

 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!  Julia Donaldson · Nick Sharratt  SUE HENDRA PAUL LINNET 	Stories We Love  SUE HENDRA PAUL LINNET 	Water    	Eggs-citing  	What's In My Bag?  	Let's Explore our world    
Nursery THEME Cycle B KEY TEXTS	Julia Donaldson	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.

- 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 style="text-align: center;">MATHS</p> <p style="text-align: center;">Number. 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 style="text-align: center;">UNDERSTANDING 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 style="text-align: center;">Key festivals <small>Minor festivals may be covered Biannually</small></p>	<p style="text-align: center;">Autumn / Winter</p> <p style="text-align: center;">Harvest, Remembrance Day, Diwali, Christmas</p>	<p style="text-align: center;">Winter /Spring</p> <p style="text-align: center;">Chinese New Year, Valentine's Day, Shrove Tuesday, Mother's Day, Easter</p>	<p style="text-align: center;">Spring/Summer</p> <p style="text-align: center;">Ramadan - Eid, Earth Day, Father's Day,</p>

<p>Past and present People and communities 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 style="text-align: center;">UNDERSTANDING THE WORLD Cycle B</p> <p style="text-align: center;"><i>Past and Present. People, Culture and Communities. The Natural World.</i></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 style="text-align: center;">EXPRESSIVE ARTS AND MEDIA Exploring and using media and materials</p> <p style="text-align: center;"><i>Being imaginative</i></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> 



NURSERY RHYMES

EXAMPLES OF NURSERY RHYMES

- 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.
- Twinkle, twinkle little star.
 Humpty Dumpty.
 1,2,3,4,5
 Incy, wincey spider
 Baa, baa black sheep
 Hickory, dickory dock.

- Notice the rhyme in poems/stories etc and predict upcoming rhyming words.
 - Learn new rhymes, poems and songs by heart, noting repeated phrases etc.
- 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.

- 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.
- Frere Jacques.
 Are you sleeping? (Cherokee)
 Barramundi song (Australia)
 Steam train coming (Egypt)
 Tingalayo (West indies)

VISITS AND VISITORS

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.

COM MUNI
 Listen ing, attent

- Ongoing and embedded throughout the year:
 • Learn new vocabulary and use it throughout the day – vocabulary introduced through our weekly ‘cultural capital’ slideshow and through topic vocabulary, stories etc.

		<ul style="list-style-type: none"> • 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. 		
		<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn our school and class rules and understand why we have them. 	<ul style="list-style-type: none"> • Connect ideas and actions using a range of connectives. • Encourage the children to ask questions to find out more and check their understanding. 	<ul style="list-style-type: none"> • Use talk to work out problems, organise, predict and explain. • Develop problem-solving language. “So that,” “it might be” etc.
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 DEVELOP	Gross Motor Skills.	<p>Ongoing and embedded through:</p> <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 		

		<ul style="list-style-type: none"> • 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.
LITERACY	Comprehension. Word Reading. Writing.	<p>Ongoing and embedded through:</p> <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. • Know that English texts are read from left to right and top to bottom. 	<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. • Use RG to form whole-class and group sentences. • Read simple sentences using their phonic knowledge and recognition of tricky words.

<p style="text-align: center;">MATHS</p> <p style="text-align: center;">From the White Rose Scheme</p>	<p style="text-align: center;">Number. Numerical Patterns.</p>	<ul style="list-style-type: none"> • Baseline Assessment. • Getting to know you • Match, 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 5 • Mass and capacity • Growing 6, 7, 8 • Length, Height and Time 	<ul style="list-style-type: none"> • Building 9 and 10 • Explore 3-D shapes 	<ul style="list-style-type: none"> • To 20 and beyond • How many now? • Manipulate, compose and decompose 	<ul style="list-style-type: none"> • Sharing and grouping • Visualise, build and map • Make connections
<p style="text-align: center;">UNDERSTANDING THE WORLD</p>	<p style="text-align: center;">General & Key festivals Minor festivals</p>	<p style="text-align: center;">Autumn / Winter. Harvest, Remembrance Day, Diwali, Christmas, Black History Month</p> <p style="text-align: center;">Discovery RE Theme: Special People/Christmas</p>		<p style="text-align: center;">Winter /Spring. Chinese New Year, Valentine's Day, Shrove Tuesday, Mother's Day, Easter.</p> <p style="text-align: center;">Discovery RE theme Celebrations/Easter</p>		<p style="text-align: center;">Spring/Summer. Ramadan - Eid, Earth Day, Father's Day.</p> <p style="text-align: center;">Discovery RE theme Stories Time/Special Places</p>	
	<p style="text-align: center;">Past and Present People, Culture and Communities. The Natural World.</p>	<p style="text-align: center;">Ongoing and embedded through:</p> <ul style="list-style-type: none"> • Children are encouraged to talk about members of their immediate family and community • Children are encouraged to name and describe people who are familiar to them • Comparing and contrasting characters from stories, including figures from the past • Commenting on images of familiar situations from the past • Drawing information from a simple map • Understanding that some places are special to members of their community • Recognising that people have different beliefs and celebrate special times in different ways • Recognising some similarities and differences between life in this and other countries • Exploring the natural world around them • Describing what they see, hear and feel outside • 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 					
<p>Cycle A</p> <p>Seasonal Changes, Weather and Forces, and Growth and Change will be ongoing throughout the year</p>							

