

Year Group	Me and My Relationships	Local	Big World
	<b>Autumn Term values:</b> Creativity/Peace	<b>Spring Term values:</b> Courage & Hope	<b>Summer Term values:</b> Love & Joy
<b>Green Classrooms</b>	Seasonal Changes Eco Schools Treasuring the Earth & Living Church – <b><u>Bath Abbey</u></b> <i>Global Climate Change Week 12-18<sup>th</sup> October</i> <i>Just One Tree Day – 14<sup>th</sup> October</i> <a href="#">Global Climate Change Week</a>  <i>Parents: Creative Curriculum Inspiration evening 6.30-7.30pm TBC with JRS, TS</i>	Seasonal Changes Eco Schools <b>Bath in Bloom – Our Neighbourhood</b> Julian House <b>Oasis Project</b> <b>School Without Walls</b> Social Justice – Councillors	Seasonal Changes Eco Schools Mode shift stars Treasuring the Earth- <b><u>Bath Abbey/Wells Cathedral</u></b> Sustainability Climate Change <b>Bath in Bloom – Our Neighbourhood</b> Y6 Milestone – Walk/plant a tree etc  <i><u>Forest of Imagination</u> – TBC</i>
<b>Thriving Together/ PHSE/RSE</b>	Being – interventions and focus strategies in whole class Right-Time Development- Whole Class Thrive assessment and Plan Co-adventurer Anxiety Gremlin 9-11 years 'What to do when you worry too much' by Dawn Huebner 'The Journey' by Francesca Sanna PE – Daily Mile  <i>Thrive Together Day - 8<sup>th</sup> November 'In the moment'</i>  <i>Anti-bullying week 14-18th November 2022</i>	Nurture Nature Exploring green spaces in the city Children taking the lead Awareness of others/ difference Working Bees – connecting parents and children to the school outdoor spaces PE – Daily Mile  <i>Thrive Together Day – 'You Choose your Dreams' –20<sup>th</sup> February</i>	PE – Daily Mile  <i>Thrive Together Day- Transition – 'Finding kindness everywhere'</i>
<b>Whole School Books</b>	<b>2020-21</b> 'Colour Monster' by Anna Llenas 'Colour Monster goes to school' by Anna Llenas 'Home' by Carson Ellis	<b>2020-21</b> 'A Street Beneath my Feet' by Charlotte Guillain <b>2021-22</b> I am Enough- Grace Byers In You I See – Rachel Emily	<b>2020-21</b> 'A Forest' by Marc Martin 'A River' by Marc Martin

<p><b>Useful Links</b></p>	<p>'Everybody's Welcome' by Patricia Hegarty Window – Jeannie Baker Rain Before Rainbows-Smriti Halls <b>2021-22</b> Belonging – Jeannie Baker Bluebird-Bob Staake What We'll Build- Oliver Jeffers <b>2022-23</b> Happy by Nicola Edwards and Katie Hickey</p> <p><b>BBC 10 Pieces No Place Like</b> <a href="#">CBBC - Ten Pieces - No Place Like by Kerry Andrew</a></p> <p><b>Useful Links</b> <a href="https://theartyteacher.com/artists-themes/">https://theartyteacher.com/artists-themes/</a></p>	<p>The Day You Begin- Jacqueline Woodson <b>2022-23</b> You Choose Your Dreams – Nick Sharratt Others TBC</p> <p><b>Useful Links</b> <a href="https://theartyteacher.com/artists-themes/">https://theartyteacher.com/artists-themes/</a></p>	<p>'Here We Are: Notes for Living on Planet' by Oliver Jeffers <b>2021-22</b> One – Kathryn Otoshi The Day the Crayons Quit- Drew Daywalt &amp; Oliver Jeffers Colour Monster- Anna Llenas Sky Colour – Peter H. Reynolds 'The Tin Forest' by Helen Ward &amp; Wayne Anderson</p> <p><b>2022-23</b> Footpath Flowers by Jon Arno Lawson / Sydney Smith</p> <p><b>BBC 10 Pieces - Earth</b> <a href="#">Hans Zimmer – Earth - BBC Teach</a></p> <p><b>Useful Links</b> <a href="https://theartyteacher.com/artists-themes">https://theartyteacher.com/artists-themes</a></p>
<p><b>Whole School events</b></p>	<p>Whole School family tree - Who do we think we are? (family photo/favourite space at home) Drawing Day – what's special to me Artist Elizabeth Blackadder – Contemporary Scottish Artist- Drawing focus Harvest Christmas <b>Bath Children's Literacy Festival Events - 23rd of September – Sunday 2nd October 2022</b></p>	<p><b>British Science Week 10th – 19th of March 2023</b> <a href="#">Homepage - British Science Week</a> Eco detectives - Making an Eco Church- link to Eco Schools <b>Science behind heating - Bath Abbey</b> Easter BBC Ten Pieces <a href="https://www.bbc.co.uk/teach/ten-pieces">https://www.bbc.co.uk/teach/ten-pieces</a> <b>E-Safety Day: 7th February 2023</b> <b>World Book Day – 2<sup>nd</sup> March 2023</b></p>	<p>Leavers' Service and BBC Ten Pieces Class performances/presentations Eco detectives - <b>Making an Eco Church- link to Eco Schools- Bath Abbey</b></p> <p>BBC 10 Pieces <a href="https://www.bbc.co.uk/teach/ten-pieces">https://www.bbc.co.uk/teach/ten-pieces</a></p> <p><b>Clean Air Day Wednesday 7<sup>th</sup> June 2023</b> <a href="#">Clean Air Day - the UK's largest clean air campaign</a></p>

	<p><i>National Poetry Day – Thursday 6<sup>th</sup> October 2022</i></p> <p><i>Hershel 200 Event Week Beginning 17<sup>th</sup> October 2022 &amp; continuation November 2022</i></p> <p><i>STEAM Week</i></p> <p>Cross Country competition</p> <p>Quad Kids (PE)</p> <p><i>Armistice Day – Friday 11<sup>th</sup> November 2022</i></p> <p><i>30<sup>th</sup> November St. Andrew's Day</i></p>		
<b>Celebration Sharing events</b>	<p>Child-curated presentation to parents</p> <p>BBC Ten Pieces</p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces">https://www.bbc.co.uk/teach/ten-pieces</a></p> <p>Showcase response to the Curriculum</p> <p>Termly Music Assembly</p> <p><i>20<sup>th</sup> September 2022 Opal Event for Parents</i></p>	<p>Charity Fundraiser</p> <p>Y5/Y6 debate at The Guildhall</p> <p>BBC Ten Pieces</p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces">https://www.bbc.co.uk/teach/ten-pieces</a></p> <p>Showcase response to the Curriculum</p> <p>Termly Music Assembly</p> <p>Enterprise Week</p>	<p>Celebration – world event</p> <p>Sustainability Focus</p> <p>Expressive Arts Challenge</p> <p>End of Year Music Showcase Event</p>
<b>Year 6</b>	<b>What Connects us?</b>	<b>Why do we live here?</b>	<b>Where are we going? (Having a voice)</b>
<b>Science</b>	<p>Living things and their habitats</p> <p><u><i>Natural History Museum / BRLSI (virtual or visit)</i></u></p>	<p>Evolution and Inheritance, Circulation &amp; SRE</p>	<p>Electricity/Light</p> <p><u><i>Science Museum (virtual or visit)</i></u></p>
<b>RE</b>	<p>R.E Discovery - Beliefs and Practices (Islam)</p> <p>Key Question: What is the best way for a Muslim to show commitment to God?</p> <p>UC Concept: Gospel (Christianity)</p> <p>Key Question: What would Jesus do?</p>	<p>UC Concept: Creation (Christianity)</p> <p>Key Question: Creation and science: conflicting or complimentary?</p> <p>UC Concept: Salvation (Christianity)</p> <p>What difference does the resurrection make for Christians?</p> <p>Easter (Christianity)<u><i>Bath Abbey</i></u></p>	<p>R.E Discovery - Beliefs and moral values (Islam)</p> <p>Key Question: Does belief in Akhirah (life over death) help Muslims lead good lives?</p> <p>This enquiry is taught in 2 sections over the term.</p> <p><u><i>Bristol Mosque</i></u></p>
<b>PSHE/RSE PSHE Association - Question Based Model</b>	<p>How can we keep healthy as we grow?</p>	<p>How can the media influence people?</p>	<p>What will change as we become more independent? How do friendships change as we grow?</p>

