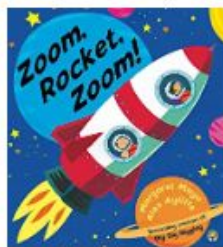
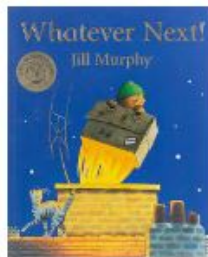




Little Wandle Reception

Phonics

Key Texts:



Literacy

EYFS

Children in Nursery will:Reading

- Begin to have a favourite book or rhyme
- Begin to join in with actions of a familiar song/rhyme or story
- Enjoy listening to stories

Writing

- Enjoy the sensory experience of making marks.
- Enjoy drawing and making marks on paper, sand and other materials

Children in Reception will:Reading

- Develop understanding of well-known texts. Re-read to build understanding and embed.
- Repeat and use actions, words and phrases from familiar stories
- Begin to recognise familiar words and signs
- Look at books independently

Writing

- Imitate adults writing by making continuous lines of shapes and symbols
- Attempt to write their own name
- Include mark making and early writing in play
- Begin to give meaning to the marks they make

	<p><u>Children will know:</u></p> <ul style="list-style-type: none"> → The blast off countdown from 5 → Keywords space, rocket 	<p><u>Children will know:</u></p> <ul style="list-style-type: none"> → The Story of Whatever Next! → Keywords space, rocket, astronaut → Their name from a list in a classroom
C&L	<p><u>Children in Nursery will:</u></p> <ul style="list-style-type: none"> • Copies expressions, e.g oh dear, all gone, whoosh! And Blast Off! • Enjoy listening to longer stories • Talk to others and begin to take turns • Show interest in play with sounds, songs and rhymes • Begin to ask simple questions such as 'more water please?' <p><u>Children will know:</u></p> <ul style="list-style-type: none"> → How to ask for water and Snacks → Expressions and repeated phrases from the key texts 'Whoosh' and 'Blast Off!' 	<p><u>Children in Reception will:</u></p> <ul style="list-style-type: none"> • Begin to listen with increasing attention • Learn new vocab and use new vocab about Space • Begin to understand how and why questions • Describe events and places (landing on the moon) • Join in with repeated refrains • Show an increasing understanding of prepositions <p><u>Children will know:</u></p> <ul style="list-style-type: none"> → The prepositions under, over, behind, above → Neil Armstrong landed on the moon
PSED	<p><u>Children in Nursery will:</u></p> <ul style="list-style-type: none"> • Be interested in playing alone and alongside others • Will watch, follow and imitate others in their play • Will learn the signal and wording for 'Stop' and 'Empty hands' • Become more confident when separating from their carers • Begin to realise that some actions can hurt others <p><u>Children will know:</u></p> <ul style="list-style-type: none"> → And understand the signal and words for 'Stop' and 'Empty hands' → How to be kind 	<p><u>Children in Reception will:</u></p> <ul style="list-style-type: none"> • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has a similar interest. • Talk about feelings using words like 'happy' and 'sad', • Be able to follow simple instructions and directions from familiar staff • Understand the 'power of 3' within the classroom setting <p><u>Children will know:</u></p> <ul style="list-style-type: none"> → Key vocabulary for emotions 'happy' and 'sad' → The 'power of 3' expectations in the classroom

PD

Children in Nursery will:

- Participate in finger and action rhymes, songs and games, imitating movement of others
- Hold hold crayons, chalks and make connections with the movements they are making
- Use gestures and body language to convey need and interests
- Begin to feed themselves with increasing control
- Be able to hold a cup with both hands, drinking without spilling
- Increase independence when taking off and putting coats, hats and gloves on.
- Use mark making tools with thumb and all fingers
- Begin to use a dominant hand

Children will know:

- The actions for 5 little men in a flying saucer rhyme
- How to put their arms in their coats
- Which hand is more comfortable when drawing, making marks and using tools
- Will know how to make marks

Children in Reception will:

- Revise and refine the fundamental movement skills they have acquired, moving in different ways (balance and coordination)
- Move energetically such as running, dancing and skipping.
- Be able to put their coats, hat, gloves and other uniform on independently
- Begin to use simple tools such as scissors, tweezers, spades in one hand
- Show a preference for a dominant hand
- Begin to show increasing control when using tools such as pencils and pens to mark make

Children will know:

- How to put their coats, hats and wellington boots on
- Which hand they use to write and mark make
- How to use scissors to make snips in paper with one hand

Maths

NCETM Prioritisation Documents

UW

Children in Nursery will:

Be curious about people and show interest in stories about people, animals and objects (rockets).

