



Curriculum Guidance and Long Term Plans

Nursery to Year 1

2022 – 2023

Curriculum

Our curriculum is aligned to a school wide set of principles which are underpinned by our mission to challenge educational and social disadvantage in East Manchester. We believe all students entitled to an ambitious knowledge rich curriculum which will open doors and maximise life changes. At Varna community Primary School, we challenge social inequality by providing a knowledge rich academic curriculum that is broad and balanced.

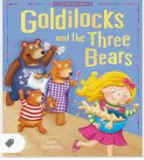




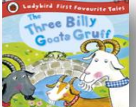
Underpinned by the Development Matters document (EYFS) and National Curriculum (Year 1), each subject specifies, in detail the knowledge children will learn. We ensure children are well taught, acquiring powerful knowledge that prepares them well for national assessments and the gives them ability to contribute positively to an ever changing and developing society. We have considered the knowledge and skills we want our children to have learnt and mastered in each curriculum area to enable them to achieve our mission to 'develop good moral principles and achieve exceptional outcomes that allow ambitious life choices'.













Staff are careful and meticulous of what is learnt and in what order, providing relevant and purposeful learning experiences for all of our children. Our curriculum is informed by the latest evidence research from cognitive science about memory, targeting and practice in order to help children remember and connect learning. We want knowledge to stick so that it can be applied in a variety of different contexts and situations.

Our sequential curriculum begins in EYFS to ensure that children successfully access a broad and balanced curriculum from the very beginning of their all-through education. Our EYFS is underpinned by structured phonics, writing and mathematics lessons to ensure core knowledge is secured and that transition into KS1 is successful. Through a careful balance of child led and adult initiated activities, children are exposed to a wealth of knowledge and experiences to develop their understanding of the world around them. During KS1, we remain focused on securing the foundations of effective communication, ensuring that all children have learnt to read fluently and can write and speak cohesively by the end of Year 2. Through the NCETM and Power Maths programme, we ensure core mathematical knowledge is mastered and practised. Connected by a high quality core text and overarching question, the teaching of humanities and the arts is continuous and further embedded through the use of enhanced provision. Children learn Science, Spanish, Computing and PE discretely, following a curriculum that has been sequenced in agreement with subject specialists.

Across the phase, PSHE themes have been carefully grouped around a moral focus. Alongside a focused weekly assembly, children explore themes deeper within their individual classes to support them to make educated and informed choices when keeping healthy, happy and safe.

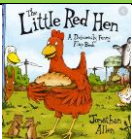
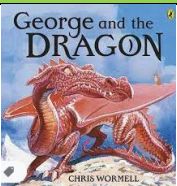