<b>History</b>	<p>Ancient Greece - a study of Greek life and achievements (democracy/architecture/medicine)</p> <p><b>Commonwealth Heros Project with 44AD</b></p> <p><a href="#">44AD: Heroes of the Commonwealth</a></p> <p>St. Andrews School celebrating John Jellicoe Blair</p>		<p><u>Joint Project Yr 5&amp;6:</u> A local history study - A study of a theme in British history that extends pupils' chronological knowledge beyond 1066: Transport/Postage</p> <p><b><u>Museum of Bath at Work</u></b></p>		<p>A local history study - A study of a theme in British history that extends pupils' chronological knowledge beyond 1066: Suffragettes or WWII Link with: The lives of significant individuals in Britain's past who have contributed to our nation's achievements: scientists Caroline Herschel (world's first professional woman astronomer) VS Greta Thunberg Yr. 2 &amp; 6 <b><u>Herschel Museum</u></b></p>	
<b>Geography</b>	<p><b>Investigate Places:</b> Name and locate some of the countries and cities of the world and their identifying characteristics</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations</p>		<p><b>Investigate Places:</b> Use field work to observe measure and record the local area (tourist maps or transport maps)</p> <p>Identify and describe how the physical features affect the human activity within a location</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location</p> <p><b>Communicate geographically:</b> Create maps of locations; use 8 points of compass; 4 figure grid references symbols and a key <b><u>Botanical Gardens</u></b></p>		<p><b>Communicate geographically</b> – Describe and understand the distribution of natural resources (link to Science) <b>Forest of Imagination and Trees of Hope</b></p>	
<b>Art and Design</b>	<p>Drawing Focus artist: Aboriginal Art</p>		<p>Sculpture Focus Artist: Richard Long or Andy Goldsworthy</p>		<p>Painting</p>	
<b>D&amp;T</b>	<p>N/A</p>		<p>Textiles <b><u>Fashion Museum/ V&amp;A( visits or virtual)</u></b></p>		<p>Electricals/electronics (science link)</p>	
<b>Computing</b>	<p><b>Collect:</b> Introduction to spreadsheets (Answering questions by using spreadsheets to organise and</p>	<p><b>Code:</b> Variables in games (Exploring variables when designing and coding a game - <a href="#">Scratch</a>)</p>	<p><b>Connect:</b> Internet communication (Recognising how the WWW can be used to communicate and be searched to find information)</p>	<p><b>Code:</b> Sensing (Designing and coding a project that captures inputs from a physical device - micro:bit and Microsoft MakeCode)</p>	<p><b>Communicate:</b> Webpage creation (Designing and creating webpages, giving consideration to copyright, aesthetics, and</p>	<p><b>Communicate:</b> 3D modelling (Planning, developing, and evaluating 3D computer models of physical objects – <a href="#">Tinkercad</a>)</p>

	calculate data - <a href="#">Microsoft Excel</a> )	<b>(Internet-safety Day)</b> sequences	navigation - <a href="#">Google Sites</a> )
<b>Languages</b> <u>French</u>	<b>Language Angels</b> - Phonetics 1 & I am learning French (Yr.3 20-21)/Animals	<b>Language Angels</b> - Fruits/Musical Instruments (Yr.3 20-21)	<b>Language Angels</b> - Ancient Britain/I Can... (Yr.3 20-21)
<b>PE</b>	Sports Leaders Playground Pals Athletics, including endurance running (cross country)	Gymnastics (T3) Dance (T4) Games (T3/T4)	Athletics (T5/T6) OAA (T6) Games (T5) Catch up swimming (T5/T6)
<b>Music</b>	Ukulele/BBC Ten Pieces <a href="#">Gabriel Prokofiev - Concerto for Turntables and Orchestra (5th movement) - BBC Teach</a> <b>Or</b> <a href="#">Mason Bates - Anthology of Fantastic Zoology – Sprite; A Bao A Qu - BBC Teach</a>	BBC Ten Pieces	Year 6 production/BBC Ten Pieces
<b>Year 5</b>	<b>What connects us?</b>	<b>Why do we live here?</b>	<b>Where are we going?</b>
<b>Science</b>	Animals including humans & SRE	Living things and their habitats  Properties and changes of materials	Earth/Space and Forces: <b><u>Herschel Museum</u></b>
<b>RE</b>	R.E Discovery: Belief into Action (Sikhism) Key Question: How far would a Sikh go for his/her religion?  UC Concept: Incarnation (Christianity) Key Question: Was Jesus the Messiah?	R.E Discovery: Beliefs and moral values (Sikhism) Key Question: Are Sikh stories important today?  UC Concept: Salvation Key Question: What do Christians believe (what did Jesus do to save human beings?)  <b><i>St Swithin's Church</i></b>	R.E Discovery: Prayer and Worship (Sikhism) Key Question: What is the best way for a Sikh to show commitment to God?  UC Concept: God Key Question: What does it mean for Christians if God is holy and loving?
<b>PSHE/RSE</b> <b>PSHE</b> <b>Association -</b>	What makes up a person's identity? (T1) What decisions can people make with money? (T2)	How can we help in an accident or emergency? (T3) How can friends communicate safely (T4)	How can drugs common to everyday life affect health? (Y5) What jobs would we like? (T6)

Question Based Model						
History	N/A		<b>Joint Project Y5&amp;6:</b> A local history study - A study of a theme in British history that extends pupils' chronological knowledge beyond 1066: Transport/Postage		Changes in Britain from the Stone Age to the Iron Age	
Geography	<b>Investigate Places:</b> North or South America <b>Investigate Patterns:</b> Understand some of the reasons for geographical similarities and differences between countries... <b>Investigate Patterns:</b> Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. <b>Human geography:</b> including settlements, land use, economic activity including trade links... <u><b>American Museum</b></u>		<b>Investigate Places:</b> Use field work to observe measure and record the local area (tourist maps or transport maps) <b>Communicate geographically:</b> Create maps of locations starting with maps of Bath Use 8 points of compass; 4 figure grid references; symbols and a key (geocaching) <b>Communicate geographically:</b> Decide and understand key aspects of physical geography including climate zones (link to Science)  <u><b>Museum of Bath at Works</b></u>		<b>Investigate Patterns:</b> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) (link to Science) <b>Forest of Imagination and Trees of Hope</b>	
Art and Design	Drawing		Sculpture		Painting	
D&T	Textiles – quilting (link to American Museum quilt collection) Collaborative quilt making (what connects us)		Food		Materials/construction/mechanics (possible linked to Science)	
Computing	<b>Collect:</b> Flat-file databases (Using a database to order data and create charts to answer questions - <a href="#">j2data Database</a> )	<b>Code:</b> Selection in physical computing (Exploring conditions and selection using a programmable microcontroller -	<b>Connect:</b> Sharing information (Identifying and exploring how information is shared between digital systems	<b>Code:</b> Selection in quizzes (Exploring selection in programming to design and code an interactive quiz - <a href="#">Scratch</a> )	<b>Communicate:</b> Video editing (Planning, capturing, and editing video to produce a short film - <a href="#">Microsoft Photos</a>	<b>Communicate:</b> Vector drawing (Creating images in a drawing program by using layers and groups of objects - <a href="#">Google Drawings</a> )

		Crumble controller + starter kit + motor)	- <a href="#">Google Slides or powerpoint</a> ( <b>Internet-safety Day</b> )	<b>(Apple Store Visit)</b>	(for Microsoft Windows 10))	
<b>Languages:</b> French	<b>Language Angels</b> - Phonetics 1 & I am learning French (Yr.3 20-21)/Animals		<b>Language Angels</b> - Fruits/Musical Instruments (Yr.3 20-21)		<b>Language Angels</b> - Ancient Britain/I Can... (Yr.3 20-21)	
<b>PE</b>	Athletics, including endurance running (cross country) Swimming		Games (T3) Dance (T4) Swimming (T3/T4)		Gymnastics (T5) Athletics (T6) Games (T5/T6)	
<b>Music</b>	Choir/BBC Ten Pieces <a href="#">George Gershwin – Rhapsody in Blue (excerpt) - BBC Teach</a>		Choir/BBC Ten Pieces <a href="#">KS2: Vaughan Williams - The Lark Ascending - BBC Teach</a>		Choir/BBC Ten Pieces Ukulele – Charanga	
<b>Year 4</b>	<b>What makes me, me?</b>	<b>What am I connected to?</b>	<b>Why do we live here in Bath?</b>		<b>Where is the world going?</b>	
<b>Science</b>	Animals including humans	Sound	Living things and their habitats		States of Matter/Electricity Electricals/electronics(science)	
<b>RE</b>	RE Discovery: Buddha's teachings (Buddhism) Key Question: Is it possible for everyone to be happy?	UC Concept: People of God (Christianity) Key Question: What is it like (for Christians) to follow God?	R.E Discovery: The 8-fold path (Buddhism) Key Question: Can the Buddha's teachings make the world a better place?	UC Concept: Gospel (Christianity) Key Question: What kind of world did Jesus want?	R.E Discovery: The 8-fold path (Buddhism) Key Question: What is the best way for a Buddhist to lead a good life?	UC Concept: Kingdom of God (Christianity) When Jesus left what was the impact of Pentecost?
<b>PSHE/RSE</b> <b>PSHE</b> <b>Association -</b> <b>Question Based</b> <b>Model</b>	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings? (T3) How will we grow and change? (T4)		How can our choices make a difference to others and the environment? (T5) How can we manage risk in different places? (T6)	
<b>History</b>	N/A	N/A	Britain's settlement by Anglo Saxons and Scots  The Viking and Anglo-Saxon struggle for the Kingdom of England (link back to prior learning about Romans)		A non-European society that contrasts with British history: Mayan Civilization (link to DT) <b><u>British Museum virtual or visit</u></b>	
<b>Geography</b>	<b>Communicate Geographically:</b> Journeys to school - four figure grid	<b>Communicate Geographically:</b> Journeys to school - four figure grid	<b>Communicate Geographically:</b> rivers/water cycle (soft/hard water) (link to Science) <b>Investigate places:</b> Ask and answer geographical questions		<b>Investigate places:</b> Use a range of resources to identify the key physical and human features of a location. Fairtrade - Guatemala (link to Mayans)	