- Be able to talk about some of the things they have observed (rockets launching, space videos)
- Will explore the concept of Space

Children in Reception will:

- Show an interest in different occupations and ways of life (space)
- Be able to ask questions about Space
- Will be able to talk about rockets and how they work
- Be able to name some of the planets in our Solar System.

KS1 Medium Term Plan

My Amazing World (Space)

Key text: Darkest Dark

Science: Describe the importance of exercise for humans, eating the right amount of different food and hygiene

History: Who was Neil Armstrong and why is he important?

Geography: Use photographs to look at landmarks and basic human features in America

Computing: Identify where to go for help with concerns about content on the internet

DT: Plan and design food for an Astronaut

Art: Show mood in a drawing - how are the astronauts feeling?

PSHE: Managing secrets, resisting pressure

RE:

Key text: Way Back Home

Science: Animal offspring

History: Differences between space travel in 1969 and 2022

Geography: Find out the geographical similarities/differences between Camblesforth and America

Computing: Identify where to go for help with concerns about contact on the internet

DT: Create a meal for an Astronaut

Art: Show something about yourself in a drawing - link to PSHE

PSHE: Respecting ourselves and others - recognising things in common with each other

Key text: Aliens Love Underpants

Science: Identify, name, draw and label the basic parts of the human body and which part is associated with which sense

History: The history of space travel - first rockets

Geography: Look at photographs to recognise landmarks and basic human features in Camblesforth

Computing: Use technology safely and respectfully - logging in and using the classroom

DT: Understand what vitamins and minerals are

Art: Draw a recognisable shape with lines of different thickness - alien picture

PSHE: Making friends, feeling lonely and getting help - linked to aliens

RE:

Key text: Dr Xargle's Book of Earthlets

Science: human offspring which grow into adults

History:

Geography: Find out the similarities/differences between Camblesforth and America

Computing: How to keep information private

DT: Evaluate the product - talk about strengths and weaknesses

Art: Use different grades of pencil, show texture - link to Geography

PSHE: Playing working cooperatively - sharing opinions

KS1 Literacy Map

My Amazing World (Space)

Character description

Wanted poster for alien

Instructions

How to get to space

Non-chronological report

Labels, lists and captions

Designing an alien

Texts / Resources

The Darkest Dark - Chris Hadfield
Aliens in Underpants Save the World
Beegu - Alexis Deacon
The Way Back Home - Oliver Jeffers
Dr Xargle's Book of Earthlets

Letter writing

Letter to an alien/astronaut

Key focuses Year 1

Simple sentences using capital letters and full stops
Adjectives
Imperative verbs
Suffixes (ing,er,ed,est)
Simple connectives

Key focuses Year 2

Capital letters and full stops
Simple adverbs
Apostrophes
Commas
Modal verbs
Noun phrases

Why settle here? (LKS2)

Science – Compare and group materials together, according to whether they are solids, liquids or gases.

History – When was prehistoric Britain? What were the houses like in prehistoric Britain?

Geography – Describe and explain climate zones, some rivers and mountains and the water cycle.

Computing – Screen breaks, passwords and emails

D&T – Weaving

Art– Create a colour wheel and explore sunsets/rises and water colours

RE – How does Jesus inspire Christians today through stories in the Bible?

PSHE – Consent

Science – materials changing state

History – What was life and society like during prehistoric Britain?

Geography – Describe and explain some natural disasters such as volcanoes, avalanches, flooding and landslides.

Computing – Being safe online and understanding acceptable and unacceptable behaviour

D&T – Sewing

Art – Explore brush sizes

RE – Why is the Bible important to Christians and what does it tell them?

PSHE – Consent

Science – Water cycle

History – What did they believe? How did prehistoric people advance society?

Geography – Describe and understand key aspects of human geography such as types of settlements, the distribution of water and land use.

Computing – Identify a range of ways to report concerns about content or contact on the internet

D&T – Design a basket with a sewed design on the front

Art – Plan final piece in sketchbook – thinking about colour mixing and brush size / different medium for effect

RE – How does Jesus inspire Christians to make the right choices?

PSHE – Self worth and friendships

Science – Insulators

History – When did history begin?

Geography – Where did they settle and why?

Computing – Know the benefits about different apps and websites

D&T – Create a final product

Art – Final product – stonehenge with backwash

RE – How does Jesus inspire Christians through festivals and celebrations?