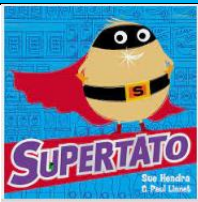


Nursery Long Term Plan













NURSERY LONG TERM PLANNING 2022-23						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Over Arching Question	Who looks after us?	When do we see stars?	What journeys do we go on?	How do we grow?	Are our homes all the same?	What's your favourite animal?
Focus	Family, starting school, bedtime routines	Seasonal changes	Journeys	Growth and Change	Around the World	Animals
Key Text + Rationale	 <p>Traditional Tale. Simple story of a regular bedtime routine with one sentence per page.</p>	 <p>Our children come with little knowledge of nature and the natural world. Simple, repetitive book.</p>	 <p>Repetitive refrains, longer sentences.</p>	 <p>Introduces days of the week, simple book. Repetitive, simple phrases children enjoy memorising.</p>	 <p>Simple story with repeated refrains.</p>	 <p>Our children come with little knowledge of animals. Simple, repeating phrases.</p>
Fiction Linked Texts and Favourite 5	<p>Dear Zoo</p> <ul style="list-style-type: none"> - Can't you sleep little bear? - So Much --Brown Bear, Brown Bear, What do you See? -Where's Spot 	<ul style="list-style-type: none"> -So Much - Elmer -Peace at Last -Tree - Seasons come, Seasons Go - Dim Sum for Everyone 	<ul style="list-style-type: none"> -There's a Bear on my Chair -Oi Dog -The Train Ride -The Snowy Day – Ezra Jack Reats Bear snores on 	<ul style="list-style-type: none"> - The Bad Tempered Ladybird -Aaaarrggghh Spider -The Odd Egg - Hairy Maclary from Donaldson's Dairy -Rainbow fish 	<ul style="list-style-type: none"> -Handa's Hen -Giraffes Can't Dance -Handa's Noisy Night - Odd Dog Out -Baby Goes To Market 	<ul style="list-style-type: none"> -The Great Goat Chase - A Squash and a Squeeze -Harry and the Dinosaurs - Farmer Duck - Duck in a Truck
Linked Non-Fiction texts <small>Teachers to create their own versions of nonfiction texts to mirror the key text</small>	<ul style="list-style-type: none"> - All About Me - My Family 	<ul style="list-style-type: none"> - Animal Homes - Homes Around the World - Christmas Texts 	<ul style="list-style-type: none"> - All About Bears - Animals that live in Caves 	<ul style="list-style-type: none"> - The Life Cycle of a Butterfly - All About Butterflies - All About Caterpillars - How to Grow Cress - How to look after a Baby. 	<ul style="list-style-type: none"> - All About Elephants - All About Monkeys - Life in Handa's Village 	<ul style="list-style-type: none"> - All About Goats - All About Ducks - Life on the Farm
Rhyme and Poetry	<ul style="list-style-type: none"> -Wind the bobbin up - Rain, rain go away - Copy cat 	<ul style="list-style-type: none"> - Twinkle Twinkle little star -- If you're happy and you know it - Are you listening? 	<ul style="list-style-type: none"> - Row, row, row your boat - Pat a cake, pat a cake - Hello, How are you? 	<ul style="list-style-type: none"> - Round and round the garden - Incey Wincey spider - Snail 	<ul style="list-style-type: none"> - I'm a little teapot -The wheels on the bus. - Hello, Rabbit 	<ul style="list-style-type: none"> - Old Macdonald - Old MacDonald had a farm. - Magic box
Repeated Cultural Capital / Vocabulary acquisition enrichments	<p>Woodland Wandering:</p> <p>Visit the local wood. Collect acorns, conkers and sticks. Stand still. Listen. Look. What can you see? What can you</p>	<p>Manchester Baking:</p> <p>Follow a recipe and make porridge together, eat your porridge whilst enjoying a story.</p>	<p>Dance!</p> <p>Children have an overwhelming drive to be active, get moving and use their bodies in any ways that they are able. Dancing brings people together and encourages children to be</p>	<p>Mini Beasts and Bug Hunting</p> <p>Let's go on a minibeast hunt and find out about these fascinating creatures which live all around us. This experience provides many opportunities for learning linked to developing language and new vocabulary, along with learning about</p>	<p>Go shopping!</p> <p>Make a list of fruit to buy just like Handa in the story. Try to stick to the list. Talk about how much things cost and discuss your journey to and from</p>	<p>Who's that trip trapping over my bridge?</p> <p>Visit a park with a bridge, play pooh-sticks, cross over the top of the water – what is going on below? Who might live there?</p>

	hear? What's over there? Did something move?		active and healthy through movement.	the lives of the creatures, their habitat and habits.	the shops. Enjoy eating the items you buy!	
Enrichment	Visit from owls	Pyjama Day/ Bed Time Story (Parents) Make and eat porridge	Local journeys / trip to the woods	Grow caterpillars/ cress Minibeast workshop	Visit the market	Visit a Farm
						
Role Play	Introduce the home corner	Making porridge resources in the home corner	Role Play We're going on a Bear Hunt Journey	Pretend to be butterflies (outdoor)	Role Play Market (outdoor)	Bridge/troll (outdoor)
						