	referencing, eight-point compass, symbols and keys	referencing, eight-point compass, symbols and keys		<b>Investigate Patterns:</b> Describe geographical similarities and differences between countries <b>Forest of Imagination and Trees of Hope</b>		
<b>Art and Design</b>	Drawing	Drawing	Sculpture	Painting		
<b>D&amp;T</b>	Textiles	Textiles	N/A	Food/chocolate and Fairtrade (link to History)		
<b>Computing</b>	<b>Code:</b> Repetition in shapes (Using a text-based programming language to explore count-controlled loops when drawing shapes – <a href="#">FMSLogo/Turtle Academy</a> ) <b><u>(Apple Store Visit)</u></b> )	<b>Communicate:</b> Audio editing (Capturing and editing audio to produce a podcast, ensuring that copyright is considered - <a href="#">Audacity</a> )	<b>Connect:</b> The internet (Recognising the internet as a network of networks including the WWW, and why we should evaluate online content - <a href="#">Various websites</a> )  <b><u>(Internet-safety Day)</u></b>	<b>Collect:</b> Data logging (Recognising how and why data is collected over time, before using data loggers to carry out an investigation - <a href="#">iPad with Science Journal app</a> )	<b>Communicate:</b> Photo editing (Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled - <a href="#">Paint.NET (for Microsoft Windows)</a> )	<b>Code:</b> Repetition in games (Using a block-based programming language to explore count-controlled and infinite loops when creating a game - <a href="#">Scratch</a> )
<b>Languages: French</b>	<b>Language Angels - Phonetics 1 &amp; I am learning French (Yr.3 20-21)</b>	<b>Language Angels - Animals (Yr.3 20-21)</b>	<b>Language Angels - Fruits/Musical Instruments (Yr.3 20-21)</b>	<b>Language Angels - Ancient Britain/I Can... (Yr. 3 20-21)</b>		
<b>PE</b>	Athletics	Gymnastics HUB (cricket, street dance, tag rugby – offsite)	Gymnastics (T3) Dance (T4) Games (T3/T4)	Athletics (T5/T6) Games (T5) OAA (T6)		
<b>Music</b>	Djembe – Musical Minis BANES – Music Services  Interrelated elements of music <a href="#">KS2: Edvard Grieg - In the Hall of the</a>	Notation Cranhill/Age UK Djembe – Musical Minis	BBC Ten Pieces  <a href="#">KS2: Benjamin Britten - 'Storm' Interlude from 'Peter Grimes' - BBC Teach</a>	Composition/Glockenspiels		



	<a href="#">Mountain King from 'Peer Gynt' - BBC Teach</a>			
<b>Year 3</b>	<b>What makes me, me?</b>	<b>What am I connected to?</b>	<b>Why do we live here in Bath?</b>	<b>Where is the world going?</b>
<b>Science</b>	Animals including humans	Animals including humans	Plants and Rocks	Light (shadow puppets) Forces - magnets
<b>RE Discovery RE</b>	R.E Discovery Theme: Diwali (Hinduism) Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	UC Concept: Incarnation (Christianity) Key Question: What is Trinity?	UC Concept: Creation/Fall (Christianity) What do Christians learn from the creation story?	UC Concept: Salvation (Christianity) Key Question: Why do Christians call the day Jesus died 'Good Friday'?
<b>PSHE/RSE PSHE Association - Question Based Model</b>	How can we be a good friend?	What keeps us safe?	What are families like? (T3) What makes a community? (T4)	Why should we eat well and look after our teeth? (T5) Why should we keep active and sleep well? (T6)
<b>History</b>	N/A	N/A	The Roman Empire and its impact on Britain: water and heating <b><u>Roman Baths</u></b>	Early Civilizations achievements (an overview of where and when the first civilisations appeared) and an in-depth study of The Shang Dynasty <b><u>East Asian Museum</u></b>
<b>Geography</b>	<b>Investigate places:</b> What county do we live in? Name and locate counties and Cities of the UK; identify key characteristics	<b>Investigate places:</b> Name and locate countries in Europe	<b>Communicate Geographically:</b> Physical Geography – volcanoes/mountains (minerals) <b><u>Mineral Hospital &amp; Roman Baths</u></b>	<b>Investigate Places:</b> Use field work to observe the human and physical features in the local area (Sustainable travel - ModeShift Stars)  <b>Investigate Patterns:</b> Describe how the school and locality has changed over time <b><u>Green Classrooms &amp; BANES Clean Air</u></b>
<b>Art and Design</b>	Drawing Portraits	Drawing	Sculpture – clay Focus artist: Lubna Chowdry	Painting Focus artist: Chinese painting

<b>D&amp;T</b>	Food - pumpkins	Food (explore where our school dinners come from)	N/A		Materials, construction & mechanics (Science)	
<b>Computing</b>	<b>Code:</b> Sequencing sounds (Creating sequences in a block-based programming language to make music - <a href="#">Scratch</a> )  <b><u>(Apple Store Visit)</u></b>	<b>Communicate:</b> Desktop publishing (Creating documents by modifying text, images, and page layouts for a specified purpose - <a href="#">Adobe Spark.</a> )	<b>Connect:</b> Connecting computers (Identifying that digital device have inputs, processes, and outputs, and how devices can be connected to make networks - <a href="#">Painting program (any)</a> ) <b><u>(Internet-safety Day)</u></b>	<b>Collect:</b> Branching databases (Building and using branching databases to group objects using yes/no questions - <a href="#">j2data Branch and Pictogram</a> )	<b>Communicate:</b> Stop-frame animation (Capturing and editing digital still images to produce a stop-frame animation that tells a story - <a href="#">StopMotion (app for iOS)</a> )	<b>Code:</b> Events and actions in programs (Writing algorithms and programs that use a range of events to trigger sequences of actions - <a href="#">Scratch</a> )
<b>Languages:</b> French	<b>Language Angels</b> - Phonetics 1 & I'm learning French	<b>Language Angels</b> - Animals	<b>Language Angels</b> - Fruits/Musical Instruments		<b>Language Angels</b> - Little Red Riding Hood	
<b>PE</b>	Athletics	Gymnastics Games	OAA (T3) Games (T3/T4) Dance (T4)	Athletics Games		
<b>Music</b>	Musical Minis/BBC Ten Pieces <a href="#">KS2: Anna Meredith - Connect It - BBC Teach</a>	Musical Minis/BBC Ten Pieces	Musical Minis/BBC Ten Pieces Djembe		Musical Minis/BBC Ten Pieces	
<b>Year 2</b>	<b>What makes me, me?</b>	<b>What am I connected to?</b>	<b>What comes from Bath?</b>	<b>What lives in Bath?</b>	<b>Where is the world going?</b>	
<b>Science</b>	Animals including humans	Working scientifically (linked to DT)	Everyday Materials	Living things and their habitats	Plants	

