








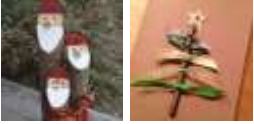
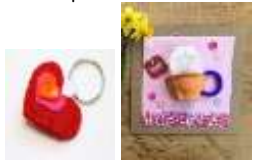


In addition to all that is outlined below, age and stage-appropriate Reception curriculum opportunities are routinely planned for in our Enhanced and Continuous Provision maps. For example, junk modelling at the Making Table is continuously available in class, and this allows our EYFS pupils to practise DT skills like selecting and naming materials and tools, as per our DT Skills Progression document.

	Autumn 1 - 8 Weeks Britain in the Blitz/ "My Family History" Role Play- Indoor: Home Corner Outdoor: Potting Shed British History	Autumn 2 7 Weeks Pole to Pole Role Play- Indoor: Igloo Outdoor: Santa's grotto World Geography	Spring 1 6 Weeks Viking Invaders Role Play- Indoor: Viking Ship Outdoor: Nothing due to winter weather. British History	Spring 2 5 Weeks Healthy Me ☺ Role Play- Indoor: Hospital Outdoor: Stage Science / PSHE	Summer 1 6 Weeks On Top of the World! Role Play- Indoor: "Base Camp" Outdoor: Stage- music focus World Geography	Summer 2 7.5 Weeks Eyam Role Play- Indoor: Café/ Visitors' Centre Outdoor: Home Corner Local British History & Geography
Concepts	 Past/present My family tree Life in Eyam in the past (1940s) and life now; homes, gardens, pets Life in WWII	  The Earth and its continents/oceans Key differences between the two poles Arctic homes	 Chronology British timeline Invaders and Settlers Life in Viking Britain compared to life now- food, clothing, language	  Healthy mind, body, emotions Self-Regulation Food technology/ importance of a varied diet & exercise Tooth brushing People Who Help Us	  What is a mountain? Locating famous mountains Key features of a mountain environment Art, culture and stories from the Himalayas Camping and exploring	 Chronological British timeline Know places and events that are important in local history The Plague of 1665- what happened in Eyam?
Geography and History- Knowledge	History- Know what a "family tree" is and about some changes in living memory, for example between everyday life for Grandma and everyday life for me Know what a timeline is; name/ describe important events in the British timeline from the past 100 years- eg WW II	Geography- Name and locate on a map or globe: <ul style="list-style-type: none"> the equator, North Pole, South Pole 7 continents and 5 oceans; Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Locate the Arctic on a world map and know some facts about life there	History- Know some key facts about the Vikings; Know that Britain was invaded on more than one occasion, where the Vikings fit on a timeline of British history, and that Anglo Saxons and Vikings were often in conflict.	Science/PSHE- Name the 5 main food groups and explain why humans need each one Understand what our bodies need for good health- eg balanced diet, exercise, enough sleep, good hygiene Know what the emergency services are and name some people who help us Understand what we mean by good mental and emotional health; name and describe different emotions	Geography- Know what hills, mountains and valleys are, using basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. Name some famous hills and mountains; understand geographical similarities and differences through studying the geography of a small area of the UK (the Hope Valley, and specifically Mam Tor), and of a small area in a contrasting non-European country- the Himalayas and Mount Everest	Geography/ History- Know the features of a village, including Eyam, naming some of our important landmarks- school, church, café, Eyam Hall, visitors' centre, stocks, museum Know about events beyond living memory that are significant nationally; and about significant historical events, people and places in our own locality - the Bubonic Plague of 1665
Geography and History- Skills	Use common words and phrases linked to passing time- old, new, ancient, modern Place personal pictures in chronological order - eg me as a baby/ toddler/ schoolgirl Think of and ask questions to find out more about life in the past Use pictures and objects to compare life in the past and life now- eg Grandma's toys and games and my toys and games	List and Describe similarities and differences between life in Eyam and life in the Arctic. <ul style="list-style-type: none"> Animals and wildlife Weather Food people eat Homes and clothing 	Continue to use historical language and decide where an event fits on a timeline, eg the Viking invasion of Britain. Use illustrations of the Vikings, stories about them and real artefacts to compare life then to life now, thinking about homes and shelter, clothing and food. Compare some features of life in Anglo Saxon Britain (covered last academic year) to life in Viking Britain- what changed or didn't?	Design a healthy meal that incorporates the 5 food groups Match pictures of children's faces to the correct emotion- happy, sad, angry, excited, bored Think of and practise using strategies for regulating emotions, eg counting breaths Develop and use a thorough tooth brushing technique!	Use simple compass directions (north, south, east and west) and locational and directional language for example, near and far, left and right, to describe the location of features and routes on a map Use aerial photographs to recognise landmarks and basic human and physical features, including hills and mountains	As a class we will devise a simple map of Eyam; using and constructing basic symbols in a key Deepen our understanding of "the past" and the British timeline, deciding where events in Eyam fit Use different sources to find out about life in Eyam during the plague and to ask and answer questions and record facts: stories; illustrations; sources in the church like the stained glass window; Eyam museum Imagine and describe the feelings of people living in Eyam in 1665