Mark Making/ Writing Opportunities	Playful mark making	Emergent Scribbles	Writing Lists	Writing signs and labels	Writing Lists	Writing signs and Messages (i.e. Watch out)
	Investigate use of pencils, pens, paints, etc	Mark making on the inside of the owl house. Writing messages to Mummy Owl	Writing a list of ingredients to make a cake. Writing bear messages.	Writing labels for different parts of plants and the life cycle of a butterfly.	Writing shopping lists.	Writing signs and messages from the Troll to the goats and from the goats to the Trolls (i.e. Watch out. Troll!!)
Maths Focus	Number / Numerical Patterns		Number / Numerical Patterns		Number / Numerical Patterns	
	Numbers 1 - 3 (Numberblocks) 1-2-1 counting Subitising numbers 1 to 3 Language relating to comparison e.g. more and less Language relating to size e.g. small, tall Repeating patterns		Numbers 1 - 7 (Numberblocks) 1-2-1 counting Subitising numbers 1 to 5 Number bonds to 3 Matching written numerals to quantities 2D and 3D shapes Identifying real world patterns		Numbers 1 - 10 (Numberblocks) 1-2-1 counting Subitising numbers 1 to 5 Number bonds to 5 Matching written numerals to quantities 2D and 3D shapes Comparing objects based on size, weight and capacity	
Maths Meeting	Days of the week What's the weather? Timetable – using sequential language Colour in the bag	Days of the week What's the weather? Timetable – using sequential language Colour in the bag Counting by 1s	Days of the week What's the weather? Timetable – using sequential language Hidden number with fingers 2D shape in the bag Counting by 1s	Days of the week with counting down sleeps until Friday What's the weather? Timetable – using sequential language Hidden number with fingers Pattern – colour and music Counting by 1s	Days of the week with counting down sleeps until Friday What's the weather? Timetable – using sequential language Hidden number with fingers Positional language 2D shape in the bag	Days of the week with counting down sleeps until Friday What's the weather? Timetable – using sequential language Real world maths problems up to 5 3D shape in the bag

EAD - Artist	Jackson Pollock (Abstract Expressionism)	Wassily Kandinsky (Abstract)	Piet Mondrian (De Stijl)	Paul Klee (Cubism)	Alma Woodsey Thomas (expressionism and realism)	Cy Twombly (Expressionism)
EAD - Composer	Strauss (The Beautiful Blue Danube)	Tchaibovky (Swan Lake/ The Nutcracker)	Beethoven (Fur Elise)	Mozart (Eine Kleine Natchmusik)	Saint-Saens (Carnival of the Animals)	Handel (Water Music)
UTW (not limited to these and subject to change dependent on children's interests)	Past and Present Compare this with our bedtime routines. People, Culture and Communities What is school? Who are your teachers? The Natural World Exploring mixing materials. Exploring flowers and their seeds. What am I made of?	Past and Present Poppies for remembrance day People, Culture and Communities Christmas – Christmas story The Natural World Autumn changes – What is happening to the trees? Animals that are awake during the night. Identifying the moon and the sun – when do we see them? Visit from the owls.	Past and Present Different modes of transport People, Culture and Communities Different modes of transport Visit to the woods Nature walks The Natural World Observing winter changes Natural terrain – beaches, forests etc What makes it move?	Past and Present People, Culture and Communities Easter Mother's Day The Natural World Gardening and planting to observe transformation of plants Caterpillar transformation – What does a caterpillar do? Nature walks	Past and Present Who are my parents? People, Culture and Communities Our homes – how are they different Eid The Natural World Bug hunts Observational drawings	Past and Present Bringing in baby photos People, Culture and Communities Bringing in baby photos The Natural World Looking at baby animals and grown up animals. Compare with humans and babies
PSED	Being me in my world Identifying similarities and differences; recognise and manage my feelings; our right to learn at school; kind words and gentle hands; working well with others; being responsible	Celebrating Difference Things I am good at; celebrating what others are good at; anti-bullying; being a kind friend; using kind words; giving and accepting compliments; celebrating Christmas	Dreams and Goals Challenges; perseverance; setting goal; words of encouragement; recognising feeling proud; jobs and aspirations	Healthy Me Importance of exercise, balanced diet, sleep and hand hygiene; stranger danger	Relationships Friendships: making friends; being a good friend; having good manners; loneliness; solving friendship problems; the impact of saying unkind words; how to calm down.	Changing me Labelling the body; different foods that help my body grow: noticing changes from being a baby to now; celebrating the year, worries about Year 1.