<b>RE</b>	R.E Discovery: What did Jesus teach? (Christianity) Key Question: Is it possible to be kind to everyone all of the time?	UC Concept: Gospel (Christianity) Key Question: What is the good news that Jesus brings?  Bath Abbey – Stained Glass window – East Window	R.E Discovery: Passover (Judaism) Key Question: How important is it to Jewish people to do what God asks them to do?	UC Concept: God (Christianity)  What do Christians believe God is like?	R.E Discovery: The covenant (Judaism) Key Question: How special is the relationship that Jews have with God?	R.E Discovery: Rites of passage and good works (Judaism)  Key Question: What is the best way for a Jew to show commitment to God?
<b>PSHE/RSE Association - Question Based Model</b>	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy? (T5) How do we recognise our feelings? (T6)	
<b>History</b>	N/A	Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year: Post Office and stamps	Significant historical events, people and places in their own locality. <u>Y1&amp;2 Local joint project:</u> focus on building materials and a significant local person. John Wood (Snr/Junior - Royal Crescent and The Circus) Stone carving - links to Bath Abbey – value of the profession and industry <u><b>Museum of Bath Architecture</b></u>	N/A	The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists Herschel – lives of significant Individuals (Anna Atkins/Caroline Herschel Caroline Herschel VS > Greta Thunberg Yr. 2 & 6 Mary Shelley Women who stand up for their principles – Positive women in Bath <u><b>Herschel Museum</b></u>	
<b>Geography</b>	<b>Investigate places:</b> Use aerial images and plan perspectives to recognise landmarks and basic physical features.	<b>Use Geographical vocabulary:</b> Refer to key physical and human features, use compass direction and locational language.	N/A	<b>Communicate Geographically:</b> Devise a simple map and use and construct basic symbols in a key. Use simple grid references. Habitat maps: what lives/grows where?	<b>Investigate places:</b> Country comparison between Bath and Brazil or another country based on the children in the class. Identify key features of a location. Ask geographical questions. Name and locate world continents and oceans. <b>Forest of Imagination and Trees of Hope</b>	

		Where do our letters go?				
<b>Art and Design</b>	Drawing	Drawing	Sculpture Angels? Stone carving demonstrations?	Sculpture	Painting	
<b>D&amp;T</b>	N/A	Mechanics/computing/construction (History/Science link)	Construction (link to History)	N/A	Food	
<b>Computing</b>	<b>Communicate:</b> Digital photography (Capturing and changing digital photographs for different purposes- Digital camera or Ipad cameras with Pixlr app) <b><u>Dance/Trees of Hope project- Zimbabwe</u></b>	<b>Code:</b> Robot algorithms (Creating and debugging programs, and using logical reasoning to make predictions - Bee-Bot)	<b>Connect:</b> Information technology around us (Identifying IT and how its responsible use improves our world in school and beyond - <a href="#">Microsoft PowerPoint</a> ) <b><u>(Internet-safety Day)</u></b>	<b>Collect:</b> Pictograms (Collecting data in tally charts and using attributes to organise and present data on a computer - <a href="https://www.i2e.com/jit5#pictogram">https://www.i2e.com/jit5#pictogram</a> )	<b>Communicate:</b> Making music (Using a computer as a tool to explore rhythms and melodies, before creating a musical composition - <a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a> )	<b>Code:</b> Programming quizzes (Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz – <a href="#">Scratch Jr</a> ) <b><u>(Apple Store Visit)</u></b>
<b>Languages</b>	<b>Celebrating Language:</b> Colours including Makaton	<b>Celebrating Language:</b> Colours including Makaton	<b>Celebrating Language:</b> Food including Makaton	<b>Celebrating Language:</b> Food including Makaton	<b>Celebrating Language:</b> Counting including Makaton	
<b>PE</b>	<b><u>Dance/Trees of Hope project- Zimbabwe</u></b>  Athletics – running, jumping and hopping Orienteering	Gymnastics Games	Dance Games	Dance Games	Athletics Games	
<b>Music</b>	Musical Minis/BBC Ten Pieces Finlandia by Sibelius- <a href="#">CBBC - Ten</a>	Musical Minis/KS1 Nativity	Musical Minis/BBC Ten Pieces Glockenspiels	Musical Minis/BBC Ten Pieces Glockenspiels	Musical Minis/BBC Ten Pieces Mars by Holst	

	<a href="#">Pieces - Finlandia by Jean Sibelius</a> <i>Trees of Hope project- Zimbabwe</i>				<a href="#">CBBC - Ten Pieces - 'Mars' from 'The Planets' by Gustav Holst</a>
<b>Year 1</b>	<b>What makes me, me?</b>	<b>What am I connected to?</b>	<b>What comes from Bath?</b>	<b>What lives in Bath?</b>	<b>How is Bath connected to the world?</b>
<b>Science</b>	Animals including humans <i>Focus on scientific skills including weather: autumn</i> <b>*Geography: Investigate Patterns</b> Seasonal and daily weather, UK and around the world	<i>Focus on scientific skills including weather: winter</i>	<i>Focus on scientific skills including weather: spring</i> (link to Geography)		Everyday Materials <i>Focus on scientific skills including weather: summer</i>  Plants  <b>*Geography: Investigate Patterns</b> Seasonal and daily weather, UK and around the world
<b>RE</b>	UC Concept: Creation (Christianity) Key Question: Who made the world?	UC Concept: Incarnation (Christianity) Key Question: Why does Christmas matter to Christians?	R.E Discovery: Jesus as a friend (Christianity)  Key Question: Was it always easy for Jesus to show friendship?	UC Concept Salvation (Christianity)  Key Question: Why does Easter matter to Christians?	R.E Discovery: Shabbat (Judaism) Key Question: Is Shabbat important to Jewish children?  R.E Discovery: Rosh Hashanah and Yom Kippur (Judaism)  Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?
<b>PSHE/RSE PSHE Association - Question Based Model</b>	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe? (T5) How can we look after each other and the world? (T6)
<b>History</b>	N/A	Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are	Significant historical events, people and places in their own locality. <u>Yr1&amp;2 Local joint project</u> – animation		Transport through time ( <b><i>Bath City Tours</i></b> )  Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. Significant historical events, people and places in their own locality.

		<p>commemorated throughout the year. Our Families and Christmas</p> <p><b><u>No.1 Royal Crescent:</u></b> Getting ready for a Party (Georgian Christmas)</p>	<p>Significant local individual: Harbutt - inventor of plasticine</p>		<b><u>Bath at Works Museum</u></b>	
<b>Geography</b>	<p><b>Investigate places:</b> Geographical skills and fieldwork – Exploring the school environment. Ask and answer geographical questions.</p> <p><b>Communicate Geographically:</b> Devise a simple map - my journey from home. Use geographical vocabulary.</p>	<p><b>Investigate Patterns:</b> <u>Seasonal and daily weather, UK and around the world</u> <b><u>Trees of Hope Zimbabwe</u></b></p>	<p><b>Investigate Patterns:</b> Seasonal and daily weather, UK and around the world <b><u>Trees of Hope Zimbabwe</u></b></p>	N/A	<p><b>Investigate places:</b> Location knowledge - name, locate, identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Where is Bath? Using simple maps and atlases to explore location. Create some maps to explore coming to Bath - tourist maps perhaps on lesser known areas of Bath or around the school. <b><u>Forest of Imagination</u></b></p>	
<b>Art and Design</b>	Drawing	Drawing	3D design – plasticine (model making link to History)	3D design - plasticine	Painting	
<b>D&amp;T</b>	N/A	Textiles/materials (History link)	Construction (set design)	Construction (set design)	Food Local links Mary Berry/Sally Lunn cakes (Geography/RE links)	
<b>Computing</b>	<p><b>Connect:</b> Technology around us (Recognising technology in school and using it</p>	<p><b>Communicate:</b> Digital painting (Choosing appropriate tools in a program to</p>	<p><b>Code:</b> Moving a robot (Writing short algorithms and programs for floor robots, and predicting</p>	<p><b>Collect:</b> Grouping data (Exploring object labels, then using them to sort and group objects by properties - <a href="#">Microsoft PowerPoint</a>)</p>	<p><b>Communicate:</b> Digital writing (Using a computer to create and format text, before comparing to</p>	<p><b>Code:</b> Programming animations (Designing and programming the movement of a</p>

	responsibly - <a href="https://paintz.app/">https://paintz.app/</a> ) <b><u>Trees of Hope project- Zimbabwe</u></b>	create art, and making comparisons with working non-digitally - <a href="#">Microsoft Paint or similar.</a> )	program outcomes - Bee-Bot)  <b><u>(Internet-safety Day)</u></b>		writing non-digitally - <a href="#">Microsoft Word</a> )	character on screen to tell stories - <a href="#">ScratchJr</a> ) <b><u>Apple Store Visit</u></b>
<b>Languages</b>	<b>Celebrating Language:</b> Greetings including Makaton	<b>Celebrating Language:</b> Greetings including Makaton	<b>Celebrating Language:</b> Counting including Makaton	<b>Celebrating Language:</b> Counting including Makaton	<b>Celebrating Language:</b> Songs from around the world including Makaton	
<b>PE</b>	Athletics – running and jumping Orienteering	Gymnastics Games	Gymnastics Games	Dance Games	Dance Games Athletics	
<b>Music</b>	Musical Minis/BBC Ten Pieces <a href="#">Vaughan Williams - The Lark Ascending - BBC Teach</a>	Musical Minis/KS1 Nativity	Musical Minis/BBC Ten Pieces  <a href="#">CBBC - Ten Pieces - No Place Like by Kerry Andrew</a>	Musical Minis/BBC Ten Pieces	Musical Minis/BBC Ten Pieces/Sing-as-One  Untuned percussion	

### Early Years Foundation Stage

The EYFS curriculum at St Andrew’s Church School is designed to build on the interests and needs of our children. This overview allows space and time for planning in the moment in response to children’s interests and fascinations.