PSHE – Friendships

Literacy Map (LKS2)

Instruction – How to draw a mammoth

Poetry – I was born in the stone age –
Michael Rosen
Own poem "I was born in the Bronze age"

Narrative – The Stone Age Boy
Setting description
Character description

Texts/Resources

Stone Age Boy (picture book – Satoshi Kitamura)

Stig of the Dump – Clive King

The First Drawing – Mordicai Gerstein

Revolting Poems – Roald Dahl

Newspaper – The first drawing has been found/
An ancient drawing has been found

Key focuses Year 3

Expanded noun phrase (adjectives)
Prepositions
Ambitious Vocabulary
Pronouns
Paragraphs
Inverted commas
Complex sentences
Correct tense

Key focuses Year 4

Embedded/relative clauses
Adverbs to show how often
Links between ideas
Spelling
Three for action/description
Range of sentence types
I can use 's and s' correctly for possession
Mark fronted adverbials with a comma

Why Settle Here?

Science - Properties and Changes of Material - Compare and group together everyday materials on the basis of their properties. Create a whole class 'properties' word bank.

History & Geography Locate the 7 kingdoms of the Anglo Saxons and describe a key historical figure from this time period.

Computing - Recognise acceptable and unacceptable behaviour. Identify a range of ways to report concerns about content or contact on the internet.

D&T - Developing, planning and communicating design ideas - investigating the Bayeux Tapestry (commissioned by Bishop Odo). Compare with the current work of Ana Teresa Barboza

Art - Painting - experimenting with tone, tint, colour ladders, lines, shapes, colours and textures.

RE - What would Jesus do? Can we live by the values of Jesus in the 21st century?

Explore Jesus' teachings and example and how they inspire Christians today

PSHE - Families and friendships: attraction to others; romantic relationships;

; civil partnership and marriage.

Science - Investigate which container is best for stopping ice cream from melting.

Investigate the absorbency of sugar cubes.

History & Geography - understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings. Describe a typical Anglo-Saxon village and explain the jobs the people did

Geography - Evaluate why early and modern settlers developed in certain locations.

Computing - Understand which images are appropriate to share online and which are not.

Discuss the benefits and dangers of communicating online. - Recognise different viewpoints and the impact of incorrect data

D&T & Art - - Working with materials, tools, components and equipment to make own version of Bayeux Tapestry

Art - Experiment with different techniques to create a geometric design of an ornate Anglo-Saxon helmet

RE - Consider the extent to which Jesus' values and example would benefit today's world, within the school community, local and national communities and out to the global community

PSHE - safe relationships: recognising and managing pressure; consent in different situations

Science - Create own investigation to investigate solubility (e.g. sugar, jelly cubes, salt, marshmallow, stirring, amount of solid, temperature). Separate solids from liquid created in above activities (filter, evaporation, heating).

History - Analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture.

RE - explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity and know about some of the important Christian buildings that they founded

Geography - identify links between settlements using maps.

Computing Share and exchange ideas via email. Understand that everything online can leave a digital footprint that can last forever. Know how to identify secure servers (padlock such as internet banking).

D&T & Art - Create a final Bayeux Tapestry project which showcases skills in sewing and textiles such as stitch choice and materials used evaluating own processes and product (Bayeux Tapestry) against own original design criteria.

PSHE: respecting ourselves and others: expressing opinions and respecting other points of view including discussing topical issues

Why Settle Here?

UKS2 Literacy
Map Cycle 1
2022/2023

Narrative (Beowulf)

Character Description
Setting Description
Focus on key skills and initial assessment of prior learning.

Non narrative

Recount - Anglo Saxon village life

Poetry

Anglo Saxon Kennings

Texts / Resources

Reading - Beowulf (Kevin Crossley-Holland)
Freedom for Bron: The Boy Who Saved a Kingdom (N. S. Blackman)
Poetry - The Ruin

Key focuses Year 5

Coordinating and subordinating conjunctions
Adverbs, adverbials and prepositions
Use of appropriate adjectives.
Figurative language used to build description
Repetition used for effect e.g
Brackets, dashes and inverted commas

Key focuses Year 6

Complex noun phrases used to add detail
Fronted adverbials used to clarify writer's position
Use of appropriate adjectives.
Figurative language used to build description
Viewpoint is well controlled and precise
Brackets, dashes and inverted commas

Narrative (Beowulf)

Prequel or sequel. (choice of child)