<p>Geography and History- Vocabulary</p>	<p>Parents grandparents family tree</p> <p>old new ancient modern</p> <p>World War II conflict peace</p> <p>timeline chronological</p> <p>Great Britain Europe</p>	<p>Equator continents oceans</p> <p>Arctic Antarctica Poles</p> <p>North, East, South, West</p>	<p>Anglo Saxons invade Vikings</p> <p>Norse settlers</p> <p>conflict evidence</p> <p>chronological timeline</p>	<p>mental health physical health</p> <p>emotions- happy, sad, excited, jealous, surprised, angry, frustrated</p> <p>emergency services</p> <p>balanced diet- dairy, protein, carbohydrate/grains, fruit & vegetables, fats & sugars</p> <p>exercise hygiene self-regulation</p>	<p>hill mountain valley Mam Tor</p> <p>Himalayas Nepal Tibet Mount Everest</p> <p>bivvy tent survival growth mindset</p>	<p>village town city</p> <p>Derbyshire Peak District Eyam</p> <p>old new ancient modern</p> <p>past present plague</p>
<p>Science- Knowledge</p>	<p>Seasonal Changes</p> <p>Name and describe the changes of each season and when they happen in the year; Compare the different weathers in the seasons; Describe how people and animals adapting depending on seasons; record and gather data through an experiment</p>	<p>Materials: labelling, grouping, comparing, properties</p> <p>Distinguish between an object and the material it is made from</p> <p>Identify and name everyday materials</p> <p>Describe the simple physical properties of a variety of everyday materials</p>	<p>Plants:</p> <p>identify name, structure</p> <p>Naming and labelling plants and deciduous/evergreen trees native to us; labelling the parts of a plant and planting/caring for seeds</p>	<p>The human body - hearing healthy diet, changes</p> <p>Naming and labelling parts of the body and the senses; know about humans' needs and about offspring; knowing how to stay healthy; diet, exercise and keeping teeth clean!</p>	<p>Animals</p> <p>Name and classify animals- fish, amphibians, reptiles, birds and mammals; herbivores, carnivores and omnivores; describe/ compare the structure of different animals, including pets. Changes</p>	<p>Wildlife and habitats: lifecycles, food chains, microhabitats</p> <p>Naming and describing plants and animals and their habitats, including microhabitats, life cycles and food chains.</p>
<p>Scientific Skills</p>	<p>asking simple questions and recognising that they can be answered in different ways : observing closely, using simple equipment; performing simple tests; identifying and classifying; using their observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions.</p>					
<p>Science- Vocabulary</p>	<p>Hot cold sunny snow Seasons</p> <p>Spring Summer Autumn</p> <p>Winter Weather Rainy Sunny</p> <p>Windy Snowy Storm Sunrise</p> <p>Sunset Winter Summer Day</p> <p>Length Sun</p>	<p>Object, material, wood, plastic, glass, metal, clay, water, rock, hard, soft, rubbery, waterproof, breaks/tears/ rough, smooth, see through, not see through</p>	<p>Leaf flower blossom petal root seed branch trunk stalk bud bulb</p> <p>Names of trees in local area -</p> <p>Name of gardens/flowering areas in local area -</p>	<p>Senses - touch, taste, hear, sight, smell . exercise, diet, teeth</p> <p>food groups - carbohydrates, protein, fats, sugar, dairy, fruit and vegetables</p>	<p>Head, body, eyes, ears, mouth, teeth, leg, fin, wing, claw, scales, feathers, paws, beaks,</p> <p>Names of animals from each vertebrate group</p>	<p>Living, dead, , never been alive, suitable, basic need, food chain, shelter, survival, habitat, conditions, light, dark, dry, damp</p> <p>Name types of Habitats and Micro-Habitats,</p>