Reception	Term 1	Term 2	Term 3	Term 4	Terms 5 & 6	
<b>Enquiry</b>	<b>What makes me, me?</b>	<b>What am I connected to? (School)</b>	<b>What lives in Bath? (Inclusion)</b>	<b>What comes from Bath?</b>	<b>How is Bath connected to the world?</b>	
<b>Events, themes and Seasons</b>	Autumn - seasonal changes Home visits Induction/ Settling in	Christmas Festivals and Light	Winter- seasonal changes New Year celebrations in different cultures	Spring - seasonal changes Easter	Summer- seasonal changes Park Keeper - Victoria Park	Sports Day Transition and changes

	Harvest		Healthy Lifestyles	Space/ our universe / Herschel Museum	Lifecycles / growing	Tourists-why people visit Commuters- travel
<b>Relationships/ PSED</b>	<p>Gaining self-Confidence when leaving family and transitioning within Reception.</p> <p>Selecting and using resources in a new classroom with support.</p> <p>Beginning to follow new routines and understanding expectations with adult support.</p> <p>Building trusting relationships with adults.</p> <p>Building relationships with new peers with support.</p> <p>Seeking a familiar adult to gain emotional support and practical help.</p>	<p>Show confidence in joining wider school events.</p> <p>Selecting and using resources in a new classroom.</p> <p>Follow routines and demonstrating understanding of expectations for learning.</p> <p>Is proactive in seeking adult support and able to articulate their wants and needs.</p> <p>Sharing with peers with adult support.</p> <p>Recognises that they belong to different communities and social groups and communicates freely about own home and community</p>	<p>Has a clear idea about what they want to do in their play and how they want to go about it.</p> <p>Is aware of behavioural expectations and sensitive to ideas of justice and fairness.</p> <p>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviour.</p>	<p>Gaining confidence in meeting new adults and exploring new spaces.</p> <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</p> <p>Talks about their own and others' feelings and behaviour and its consequences.</p> <p>Increasingly confident in building relationships with adults.</p> <p>Work and play cooperatively and take turns with others.</p>	<p>Understands their own and other people's feelings, offering empathy and comfort</p> <p>Be confident to try new activities and show independence.</p> <p>Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.</p> <p>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating.</p> <p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</p>	<p>Gaining self-Confidence in meeting new adults in preparation when transitioning into Year 1.</p> <p>In the face of challenge, demonstrate resilience and perseverance.</p> <p>Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</p> <p>Increasingly confident in building new relationships with adults.</p> <p>Work and play cooperatively and take turns with others independently.</p>



<b>PSED - Throughout the Year</b>	<ul style="list-style-type: none"> <li>• Activities such as - ‘Sunshine Circles’, ‘Thrive’ &amp; ‘Talking Time’, “Relax Kids”</li> <li>• Building strong relationships with peers and adults.</li> <li>• Develop calm and considered support for children as they experience conflict with their peers. Use a problem-solving approach.</li> <li>• Develop understanding of emotions recognising and naming feelings.</li> <li>• Thrive Days and links to whole school projects.</li> </ul>					
<b>Communication &amp; Language</b>	<p>Listens to others in one-to-one or small groups, when conversation interests them</p> <p>Listens to familiar stories with increasing attention and recall</p> <p>Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</p> <p>Responds to instructions with more elements.</p> <p>Beginning to understand why and how questions.</p> <p>Uses talk in pretending that objects stand for something else in play.</p> <p>Able to use language in recalling past experiences</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Looking at pictures and retelling a story using language of order: “First, then, next, finally”</p> <p>Listens and responds to ideas expressed by others in conversation or discussion</p> <p>Talks more extensively about things that are of particular importance to them.</p> <p>Uses talk to explain what is happening and anticipate what might happen next.</p> <p>Questions why things happen and gives explanations.</p>	<p>Listen to questions and then answering them using a full sentence. “I think that...because”</p> <p>Learn to follow longer instructions involving two or more steps.</p> <p>Listen to the story, join in with repeated phrases and learn to recite it out loud.</p>	<p>Focus attention – can still listen or do but can change their own focus of attention.</p> <p>Is able to follow directions.</p> <p>Understands questions such as who; why; when; where and how.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p>	<p>May indicate two-channelled attention.</p> <p>Able to listen while doing.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Show increased understanding of more complex sentences.</p> <p>Follow a story without pictures or props.</p> <p>Links statements and sticks to a main theme or intention.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges.</p> <p>Participate in small group, class and one-to-one discussions, using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences,</p>

<b>C&amp; L - Throughout the Year</b>	<ul style="list-style-type: none"> <li>• Develops new vocabulary that reflects the breadth of their experiences.</li> <li>• Developing listening skills through play and interactions with peers and adults.</li> <li>• Daily opportunities to listen to and join in with stories, singing and rhymes</li> <li>• Embed subject specific vocabulary and use in the context of play or recall of learning.</li> <li>• Use EYFS Language pack to develop specific language in play and through activities.</li> <li>• Use sentence starters to support extending discussion and vocabulary. Oracy 21 materials to support building language.</li> </ul>					
<b>Literacy Phonics/ reading</b>	Little Wandle; Phase 2 graphemes and tricky words Beginning to recall GPCs. Recognising own and others' names.	Little Wandle; Finish Phase 2 graphemes and tricky words. Read CVC words and captions.	Little Wandle; Phase 3 digraphs. Read sentences.	Little Wandle; Consolidate phase 3 digraphs. Read longer (2 syllable) words including words ending in "ing".	Little Wandle; Words with adjacent consonants Suffixes: "ed" "est" Continue to put into practice what we have learnt in phonics.	Little Wandle; Words with adjacent consonants, and longer vowel sounds (toast, paint). Suffixes: "ing" "ed"
<b>Writing</b>	Giving meaning to marks with some recognisable letters (including some from their name).	Segment and write cvc words.	Write sentences and captions.	Begin to use punctuation in written sentences, capital letters, finger spaces, full stops.	Begin to write longer sentences using connectives: "and" "because".	Aim to write longer pieces. Write simple phrases and sentences that can be read by others.
<b>Comprehension</b>	Sitting and listening to a story, joining in with key phrases.	Retelling a familiar story using key vocabulary and phrases and the correct tense.	Responding to stories read to them, answering questions about what they have heard.	Responding to stories read to them, beginning to anticipate events.	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary.	Retelling familiar stories and beginning to use known structure to invent their own.
<b>Literacy - Throughout the Year</b>	<ul style="list-style-type: none"> <li>• Focus on developing a love of books and reading for pleasure.</li> <li>• Sustaining interest and focus during story times and confidence to participate in discussions.</li> <li>• Activities such as - Retelling stories: Story Making, roleplay &amp; Small World provocations</li> <li>• Embedding subject specific vocabulary (see progression plans) using books. Choosing stories independently and showing preferences. Using stories and story language in their play.</li> </ul>					