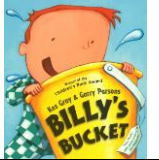
Reception Long Term Plan

RECEPTION LONG TERM PLANNING 2022-2023						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Over Arching Question	Should you always help your friends?	Can you tame a dragon?	Could a penguin survive in Openshaw?	Are vegetables good or evil?	Can you eat the Gingerbread Man?	Can you really hug a tiger?
Focus	Harvest (UW The Natural World)	Past and Present (UW)	A Winter Wonderland (UW People and Communities)	Healthy eating	Once Upon a Time (Geography – journeys, maps)	Wild Animals – The Zoo (UW – The Natural World)
Key Text and Rationale	 <p>Children in Reception need to learn about making the right choices. The book introduces simple inference and comprehension skills.</p>	 <p>Children learn about past and present including how buildings have changed (castles).</p>	 <p>Children learn about arctic animals and discussion around our own feelings. The story contains more text and building in complexity and vocabulary.</p>	 <p>Diet and nutrition is a focus for our communities. A story with a simple plot for children to follow.</p>	 <p>Children explore classic literature and understand the morals behind the stories.</p>	 <p>A more complex story containing more text and subject specific vocabulary.</p>
Fiction Linked Texts & Favourite 5	<p>The Gruffalo Baby Goes to Market There was an Old Lady who Swallowed a Fly Rosie's walk The Three Little Pigs</p>	<p>How to catch a star Stick Man Lila and the secret of rain There is no dragon in this story. Billy and the Dragon</p>	<p>All Are Welcome The Emperor's Egg Up and Down Two Bears Astro Girl</p>	<p>Oliver's Fruit Salad Oi! Frog That's not a daffodil My Nana's Garden Burgler Bill</p>	<p>Not Now Bernard Oi! Cat! I want my Hat Back The Gingerbread Cowboy The Giant Jam Sandwich</p>	<p>Julian is a Mermaid Lubna and the Pebble Mog and Baby Avocado Baby Six Dinner Sid</p>
Non-Fiction Linked Texts <small>Teachers to create their own versions of nonfiction texts to mirror the key text</small>	<p>- My New Classroom - All About My Teacher - How to make Bread. - Different Kinds of Bread - Bread from Around the World.</p>	<p>- All About Penguins - All About Polar Bears</p>	<p>-All about castles -What were castles for?</p>	<p>- How to get to market - Country fact files -World Kitchen – Food from around the World</p>	<p>- How to make a Ginger Bread Man. -</p>	<p>- All About Tigers - All About ...</p>
Rhyme and Poetry	<p>Copy Cat Can you slap the beat? The dingle, dangle scarecrow. My Many Coloured Days – Dr Seuss</p>	<p>Are you listening? Juba up, Juba down. Five little speckled frogs. Chubby Snowman</p>	<p>Hello, How are you? Cobbler, cobbler. Hickory, Dickory Dock Sharing a shell</p>	<p>Snail Hot cross bun, hot cross bun. Five little ducks. One potatoe, two potatoes</p>	<p>Hello, Rabbit Engine, Engine One, two, three, four five. A treasury of songs – Julia Donaldson</p>	<p>Magic box. Here I come. I'm a little teapot. This Little Puffin</p>
Repeated Cultural	Manchester Baking	Yours Sincerely	Brrr: Explore the cold!	Market Visits	Lend a hand	Yummy Picnic







