	Quick Stix Hockey Orienteering	Athletics Cricket	Tag rugby Rounders
COMPUTING iLearn2	Minecraft Education E-safety	Document editing & creation 3D design	Music creation	Programming in Kodu	Comic creation	Game creation Digital Art
FRENCH	Phonetics 1	Phonetics 1	I am learning French	Animals	Fruits	Ice cream
RSE and PSHE	Team (relationships)	Think positive (health and wellbeing)	Diverse Britain (Living in the wider world)	Be yourself (relationships)	It's my body (Health and wellbeing)	Aiming high (Living in the wider world)
MUSIC Charanga	Glockenspiel stage 1	Let your spirit fly	Three little birds	Ukulele with Inspire	Dragon song	Reflect, rewind, replay
ART & DT	Cooking and Nutrition: Eating seasonally	Drawing: Growing artists	Digital world: Wearable technology	Craft and Design: Ancient Egyptian scrolls	Structures: constructing a castle	Sculpture and 3D: Abstract shape and space

<div> Clarborough Primary School</div> <div>Year 4</div>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CLARBOROUGH CURRICULUM FOCUS	Respect		Resilience		Learning	
THEME CONTENT (HISTORY AND GEOGRAPHY)	Come fly with me!		Invaders		Raiders and Traders	
QUALITY TEXTS Class Books	<div>The One and Only Ivan by Katherine Applegate Theme: True story of</div> <div></div> <div>freedom</div>	<div>Rivet Boy by Barbara Henderson</div> <div></div> <div>Theme: STEM/Historical text</div>	<div>Running on the Roof of the World by Jess Butterworth</div> <div></div> <div>Theme: Refugees</div>	<div>The Many Meanings of Meilan by Andrea Wang Theme: Grief & self-belief</div> <div></div>	<div>Kensuke's Kingdom by Michael Morpurgo</div> <div></div> <div>Theme: Survival & Friendship</div>	<div>The Train to Impossible Places by P.G. Bell Theme: Fantasy</div> <div></div>
Visits and visitors	Visit to Bassetlaw Museum; Romans		Orienteering		St John's ambulance	
GPS	← Rainbow Grammar →					
MATHEMATICS	Place value Addition and subtraction	Area Multiplication and division	Multiplication and division Length and perimeter	Fractions Decimals	Decimals Money Time	Shape Statistics Position and direction
SCIENCE	Animals including humans	States of matter	Sound	Electricity	Living things and their habitats; conservation	
GEOGRAPHY	North America		Topography (Hills and Mountains)		Trade links	
HISTORY	Romans		Anglo Saxons and Scots		Vikings	
RE	Are all religions equal?	What makes some texts sacred?	Just how important are our beliefs?	Who was Jesus really?	Why is the Bible the best-selling book of all time?	Does the language of scripture matter?
PE	Lacrosse	Volleyball	Gymnastics	Quick Stix Hockey	Cricket	Tag rugby

	swimming	Swimming	Swimming	Orienteering	Athletics	Rounders
COMPUTING iLearn2	Internet research E-safety	Minecraft Education	EBook Creation	Video editing 3D design	Animation	Data handling
FRENCH	Phonetics 1	Phonetics 2	I am able...& I know how...	Instruments	Vegetables	Presenting myself
RSE and PSHE	VIPs (relationships)	Safety first (health and wellbeing)	One world (living in the wider world)	Digital wellbeing (relationships)	Money matters (living in the wider world)	Growing up (health and wellbeing)
MUSIC Charanga	Mama Mia	Glockenspiel Stage 1	Stop!	Lean on me	Blackbird	Reflect, rewind, replay
ART & DT	Drawing: Power prints	Structure: Bridges	Painting and mixed media: Light and dark	Mechanical systems: Making a slingshot car	Craft and design: Make a Viking Purse	Electrical systems: Torches

<div> Clarborough Primary School</div> <div>Year 5</div>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CLARBOROUGH CURRICULUM FOCUS	Respect		Resilience		Learning	
THEME CONTENT (HISTORY AND GEOGRAPHY)	Extreme Earth		Raging Rivers		Come fly with me!	
QUALITY TEXTS Class Books	<div>The Space We're In by Katya Ballen</div> <div></div> <div>Theme: Autism</div>	<div>Wonder by R J Palacio</div> <div></div> <div>Theme: Acceptance</div>	<div>Beetle Boy by M G Leonard</div> <div></div> <div>Theme: Empathy</div>	<div>Kick by Mitch Johnson</div> <div></div> <div>Theme: Poverty & ambition</div>	<div>The House with the Chicken Legs by Sophie Anderson</div> <div></div> <div>Theme: life, death, loneliness, love & betrayal</div>	<div>The Boy at the Back of the Class by Onjali Rauf</div> <div></div> <div>Theme: war, bereavement, friendship</div>
Visits and visitors	Residential		Visit to Bassetlaw Museum: crime and punishment		Local walk St Johns Ambulance	
GPS	← Rainbow Grammar →					
MATHEMATICS	Place value Addition and subtraction	Multiplication and division Fractions	Multiplication and division Fractions	Decimals and percentages Area and perimeter Statistics	Shape Position and direction Decimals	Negative numbers Converting units Volume
SCIENCE	Earth and space	Animals including humans	Properties of materials	Forces	Living things and their habitats	Changes of materials
GEOGRAPHY	Volcanoes and Earthquakes		Rivers		Locational Knowledge Fieldwork	
HISTORY	Ancient Greece		Crime and Punishment (Beyond 1066)		Shang Dynasty	
RE	Why do people have to stand up for what they believe in?	Why doesn't Christianity always look the same?	What happens when we die? Part 1	What happens when we die— part 2	Who should get to be in charge?	Why are some places in the world significant to believers?