	<ul style="list-style-type: none"> <li>Poetry: Traditional Nursery Rhymes and contemporary poems - some of them need reciting by heart Stories Fairy Stories Traditional Tales (repetitive patterns, joining in with repeated refrains), from around the world. Encouraging children to learn some simple stories off by heart.</li> <li>Non-Fiction books provided as an enhancement to children's play</li> <li>Plays: Through role-play and drama (nativity/ school performances) Children orally telling stories to an adult who will document before the children act them out.</li> </ul>					
<b>Stories</b>	<u>Goldilocks and the Three Bears</u>  <u>So Much</u>  <u>Trish Cooke and Helen Oxenbury</u>	<u>The 3 Little Pigs</u>  <u>Nativity Story</u>	<u>The Healthy Wolf Mandy Stanley</u>  <u>Cleversticks- Bernard Ashley</u>	<u>Astro Girl Ken Wilson-Max</u>  <u>Way Back Home- Oliver Jeffers</u>	<u>Errol's Garden Gillian Hibbs</u>  <u>Tadpole's Promise Jeanne Willis and Tony Ross</u>	<u>Handa's Surprise Eileen Browne 'The Colour Monster Goes to School' Anna Llenas</u> Exploring and noticing their emotions and supporting transition into Year 1.
<b>Maths</b>	Recapping numbers to 5 Comparing groups: more than/fewer than 2d/3d shapes	Change: one more, one fewer. Number bonds to 5 Spatial awareness	Numbers to 10. Comparing groups: More than/fewer than. Measurement: comparisons of length	Number bonds to 10. Subtraction Patterns	Counting on and counting back Numbers to 20 Numerical patterns	Halving Doubling Odd and even numbers
<b>Maths - Throughout the Year</b>	<ul style="list-style-type: none"> <li>Focus on developing a love of Maths and finding Mathematical opportunities in everyday play.</li> <li>Activities such as – Problem solving activities in everyday life &amp; Maths through song and rhymes.</li> <li>Embedding Maths specific vocabulary.</li> <li>Counting and enjoyment of number through song and stories.</li> </ul>					
<b>PE</b>	Movement and using space Gymnastics	Ball skills: Throwing and catching a ball/ beanbag.	Using Large Equipment	Using Large equipment	Ball control: using a stick or racket	Team games
<b>Physical Development</b>  <b>Gross Motor Skills</b>	Develop fundamental movement skills such as: - rolling - crawling - jumping - running - hopping - skipping – climbing.	Develop and a range of ball skills including throwing, catching, kicking, passing.  Show increased awareness of others	Develop skills to safely use a range of large and small apparatus indoors and outside.  Develop overall body-strength, balance, co-ordination, and agility.	Further develop and refine a range of ball skills including throwing, catching, batting, and aiming  Refine movement skills they have already	Demonstrate strength, balance and coordination when moving.  Combine different movements with ease and fluency.	Negotiate space and obstacles safely, with consideration for themselves and others.  Move with confidence when

	<p>Develop spatial awareness when working with others.</p> <p>Develop strength, balance and coordination when moving.</p>	<p>when working with a partner.</p> <p>Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Progress towards a more fluent style of moving, with control and grace.</p>	<p>acquired: - rolling - crawling - jumping - running - hopping - skipping - climbing</p> <p>Develop ball skills by taking part in group balls skills games.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
<b>Fine Motor Skills</b>	<p>Develop fine skills to use tools independently and safely. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, &amp; cutlery.</p> <p>Use scissors with increased control.</p> <p>Make marks/ shapes with increasing control.</p>	<p>Develop muscle tone to put pencil pressure on paper.</p> <p>Use tools to effect changes to materials.</p> <p>Show preference for dominant hand.</p>	<p>Hold tools including pencils with correct grip.</p> <p>Use Scissors independently</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>Use a range of small tools, including scissors, paintbrushes, and cutlery.</p> <p>Show accuracy and care when drawing.</p>	<p>Form letters correctly and begin to develop a handwriting style.</p>
<b>Physical Development - Throughout the Year</b>	<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing including regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</li> <li>• Be able to manage own personal hygiene independently</li> <li>• Develop the skills to manage the school day- dressing and undressing, putting own coat/shoes on.</li> </ul>					
<b>Understanding The World (UTW)</b>	<p>Comments and asks questions about aspects of their familiar world, seasonal changes,</p>	<p>Enjoys joining in with family customs and routines; parent links and focus on belonging – cultural</p>	<p>Knows about similarities and differences between themselves and others, among families and communities, Chinese</p>	<p>Knows about similarities and differences between themselves and others in relation to places, objects,</p>	<p>Uses a range of technological toys ie bee-bots on simple maps (encourage use of navigational language).</p>	<p>Knows about similarities and differences between religious and cultural communities drawing on their experiences,</p>

	<p>weather, changes in natural materials.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Shows interest in different occupations, School Crossing Patrol, School staff (story times, assemblies).</p> <p>Starting school- what am I good at? What do I like to do? Families- Who is in my family? Drawing families and self.</p>	<p>similarities and differences.</p> <p>Continues to develop understanding of growth, decay and changes over time (inc. materials, purpose).</p> <p>Talks about why things happen and how things work.</p>	<p>New Year, different cultures (link to current families).</p> <p>Materials – Changes in states of Matter: Solids to liquids</p> <p>Look at how things change over time: changes in states of matter (e.g melting ice.)</p> <p>Begin to understand the effect their behaviour can have on the environment (explore our local environment).</p>	<p>materials and living things.</p> <p>Develops interest in a range of technological toys, cameras, touchscreen devices and a range of materials to learn cause and effect.</p>	<p>Knows some similarities, differences, patterns and change in nature.</p> <p>Explores and makes observations, drawing pictures of animals and plants.</p> <p>Understands some important processes and changes in the natural world around them (including seasons, changing plants as they grow). Look at growth and the life cycles of plants, frogs and butterflies</p> <p>Identify and name some parts of a plant</p> <p>Thinking about how we have changes since we were babies</p>	<p>stories read in class, non-fiction texts, maps.</p> <p>Explains some similarities and differences between life in this country and life in other countries.</p> <p>Clean Air Day – increase awareness of the effect their behaviour has on the environment.</p>
<b>Exploring Places</b>	<p>Classroom &amp; wider School Lunchtimes/Hall/ Assemblies Playgrounds and conservation Area Theatre Visit</p>	<p>St Swithin’s Church Victoria Park – Welly Walks Local area- Royal Crescent &amp; Circus</p>	<p>East Asian Museum Victoria Park</p>	<p>Central Library Bath Abbey Hershel Museum Pizza Express Forest School St Swithin’s Church Easter Experience</p>	<p>Pulteney Bridge Holburne Museum Road, rail, canal-widening understanding of local area</p>	<p>Forest of Imagination Learning about the internet – E Safety</p>
<b>Religious Education (RE)</b>	<p><b>RE:</b> R.E Discovery: Special People</p>	<p><b>RE:</b> UC Concept: Incarnation (Christianity)</p>	<p><b>RE:</b> R.E Discovery: Celebrations: New Year around the world,</p>	<p><b>RE:</b> UC Concept: Salvation (Christianity)</p>	<p><b>RE:</b> R.E Discovery: Stories What can we learn from stories? (Buddhism/Sikhism)</p>	<p><b>RE:</b> UC Concept: Creation Why is the word “God” so important to Christians?</p>

	(Christianity/Judaism ) What makes people special?	Why does Christmas matter to Christians?	Persian New Year, Chinese New Year	Why do Christians put a cross in an Easter Garden?		
<b>Exploring &amp; Understanding the World- Throughout the Year</b>	<ul style="list-style-type: none"> <li>• Notice, explore and comment on seasonal changes including the weather.</li> <li>• Understands the effect of changing seasons on the natural world around them.</li> <li>• Celebrate religious and cultural celebrations that are meaningful to the children attending the setting.</li> <li>• Activities such as- STEAM week, Whole School Thrive and event days, Nativity, and church celebrations</li> <li>• Explore the natural world around them both in school and through visits in local area.</li> <li>• Describe what they see, hear, and feel whilst outside.</li> <li>• Begin to show awareness of features of the environment in the setting and immediate local area.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Encourage the use of words that help children to express opinions, e.g., busy, quiet and pollution.</li> <li>• Develop children's understanding of sustainability through care of the environment.</li> <li>• Develop children's understanding of digital literacy skills and understanding of a range of technologies.</li> </ul>					

<p><b>Expressive Arts and Design</b></p>	<p><b>Art focus: Observational drawing</b></p> <p>Draw objects looking closely at shapes and form.</p> <p>Draw a self-portrait with features.</p> <p>Exploring using pencils to make a range of lines and shapes.</p>	<p><b>Art focus: Colour mixing, Painting</b></p> <p>Explore primary colours and mixing through play.</p> <p>Explore texture and consistency of paint and notice changes.</p> <p>Explore mixing colour using liquid and powder paint.</p> <p>Create Christmas decorations, Christmas cards, Divas.</p>	<p><b>Art focus: sculpture</b></p> <p>Draw a self-portrait with features.</p> <p>Sculpt using rolling, pressing, patting techniques</p> <p>Joins items together with glue or tape to create their idea.</p> <p>Join malleable media together to create 3 D ideas.</p> <p>Create different textures; make patterns using different colours.</p>	<p><b>Art: sculpture/3d models</b></p> <p>Join and assemble junk modelling with a purpose in mind.</p> <p>Builds models using a variety of media that they can give meaning to.</p>	<p><b>Art: painting/drawing</b></p> <p>Draw/ paint objects through observation looking closely at shape and form.</p> <p>Explore a variety of brushes to create artwork</p> <p>Explore primary colours and begin to understand what happens when we mix colours together.</p> <p>Add white/ black to colours to alter shades.</p>	<p><b>Art:</b></p> <p>Safely use and explore a variety of tools and techniques, experimenting with colour, design, form texture and function.</p> <p>Draw a self-portrait with increased accuracy and detailed features</p> <p>Share their creations, explaining the process they have used</p>
	<p><b>Music:</b></p> <p>Exploring sounds. Play with sounds creatively.</p> <p>Sing call-and-response songs, echoing phrases of songs.</p> <p>Sing simple songs and nursery rhymes</p>	<p><b>Music:</b> FS Nativity</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making performing solo or in groups</p>	<p><b>Music:</b> BBC Ten Pieces</p> <p>Watch and talk about Music and performance art, expressing their feelings and responses.</p>	<p><b>Music:</b></p> <p>Use percussion and body sounds to composition in play</p> <p>Follow a pattern through accompaniment in adult directed sessions.</p>	<p><b>Music:</b> BBC Ten Pieces</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Listen attentively, move to, and talk about music, expressing their feelings and responses.</p>	<p><b>Music:</b></p> <p>Sing a range of well-known nursery rhymes and songs from memory with increased confidence and recall.</p>