Capital / Vocabulary acquisition enrichments	Baking different kinds of bread each week. <i>Children love to help with cooking and baking, and they can chop and mix ingredients whilst we chat about what we are doing. Cooking is fun and provides quality time together making an end result you can eat.</i>	<i>Writing a letter to someone is a great way to keep in touch or find something out. Write a letter and walk to the postbox to post it. It is always exciting to receive letters through the post.</i>	<i>Snow, ice and cold weather are experiences that children can find really exciting; they need to discover our world using all their senses to properly understand it.</i>	Visit the local shop each week to buy vegetables from the story – can we plant them? Can we eat them?	Help with the shopping list (making gingerbread men and other kinds of biscuits each week) Be in charge of writing the shopping list and making sure you stay within the weekly budget.	<i>Having a picnic is a great opportunity to build relationships, acquire vocabulary and learn from one another together. We will even do it on a rainy day on our carpet in our classroom.</i>
Enrichment	Visit a local shop to buy ingredients Make Bread	Visit Castlefield/other nearest castle	Visit a local park to float boat like in the story.	Visit an allotment / gardening workshop	Visit a Bakery to buy a GingerBread Man	Visit a Zoo
						
Role Play	Introduce the home corner (props for bread baking roleplay)	Castle	Arctic Small World	Supermarket / shop	Baker's Shop	The Zoo Keeper
						
Writing progression	Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand thoughts can be written down. Write their name copying it from a name card or try to write it from memory.	Copies adult writing behaviour e.g writing on a whiteboard, writing messages. Makes marks and draeings using increasing control, Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.	Use appropriate letters for initial sounds	Build words using letter sounds in writing.	Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.	Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
Maths Progression	Number / Numerical Patterns		Number / Numerical Patterns		Number / Numerical Patterns	
	Numbers to 5 Sorting Comparing groups within 5 Changes within 5 Time Subitising numbers to 5 Counting beyond 10 Finding doubles of numbers to 5 One more one less of numbers to 5 Repeating patterns		Number bonds within 5 Numbers to 10 Comparing numbers within 10 Count out objects up to 10 Conceptual subitising to 8 Addition to 10 Number bonds to 10 One more one less of numbers to 10 2D and 3D shapes		Exploring patterns Counting on and counting back Numbers to 20 Conceptual subitising to 10 Numerical patterns Finding doubles of numbers to 10 Odd and even numbers to 10 Compare objects based on length, weight and capacity.	
Maths Meetings	Book 1 Subitising 1 and 2 Book 2 Subitising 1 to 3 Book 3 Subitising 1 to 4	Book 4 Subitising 1 to 5 Book 5 Subitising 6 to 10	Book 6 Partitioning 2 Book 7 Partitioning 3	Book 8 Partitioning 4 Book 9 Partitioning 5	Book 10 Partitioning 10 Book 11 Composition of 6 to 9	Book 12 Comparing quantities to 10 Book 13 Patterns in Numbers to 10