PE	Lacrosse Inclusion games (Boccia)	Quidditch Handball/ Tchoukball	Gymnastics Dance	Field hockey orienteering	Cricket Athletics	Tag rugby Rounders
COMPUTING iLearn2	E-Safety, Computer networks, Text-based Programming	App Design	Physical Devices Music creation	e-book creation	Minecraft Education	Data handling – Tour de France project
FRENCH	Phonetics 2	Phonetics 3	Seasons	At the Tearoom	In the classroom	Presenting myself
RSE and PSHE	Team (relationships)	Think positive (health and wellbeing)	Diverse Britain (living in the wider world)	Be yourself (relationships)	It's my body (Health and wellbeing)	Aiming high (Living in the wider world)
MUSIC Charanga	Classroom Jazz 1	Livin' on a prayer	Make you feel my love	Fresh Prince of Bel Air	Dancing in the street	Reflect, rewind, replay
ART & DT	Electrical Systems: Doodlers	Sculpture and 3D: Interactive instillation	Mechanical systems: Making a pop-up book	Drawing: I need space	Cooking and nutrition: What could be healthier?	Painting and mixed media: Portraits

<div><div>Clarborough Primary School</div></div> <div>Year 6</div>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CLARBOROUGH CURRICULUM FOCUS	Respect		Resilience		Learning	
THEME CONTENT (HISTORY AND GEOGRAPHY)	Our changing world		Amazing Americas		Come fly with me!	
QUALITY TEXTS Class Books	Can You See Me? By Libby Scott  Theme: Autism	Letters from the Lighthouse by Emma Carroll  Theme: WWII, refugees, bereavement	Holes by Louis Sachar  Theme: Choices & consequences	The Boy in the Tower by Polly Ho Yen  Theme: illness, loyalty, bravery	Room 13 by Robert Swindells  Theme: Suspense	The Last Wild by Piers Torday Theme: Deadly virus 
Visits and visitors	Residential		Visit to Bassetlaw Museum – Pilgrim Fathers		St John’s Ambulance	
GPS	← Rainbow Grammar →					
MATHEMATICS	Place value Addition, subtraction, multiplication and division	Fractions Converting units	Ratio Algebra Decimals	Fractions, percentages and decimals Area, perimeter and volume statistics	Shape geometry	Themed projects, consolidation and problem solving
SCIENCE	Living things and their habitats	Light	Animals including humans	Electricity	Evolution and Inheritance	Looking after our environment
GEOGRAPHY	Comparative Study (UK & Europe)		Climate zones, Biomes and Vegetation belts		South America & Rainforests	
HISTORY	World War 2		Pilgrim Fathers		The Maya Civilisation	
RE	Why does religion look different around the world?		Why is it better to be there in person?	Why is there suffering? Part 1	Why is there suffering? Part 2	What place does religion have in our world today?

PE	Lacrosse Tag rugby	Quidditch Handball/ Tchoukball	Gymnastics Dance	Field hockey Orienteering	Athletics Cricket	Tag rugby Rounders
COMPUTING iLearn2	E-Safety Computers: Past, present and future	Graphic design Binary Code Image editing	Virtual reality	HTML programming	Python programming	Minecraft Education
FRENCH	Phonetics 1-3	My family	My home	The date	Clothes	Do you have a pet?
RSE and PSHE	VIPs (relationships)	Safety first (Health and wellbeing)	One world (Living in the wider world)	Digital wellbeing (relationships)	Money matters (living in the wider world)	Growing up (health and wellbeing)
MUSIC Charanga	Happy	Classroom jazz 1	A new year carols	You've got a friend	Brighter sound	Y6 Production
ART & DT	Craft and design: Photo opportunity	Textiles: Waistcoats	Drawing: Make my voice heard	Structure: Playgrounds	Sculpture and 3D: Making memories	Digital world: Navigating the world