	Plays along to the beat of the song they are singing or music they are listening to.					
	<p><b>Imaginative &amp; Expressive:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Begin to create collaboratively sharing ideas, resources and skills.</p>	<p><b>Imaginative &amp; Expressive:</b> Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Join in with role play games and use resources available for props</p> <p>Use story maps, props, puppets &amp; story bags to retell, invent and adapt stories.</p>	<p><b>Imaginative &amp; Expressive:</b> Shares likes and dislikes about performances.</p>	<p><b>Imaginative &amp; Expressive:</b> With increased confidence uses knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</p>	<p><b>Imaginative &amp; Expressive:</b> Shares likes and dislikes about performances using 'because'</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p><b>Imaginative &amp; Expressive:</b> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Share their creations, explaining the process they have used.</p> <p>Uses knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</p>
<b>Expressive Arts and Design throughout the Year</b>	<ul style="list-style-type: none"> <li>• Combines art forms, e.g., moving and singing, making and drama, drawing in their play.</li> <li>• Responds imaginatively to art works and objects.</li> <li>• Plays cooperatively as part of a group to create, develop, and act out an imaginary idea or narrative.</li> <li>• Develops their own ideas through experimentation with diverse materials to express and communicate their discoveries and understanding.</li> <li>• Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Develop their enquiries using materials and tools over extended periods of time.</li> </ul>					
<b>Enquiry</b>	<b>What makes me, me?</b>	<b>What am I connected to? (School)</b>	<b>What lives in Bath? (Inclusion)</b>	<b>What comes from Bath?</b>	<b>How is Bath connected to the world?</b>	



<b>Nursery Pre School Year</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Events, themes and Seasons</b>	Autumn Home visits Induction/ Settling in Harvest	Christmas Festivals and Light	Winter New Year Celebration Big bird watch	Spring Easter Planting & Growing Life cycles	Summer Transition and changes  Planting & Growing	Sports Day Harvesting
<b>Relationships/ Personal, Social &amp; Emotional Development (PSED)</b>	Managing the transition in starting nursery  Gaining self-Confidence when leaving family and transitioning within the nursery  Exploring emotions, focussing on 'The Colour Monster'	Gaining confidence in small groups and forming friendships  Noticing and commenting about their differences and similarities to their peers.  Talking about their home life, pets and families	Begin to play friends confidently  Care of the environment – looking after and respect for our belongings and the belongings of others	Shows empathy and concern for others and living things, spring focus of planting, growing and bugs and butterfly lifecycles  Do not always need an adult to remind them of a rule.	Playing with friends, confidently sharing their ideas and working together to build co-operative play  Develop their sense of responsibility and membership of a community.	Managing the transition into Reception and building new connections with Reception staff and learning spaces.  Talk with others to solve conflicts Begin to understand how others might be feeling
<b>PSED - Throughout the Year</b>	Three main intakes at Autumn, Spring and Summer: Focus on managing the transition into nursery, developing understanding of expectations and routines. Activities such as - 'Sunshine Circles', 'Thrive' & 'Talking Time'					
<b>Communication &amp; Language (C&amp;L)</b>	Develop vocabulary, relying on language to communicate.	Taking part in small group activities, demonstrating short two-way-conversations.	Joining in with familiar nursery rhymes, familiar stories and repetitive phrases	Listening to stories with increased attention and recall. Deepening confidence and enjoyment in discussing the storyline, illustrations and characters.	Uses talk to organise their play with peers. Adding storylines and narratives as they play and cooperate with peers.	Joins in with a large repertoire of nursery rhymes and action songs. Can keep a conversation going by responding appropriately and sharing their knowledge and interests.
<b>C&amp; L - Throughout the Year</b>	Three main intakes at Autumn, Spring and Summer: Focus on managing the transition into nursery, developing understanding of expectations and routines. Developing listening skills. Activities such as - 'Show & Tell' & 'Talking Time' Daily opportunities to listen to and join in with stories and nursery rhymes (See nursery rhyme yearly progression plan).					

	Embedding subject specific vocabulary (see progression plans)					
<b>Phonics</b>	<b>Phonics</b> - General sound discrimination – environmental- Awareness of sounds around them	<b>Phonics</b> - General sound discrimination – Instrumental Sounds	<b>Phonics</b> -General sound discrimination – Body Percussion Rhyme & Rhythm	<b>Phonics</b> - Rhyme & Rhythm Alliteration	<b>Phonics</b> - Alliteration Voice Sounds	<b>Phonics</b> - Oral segmenting & blending and recap
<b>Reading &amp; Literacy</b>	Listening to and enjoying short stories in small groups.  Large movement explorations for pre-writing skills: Dancing, Sticky Kids, throwing and catching, running jumping and hopping.	Listening to and enjoying short stories in small groups. Commenting on the illustrations  Large scale free mark making to develop movement and gross motor control: Garden chalk, water wall painting, easel marks	Listening to and enjoying stories in small groups with increased participation.  Sensory materials to explore gross and fine motor skills: playdough, gloop, foam and sand	Listening to and enjoying group stories. Retelling the familiar stories through different medias  Activities to develop fine motor skills, hand-eye-coordination finger strength: constructing, threading, painting with tools	Listening to and enjoying group stories. Predicting what may happen next.  Retelling stories: Helicopter stories  Exploring meaningful mark making, such as writing their own name on their artwork	Enjoying, following and discussing stories and storylines. Showing empathy and understanding towards some main characters  Exploring meaningful mark making and awareness of print in their environment
<b>Reading &amp; Literacy - Throughout the Year</b>	<p>Three main intakes at Autumn, Spring and Summer: Focus on developing a love of books. Sustaining interest and focus during story times.</p> <p>Activities such as - Retelling stories: Helicopter stories, acting out stories</p> <p>Embedding subject specific vocabulary (see progression plans) through the use of books.</p> <p>Choosing stories independently and showing preferences. Using stories and story language in their play.</p> <p>Poetry: Traditional Nursery Rhymes and contemporary poems - some of them need reciting by heart</p> <p>Stories: Fairy Stories Traditional Tales (repetitive patterns, joining in with repeated refrains), from around the world. Encouraging children to learn some simple stories off by heart.</p> <p>Non-Fiction Books provided as an enhancement to children's play, books about buildings placed in the construction area.</p> <p>Plays: Through role-play and drama (nativity/ school performances) Children orally telling stories to an adult who will document before the children act them out.</p>					
<b>Stories</b>	<u>'The Colour Monster'</u> Exploring and naming emotions, supporting transition into nursery  <u>'Owl Babies'</u>	<u>'Goldilocks and the three Bears'</u>  <u>'The Three Little Pigs'</u>	<u>'We're Going on a Bear Hunt'</u>  <u>'The Tiger Who Came to Tea'</u>	<u>'The Very Hungry Caterpillar'</u> Spring focus, understanding the world, its seasons and changes. Text to support an	<u>'Handa's Surprise'</u>  <u>'Olivers Vegetables'/Jaspers Beanstalk</u> Spring text to support growing and planting	<u>'Flashlight'</u> Textless picture book to explore illustrations and the meaning and interpretation of books and stories.