UTW experiences (please note these can change with children's interests)	Past and Present Ourselves and our families Farming in the past People, Culture and Communities Farming around the world Harvest in the community From the farm to the supermarket The Natural World Autumnal changes From the farm to the supermarket What happens when you mix it?	Past and Present The first man to discover the south pole People, Culture and Communities Diwali The Natural World What melts? What is the weather like today? Habitats – the south pole Polar bears and their habitats Winter weather changes Studying frost, snow, ice	Past and Present Castles and dungeons, Royal family People, Culture and Communities Chinese New Year, The Natural World What is in the sky? How do you make a good bubble?	Past and Present People of the past People, Culture and Communities Real heroes – visit from a Nurse, fire station visit Pancake day Mother's Day Eid The Natural World Easter / Spring changes (new life) What's inside my egg? Being healthy	Past and Present Ourselves and our families People, Culture and Communities Map of the gingerbread man's journey Map to our local bakery Eid – visit from an Imam Countries around the world Where do we live? The Natural World What am I made of? What hat is the best to wear today?	Past and Present Our families – who would meet the tiger if he came to our house for tea? People, Culture and Communities What food would we have at our home to give to the tiger? The Natural World Who has stripes? Who lives here? Habitats across the world Summer changes Animal life cycles - ladybird Growing plants / flowers
EAD - Artist	Artist: Mark Rothko	Artist: Yves Klein	Artist: Monet	Artist: Hilma Al Klint	Artist: Vincent Van Gogh	Artist: Wangetchi Mutu
EAD - Music	Composer:	Composer: Brahms	Composer: Tchaikovsky	Composer: Vivaldi	Composer: John Williams	Composer: Beethoven
PSED	Being me in my world Identifying similarities and differences; recognise and manage my feelings; our right to learn at school; kind words and gentle hands; working well with others; being responsible	Celebrating Difference Things I am good at; celebrating what others are good at; anti-bullying; being a kind friend; using kind words; giving and accepting compliments; celebrating Christmas	Dreams and Goals Challenges; perseverance; setting goal; words of encouragement; recognising feeling proud; jobs and aspirations	Healthy Me Importance of exercise, balanced diet, sleep and hand hygiene; stranger danger	Relationships Friendships: making friends; being a good friend; having good manners; loneliness; solving friendship problems; the impact of saying unkind words; how to calm down.	Changing me Labelling the body; different foods that help my body grow: noticing changes from being a baby to now; celebrating the year, worries about Year 1.

Year 1 Long Term Plan

Year 1 LONG TERM PLANNING 2022-2023						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Over Arching Question	Do pumpkins really come from the supermarket?	How can we be wise and stay safe?	Who is the wildest thing of all?	Where would your journey take you?	Does money really grow on trees?	Can we save the world?
Key Text	Pumpkin Soup 	Little Red Riding Hood 	Where the Wild Things Are 	Meerkat Mail 	Jack and the Beanstalk 	Billy's Bucket 
Fiction Linked Texts & Favourite 5	Knuffle Bunny The Squirrels who squabbled The Enormous Turnip Ruby's Worrry That is Not my Hat.	Beegu Billy and the Beast Room on the Broom The Elves and the Shoemaker Good Little Wolf	Traction Man is Here The Proudest Blue Monster Zoo The Bear and the Piano The Troll	On the way home Chapati Moon The Name Jar The Enormous Crocodile/The Selfish Crocodile Gecko's Echo	Dr Xargle's Book of Earthlets On Sudden Hill Cops and Robbers The Extraordinary Gardener Jabari Jumps	Tiddler The Night Pirates The tale of the Whale I am Enough! The Owl and the Pussycat
Genre's of writing	Story writing Descriptions Review Fact File Newspaper report Instructions Invitations	Re-telling stories Descriptions Poetry Fact file Wanted poster Postcard Instructions	Re-telling stories Descriptions Biography Instructions Invitations Recount	Re-telling stories Descriptions Oral presentation Non-chronological report Biography	Re-telling stories Descriptions Instructions Fact file Diary Poetry Recount	Re-telling stories Descriptions Poetry Oral presentation Non-chronological report Poster Instructions
Non-Fiction Linked Texts Teachers to create their own versions of nonfiction texts to mirror the key text	Pumpkin fact file How many seeds in a pumpkin?	All about wolves	Life on an island	All about ... (different desert animals)	How to grow a bean. Bean growing diary.	Animals that live in the sea.
Poetry	Copy Cat Can you slap the beat? Hi, can you hear me? Autumn time by Brenda Williams	Are you listening? Juba up, Juba down. Listen, listen here I come. Wayward Wolf by Gareth Lancaster	Hello, how are you? Cobbler, Cobbler. Not last night. On the Ning Nang Nong by Spike Mulligan	Snail. Hot cross bun. Old King Glory. Hey Little Bug	Hello Rabbit. Engine, Engine. I climbed up an apple tree.	Magix box, magic box. Here I come. I'm a Cheyenne Twinkle Twinkle Chocolate