		<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>
		<p>Cycle B</p> <p>Seasonal Changes, Weather and Forces, and Growth and Change will be ongoing throughout the year</p>					


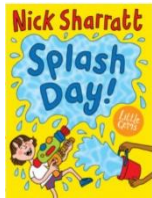





		<p>Julia Donaldson</p> <p>Books are chosen according to the children's interests or gaps in their knowledge or experience</p> <p>Science: DE – Weather and Seasons, and Space</p> <p>History: Events in the children's lifetime and that of their parents and grandparents</p>	<p>It's a Special Day!</p> <p>Birthdays. 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

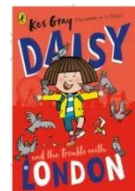

Creating With Materials.
Being Imaginative and Expressive.

Ongoing and embedded through:


- 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

 Clarborough Primary School Year 1	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 Jull 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


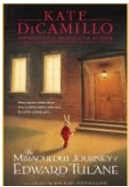
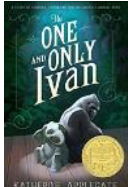




GEOGRAPHY	The UK		Comparative study to a non-European country		Seasonal patterns Fieldwork	
HISTORY	Guy Fawkes and the Gunpowder Plot		Florence Nightingale		Queen Victoria and Queen Elizabeth II	
RE	Christianity Creation Key Question: What do Christians believe about God?	Christianity The Nativity-Incarnation Key Question: What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?	Christianity Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Judaism Relationship Jews have with God Key Question: Who is God to the Jews?	Judaism Shabbat Key Question: Is Shabbat important to Jewish children?	Judaism Prayer and worship Key Question: Does visiting the synagogue help Jewish children feel closer to God?
PE	Orienteering	Gymnastics Dance	Attacking and defending Throwing and catching	Multi skills Team games	Team games Athletics	Athletics Orienteering
COMPUTING iLearn2	Mouse and keyboard	Text and images E-safety	Music creation	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

 Clarborough Primary School Year 2	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  Theme: Breaking the 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	



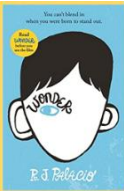



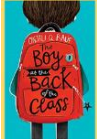
HISTORY	Great fire of London		Neil Armstrong		(local) Captain Cook (global) Christopher Columbus	
RE	Christianity Son of God Key Question: Is it possible to be kind to everyone all of the time?	Christianity The Nativity Story Key Question: Why do Christians believe God gave Jesus to the world?	Christianity The Easter Story-Salvation Key Question: How important is it to Christians that Jesus came back to life after his crucifixion?	Judaism 1 Relationships to God Key Question: Who is God to the Jews?	Judaism 2 Shabbat Key Question: Is Shabbat important to Jewish children?	Judaism 3 Prayer and worship Key Question: Does visiting the synagogue help Jewish children feel closer to God?
PE	Orienteering ABC	Gymnastics dance	Attacking and defending Throwing and catching	Multi skills Team games	Team games Athletics	Athletics Orienteering
COMPUTING iLearn2	Uses of IT E-safety	Digital art Develop programming	Programming: Scratch Junior	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