	<p>Exploring family roles and being away from family, supporting transitions into nursery</p> <p><u>'The More we get Together'</u> Non-fiction information to develop understanding the world and our role within it. Supportive text for Eco Week</p>	<p>Traditional Tales with repeated phrases to develop key storytelling language, understanding of story characters and the familiar beginning, middle and end of story lines.</p>	<p>Adventure and travel tales for children to act out and retell. Continue to develop an understanding of story characters and their roles.</p> <p>Familiar storylines for children to learn, retell and adapt using their own imagination.</p> <p><u>'My Map Book'/'Collins Children's Picture Atlas'</u> Non-fiction text to explore journeys, travel and map making</p>	<p>understanding of bug and butterfly lifecycles</p> <p><u>'Olivers Vegetables'/Jaspers Beanstalk</u> Spring text to support growing and planting activities. Focus on fruits and vegetables and a healthy lifestyle.</p> <p><u>'Chickens aren't the only ones'</u> Non-Fiction book to explore spring, lifecycles and easter focus</p>	<p>activities. Focus on fruits and vegetables and a healthy lifestyle</p> <p><u>'The Prince's Breakfast'</u> Texts to explore understanding of the world, learning about countries around the world, the food, similarities and differences. Sharing children's own connection to their world beyond Bath.</p> <p><u>'Food Like Mine'/'The World in my Kitchen'</u> Non-fiction cookery books for children to follow during weekly cooking sessions and develop their food knowledge and preferences.</p>	<p><u>'The Colour Monster Goes to School'</u></p> <p>Exploring and noticing their emotions and supporting transition into Reception.</p>
<b>Stories- Throughout the Year</b>	<p>In the moment planning, following the children's interests and reading for pleasure to incorporate fiction and non-fiction texts. Activities such as – Helicopter stories, story squares, Active Story Making and story adaptations.</p>					
<b>Maths See Yearly overview</b>	<p>Learning numbers through songs and rhymes 'Special Number'- Number of the week (1-5)</p>	<p>Learning numbers through songs and rhymes 'Special Number'- Number of the week (1-10)</p>	<p>Learning numbers and shapes through songs and rhymes 'Special Shape'- Shape of the week (2D shapes)</p>	<p>Learning numbers and shapes through songs and rhymes 'Special Shape'- Shape of the week (2D shapes)</p>	<p>Explore capacity by selecting, filling, and emptying containers Order and compare items by weight</p>	<p>Developing Spatial Awareness and positional Language. Time</p>
<b>Maths - Throughout the Year</b>	<p>Three main intakes at Autumn, Spring and Summer: Focus on developing a love of Maths and finding Mathematical opportunities in everyday play. Activities such as – Problem solving activities in everyday Nursery life. Embedding Maths specific vocabulary (see progression plans)</p>					

<b>Physical Development</b>	<p>Begin to Climb, jump, and manoeuvre. Enjoy starting to kick, throw and catch resources. Construct with a range of appropriate resources. Show a desire to be independent in feeding, dressing, or undressing.</p>	<p>Climb using alternate feet Develop manipulation and control of materials. Explore different materials and tools e.g., clay, brushes, shells. Explore movement to music.</p>	<p>Climb, jump, and manoeuvre using alternative feet. Make healthy choices about food, drink, activity and toothbrushing</p>	<p>Develop their movements, balancing, jumping with increased control. Skip, hop, stand on one leg and hold a pose for games like musical statues/ 'Sticky Kids'</p>	<p>Use and remember sequences and patterns of movements related to rhythm and music  Use large and small motor skills to do things independently e.g., manage buttons and zips Use one handed equipment e.g., scissors to make snips in paper</p>	<p>Use a comfortable grip when holding tools such as pens and pencils.  Show a preference for a dominate hand.</p>
<b>Physical Development - Throughout the Year</b>	<p>Three main intakes at Autumn, Spring and Summer: Focus on Self Care toilet training in partnership with parents to become independent/being increasingly independent in meeting their care needs e.g., using the toilet, washing, and drying their hands thoroughly. Start to eat independently and learn how to use a knife and fork and pour own drink. Develop their risk management in a safe and supportive environment.</p>					
<b>Exploring &amp; Understanding the World (UTW)</b>	<p><b>UTW:</b> Understanding our own role within nursery and 'What makes me me'. Noticing and commenting on similarities and differences with our peers.  Exploring our Classroom linking with Reception/ School Crossing Patrol School staff (story times)</p>	<p><b>UTW:</b> Notice and discuss the changes in weather and seasons. Focussing on ice and the scientific changes occurring. Experiments to freeze and melt our own ice and materials.  Explore the wider school to connect with siblings and the school family</p>	<p><b>UTW:</b> Take part in the Big Bird Watch. Looking for and identifying a range of birds. Commenting on the bird's lifecycle, nest making and characteristics</p>	<p><b>UTW:</b> Plant and grow our own produce, both inside and outside to support understanding of the plant lifecycle, requirements to grow and cooking cycle (growth and decay). Use this produce in our weekly cooking sessions to widen our food knowledge and preference.</p>	<p><b>UTW:</b> Plant and grow our own produce, both inside and outside to support understanding of the plant lifecycle, requirements to grow and cooking cycle (growth and decay). Use this produce in our weekly cooking sessions to widen our food knowledge and preference.  Attending school assembly to connect with the wider school and wider issues, for example the effect of</p>	<p><b>UTW:</b> Explore the wider environment such as transitions to Reception classroom and teachers  Can observe and explain why things happen and how things work. Confidence in asking "Why" questions to develop their knowledge and can predict possible outcomes.  Develop their knowledge of</p>

					<p>their behaviour on the environment during School Councillor assemblies, Eco School, Bath in Bloom.</p> <p>In small world play, pretend play and storytelling, include detailed narratives and storylines that reflect their own experiences, lives and interest.</p>	<p>technology, using tools and materials appropriately to connect, construct and manipulate resources effectively.</p>
<b>Exploring Places</b>		<p>Local environment Post office Neighbourhood</p>	<p>Victoria Park Botanical Gardens Shops Trees in our local area</p>	<p>Book shops Food shops Royal Crescent</p>	<p>King's Circus Guildhall Library City centre</p>	<p>St Swithin's Church</p>
<b>Religious Education (RE)</b>	<p>'God Made me This Way'. Christianity Judaism</p>	<p>Nativity Christianity Diwali</p>	<p>Chinese New Year Hinduism</p>	<p>Easter Christianity</p>	<p>Islam Judaism</p>	<p>Islam Judaism</p>
<b>Exploring &amp; Understanding the World- Throughout the Year</b>	<p>Notice, explore and comment on seasonal changes. Introduce and explore religious and cultural celebrations that are meaningful to the children attending the setting. Activities such as- STEAM week, Whole School Thrive and event days, Nativity, and church celebrations</p>					
<b>Expressive Arts and Design</b>	<p><b>Art:</b> Drawing Me Using a variety of medias, chalk/oil pastels/pencils/charcoal/pens</p>	<p><b>Art:</b> Drawing My family. Using a variety of medias, chalk/oil pastels/pencils/charcoal/pens</p>	<p><b>Art:</b> exploring a range of media and materials and way to make marks (stick in sand/gloop/hand painting/printing)</p>	<p><b>Art:</b> sculpture. Junk modelling, 3D and connecting materials</p>	<p><b>Art:</b> painting using a variety of medias</p>	<p><b>Art:</b> Using tools with a purpose within a range of medias and material.</p>

	<p><b>Music:</b> BBC Bring the Noise: 'I Am a Robot' Environmental sounds</p>	<p><b>Music:</b> FS Nativity <b>BBC 10 pieces:</b> Kerry Andrew. 'No Place Like it'</p> <p>Body percussion</p>	<p><b>Music:</b> Exploring Musical instruments, their use, sounds and names</p>	<p><b>Music:</b> BBC Bring the Noise: 'It's Music Time'.</p> <p>Story Sounds and adding sounds to Stories</p>	<p><b>Music:</b> BBC Ten Pieces/BBC Bring the Noise 'Dream On'</p>	<p><b>Music:</b> BBC Ten Pieces/BBC Bring the Noise 'Take you Home'</p>
	<p><b>Imaginative &amp; Expressive:</b> Using materials to explore and represent their world, experiences, and interests.</p>	<p><b>Imaginative &amp; Expressive:</b> Using movement and sound to express themselves.</p> <p>Join in with songs and music and explores making sounds with body and instruments.</p>	<p><b>Imaginative &amp; Expressive:</b> Use a wide range of materials and resources combined to create and extend their play ideas.</p> <p>Explores 2D and 3D materials to plan, construct, and express critical thinking in their play.</p>	<p><b>Imaginative &amp; Expressive:</b> Noticing differences in ways of life and interest and including these peer's ideas and experiences in their play to create extended play opportunities.</p>	<p><b>Imaginative &amp; Expressive:</b> Use their experiences, story knowledge and imagination to create stories in their play, helicopter stories and active story making stories.</p>	<p><b>Imaginative &amp; Expressive:</b> Expressing themselves through a combination of art forms, such as moving and dancing, singing, dramatic play, drawing, talking, and acting.</p>
<p><b>Expressive Arts and Design throughout the Year</b></p>	<p>Throughout the year</p> <ul style="list-style-type: none"> <li>• Notices what other children and adults do, mirroring what is observed, adding variations, and then doing it spontaneously</li> <li>• Engages in imaginative play based on own ideas or first-hand or peer experiences.</li> <li>• Uses available resources to create props to support play.</li> <li>• Plays alongside other children who are engaged in the same theme</li> </ul>					

*This curriculum planner is owned by St Andrew's Church School Bath, 2021+*