					Instructions fo Giants by John Rice	
Writing Progression	<p>Rehearses what they want to write by saying it out loud. Rereads writing to check it makes sense. Can read own writing. Adult can read writing. Spelling of all phonemes is phonically plausible. Can spell phonetically in own writing. Leaves spaces between words. Uses some simple descriptive words (shape, colour, size, emotions) Holds pencil comfortably and correctly. Sits in correct handwriting position at a table. Writes digits 0-9.</p>		<p>Writing is organised as a sequence of sentences. Include familiar storytelling language e.g Once upon a time, One Day, The end. Uses adjectives to describe nouns. In own writing spells 40 HF words. Can spell correct sound to grapheme. Can write from memory simples sentences dictated by a teacher. The sentence must include GPCs already taught so fart and common exception words. Can name letters of the alphabet. Can spell numbers 1-10. Forms lower case letters correctly – descenders below the line, ascenders clear. Forms capital letters correctly.</p>		<p>Writes 4-5 sentences linked by a simple idea. Repeat key words to show meaning. Uses capital letters and full stops accurately to demarcate two sentences. Some use of capital letters people's names, places, days, and personal prounoun I. Sometimes uses exclamation marks and question marks accurately. Joins with <i>and</i> Can spell Year 1 common exception words. Use letter names for spelling. Can spell days of the week. Uses joining words (and) Uses plural noun suffixes –s or –es (dog, dogs, wish,wishes) Knows how the prefix un- changes the meaning of verbs and adjectives kind/unkind, help/unhelpful) Shows awareness of names, days, I by using capital letters</p>	
Repeated Cultural Capital / Vocabulary acquisition enrichments	<p>A treat for your taste buds. Cooking is a great way to have fun and enjoy food. Baking can also be great to do together. You can work with your friends or family to create a dish and then enjoy your creations together! Make soup together – start a recipe book to record all your creations. You will need to note down all the ingredients and any reminders of what went well for next time. Maybe you could include a picture as another reminder.</p>	<p>Take a breath. Connect with Nature. Connecting with nature is great for your mental health. When we are busy it is good to take time to slow down and reflect on the good things around you. Mindfulness is about being aware. When you're being 'mindful' you pay close attention to what you're doing, thinking and feeling and what's going on around you. Research shows that being in natural environments can support mindfulness and improve our mental health.</p>	<p>Boat Race! Make your boat. Visit the nearby canal waterways. Walk alongside on tha bank, looking and listening. Cross a bridge, look at ice on the water. Talk about what you can see. Finally, race your boats along the river – ask an adult to place the boats into the river for you. WARNING: Always take extra care near water as it can be dangerous.</p>	<p>Yours Sincereley. Writing to someone is a great way to keep in touch or find something out. It is always exciting to receive letters thorough the post. What is it going to say? Why not give it a go and see how it feels?</p>	<p>Hooray for horticulture! Grow and study plant: think carefully about what you want to grow. Learning about nature can be really rewarding.</p>	<p>Community Champion. Could you be a community champion and help others? Helping your community is a great way to learn more about others and yourself. It can make a big impact on how you see the world and your role in it.</p>

Enrichment	Pick Pumpkins at Farm and make Pumpkin Soup	Visit local Woodsmjudget like LRRH in the story	Hold A Wild Rumpus	Visit from Meerkats	Grow our own Beans and Vegetables	Visit the Seaside
						