 Clarborough Primary School 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	Hinduism 1 Pilgrimage Key Question: Would visiting the River Ganges make a person a better Sanatani?	Christianity Christmas Key Question: Has Christmas lost its true meaning?	Christianity Jesus Miracles Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?	Christianity Easter Salvation Key Question: What is 'good' about Good Friday?	Hinduism 2 Hindu Beliefs Key Question: What do some deities tell Samaritans about God?	Hinduism 3 Belief into action Key Question: What is the best way for a Sanatani to lead a good life?
PE	Tag rugby handball	Dance gymnastics	Orienteering Basketball/ netball	Quick Stix Hockey fencing	Athletics Cricket	Orienteering Tennis
COMPUTING iLearn2	Document editing and creation E-safety 3D design	Programming in Kodu	Music creation	Game creation Digital art	Comic creation	Scratch programming
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

 Clarborough Primary School Year 4	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	The Miraculous Journey of Edward Tulane by Kate DiCamillo  Theme: Love & friendship	The One and Only Ivan by Katherine Applegate  Theme: True story of freedom	Running on the Roof of the World by Jess Butterworth  Theme: Refugees	The Many Meanings of Meilan by Andrea Wang  Theme: Grief & self-belief	Kensuke's Kingdom by Michael Morpurgo  Theme: Survival & Friendship	The Train to Impossible Places by P.G. Bell  Theme: Fantasy
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	Buddhism 1	Christianity	Buddhism 2	Christianity	Buddhism 3	Christianity

	Key Question: Is it possible for everyone to be happy?	Christmas Key Question: What is the most significant part of the Nativity story for Christians today?	Key Question: Can the Buddha's teachings make the world a better place?	Easter Key Question: Is forgiveness always possible for Christians?	Key Question: What is the best way for a Buddhist to lead a good life?	Prayer and Worship Key Question: Do people need to go to church to show they are Christians?
PE	Tag rugby	gymnastics	Quick Stix hockey	Orienteering	Athletics	Orienteering
COMPUTING iLearn2	Internet research E-safety	eBook Creation	Scratch programming	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: Pavilions	Painting and mixed media: Light and dark	Mechanical systems: Making a slingshot car	Craft and design: Fabric of nature	Electrical systems: Torches

 Year 5	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	The Space We're In by Katya Ballen  Theme: Autism	Wonder by R J Palacio  Theme: Acceptance	Beetle Boy by M G Leonard  Theme: Empathy	Kick by Mitch Johnson  Theme: Poverty & ambition	The House with the Chicken Legs by Sophie Anderson  Theme: life, death, loneliness, love & betrayal	The Boy at the Back of the Class by Onjali Rauf  Theme: war, bereavement, friendship
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	Sikhi 1 Belief In Action	Christianity Christmas	Sikhi 2 Beliefs and moral values	Christianity Easter	Sikhi 3 Prayer and Worship	Christianity Beliefs and practices

	Key Question: How far would a Sikh go for his/ her religion?	Key Question: Is the Christmas story true?	Key Question: Are Sikh stories important today?	Key Question: How significant is it for Christians to believe God intended Jesus to die?	Key Question: What is the best way for a Sikh to show commitment to God?	Key Question: What is the best way for a Christian to show commitment to God?
PE	Dance (Greeks) Gymnastics	Volleyball Handball/Tchoukball	Field hockey Netball/basketball	Orienteering lacrosse	Athletics cricket	Orienteering Tennis
COMPUTING iLearn2	E-Safety, Computer networks, Text-based Programming	App Design	Physical Devices Music creation	e-book creation	Scratch programming	Data handling – Tour de France project
FRENCH	Phonetics 2	Phonetics 3	Seasons	At the Cafe	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

 Clarborough Primary School Year 6	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	Islam 1	Christianity	Christianity	Christianity	Islam 3	

	Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God?	Christmas Key Question: Do Christian celebrations and traditions help Christians to understand who Jesus was and why he was born?	Beliefs and Meaning Key Question: Is anything ever eternal?	Easter Key Question: Is Christianity still a strong religion 2000 years after Jesus was born?	Beliefs and Moral Values Key Question: Does belief in AKHIRAH (life after death) help Muslims lead good lives?	
PE	Tag rugby Handball/Tchoukball	Volleyball gymnastics	Orienteering Netball/basketball	Field hockey lacrosse	Athletics cricket	Orienteering Tennis
COMPUTING iLearn2	E-Safety Computers: Past, present and future	Graphic design Binary Code Image editing	Virtual reality	HTML programming	Scratch programming	Python programming
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