History	Guy Fawkes This happened in September		Famous Queens African Queens and compare to ours? Look at Amina Mohamud, Kandake, Makeda, Nefertiti, Yaa Asantewa, Queen Nandi, Queen Moremi. Find where they live on the map. (Reinforcing Around the World skills)		Childhood now and then	
Geography		Where do I live?		Around the World		The Four Seasons
Science <small>Please note – Science; Plant Detectives comes before Plants and Animal Antics comes before Looking at Animals. Sensing Seasons needs to be touched up in all four seasons so children can analyse change. Our Changing World Units need to be repeated every seasons over the year; these are Plants, Sensing Seasons and Animal Antics</small>	Sensing Seasons Autumn – 5 lessons (Our Changing World Diary) Then can begin Everyday Materials, as it is a longer unit.	Everyday materials - 10 core, 3 enrichment/introduction Links to DT e.g. what materials should they use?	Sensing Seasons Spring – 5 lessons (Our Changing World Diary)	Animal Antics – 3 core, 2 enrichment/introduction and Looking at Animals – 7 core, 5 enrichment/introduction	Plants Detectives – 5 core, 2 enrichment/introduction and Plants – 5 lessons (The start of this module looks at changes over the year but lesson 4 and 5 are planting and then eating what we have produced. Focus on these)	Sensing Seasons Summer - 5 lessons (Our Changing World Diary)
Art	Self Portraits Frida Khalo	Artist focus in art areas: Helen Zughaib Art	Artist focus in art areas: Anish Kapoor	African art Thandiwe Muriu	Artist focus in art areas:	Earth Art Andy Goldsworthy
Design and Technology		Flying Kites (links to Heaton Park visit)	Moving Pictures		Eat fruit and Veg	

RE	Are Rosh Hashanah and Yom Kippur important to Jewish children? (this is celebrated in September)	What gifts might Christians in my town have given to Jesus if he had been born here rather than in Bethlehem? (Christmas)	Was it always easy for Jesus to show friendship? (Jesus as a friend)	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? (Easter)	Is Shabbat important to Jewish children? (Shabbat)	Does God want Christians to look after the world? (creation story)
PSHE	Being me in my world Identifying similarities and differences; recognise and manage my feelings; our right to learn at school; kind words and gentle hands; working well with others; being responsible	Celebrating Difference Things I am good at; celebrating what others are good at; anti-bullying; being a kind friend; using kind words; giving and accepting compliments; celebrating Christmas	Dreams and Goals Challenges; perseverance; setting goal; words of encouragement; recognising feeling proud; jobs and aspirations	Healthy Me Importance of exercise, balanced diet, sleep and hand hygiene; stranger danger	Relationships Friendships: making friends; being a good friend; having good manners; loneliness; solving friendship problems; the impact of saying unkind words; how to calm down.	Changing me Labelling the body; different foods that help my body grow: noticing changes from being a baby to now; celebrating the year, worries about Year 2.
Computing	Digital Literacy My Online Life Assessment: 12, 13, 14, 15, 16, 17, 18	Information Technology Mini-Beasts Assessment: 1, 2, 7, 8, 9, 10, 11, 13	Computer Science What is a Computer? Assessment: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13	Digital Literacy Modern Tales Assessment: 1, 2, 7, 8, 9, 10, 11, 12, 15, 17	Information Technology TV News Reporter Assessment: 1, 2, 7, 8, 9, 11, 13, 18	Computer Science My Friend the Robot Assessment: 1,2, 3, 4, 5, 6, 7, 8, 10, 13
Music	Hey you! Children learn about the differences between pulse, rhythm and pitch and learn how to rap and enjoy it in its original form.	Rhythm in the way we walk and banana rap Children will listen and appraise different styles of music and continue to embed the interrelated dimensions of music through games and singing.	In the Groove This unit teaches children about different styles of music.	Round and Round Exploration of the dimensions of music (pulse, rhythm, pitch), singing and playing instruments are all linked.	Your imagination Using imagination to improvise musical techniques.	Reflect, Rewind and Replay Listen and appraise classical music. Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.