<p>Maths Following White Rose Mixed Age Scheme</p>	<p>Y1 and 2: Place Value; Addition and subtraction; Shape</p> <p>Reception: Match, Sort and Compare; talk about Measure and Pattern; numbers 1-5; shapes with 4 sides</p>		<p>Y1: Place Value (within 20); Addition and Subtraction (within 20); Place Value (within 50); Length and Height; Mass and Volume</p> <p>Y2: Money; Multiplication and Division; Length and Height; Mass, Capacity and Temperature</p> <p>Reception: Mass and Capacity; numbers 1 - 10; Length, Height and Time; Exploring 3D Shape</p>		<p>Y1: Multiplication and Division; Fractions; Position and Direction; Place Value (within 100); Measurement- Money; Time</p> <p>Y2: Fractions; Time; Statistics; Position and Direction</p> <p>Reception: Numbers to 20 and Beyond; Manipulate, Compose and Decompose; Visualise, Build and Map</p>	
<p>Writing genre</p>	<p>Non-Fiction- Writing our names and facts about ourselves, creating mini "autobiography" books</p> <p>Fiction- reading and responding to a story book; using inference skills when analysing illustrations; descriptive writing, drama and fairy tales</p> <p>Poetry- reading and reciting nursery rhymes</p>	<p>Fiction - Listening to, discussing, acting out and writing about two books with Arctic settings</p> <p>Non-fiction books and dictionaries- learning about the alphabet (Reception) finding & recording definitions and facts linked to the two poles, using alphabetical dictionaries (Y1 and 2); writing descriptive postcards from the Arctic</p>	<p>Non-fiction- Exploring information books about the Vikings. Making our own mini fact books about Viking Britain</p> <p>Fiction- listening to and making predictions about a story book, focusing on characters' feelings; retelling with drama and descriptive writing</p> <p>Poetry- Reading and writing Viking Kenning poems</p>	<p>Fiction- Reading and responding to two topic-themed story books with discussion, drama and creative writing, creating diary entries from the perspective of the main character</p> <p>Non-fiction- Writing questions for our visitors- "People Who Help Us" (Police and doctors)</p>	<p>Fiction- writing descriptive narratives from the perspective of the hill we climb on our school trip; responding to a story book about a mountain with discussion, role play and writing too</p> <p>Poetry- Learning to recite well-known nursery rhymes/ sing songs. Reading and writing shape poems about mountains</p>	<p>Non-fiction- exploring a range of information books and then making persuasive posters; writing recounts of our village trip</p> <p>Fiction- Reading and responding to a rhyming Topic book; thinking of our own rhyming couplets when we describe local homes and buildings</p>

Texts	"Peepo" by Janet and Alan Ahlberg	"Poles Apart" by Jeanne Willis "Immi" by Karin Littlewood	"How to be a Viking" by Cressida Cowell	"Incredible You" by Rhys Brisenden and Nathan Reed "The Growing Story" by Ruth Krauss	"We're Going on a Bear Hunt" by Michael Rosen "Move, Mr Mountain" by Francesca Sanna	"In Every House, On Every Street" by Jess Hitchman
SPaG	Reception introduction to s t p i n and writing names Y1 and 2- What is a sentence? Using a capital letter, finger spaces and a full stop; Making words plural; joining words and clauses with and, because, also	Rec developing independent writing Y1 and 2- Different types of word-pronoun, noun, adjective, verb, adverb. Writing expanded noun phrases. Y2- writing descriptions using lists of adjectives separated by commas	Rec begin writing labels and captions Y1 and 2- Using a wider range of punctuation marks , ? ! to correctly punctuate a sentence Y2- different types of sentence-statement, question, command, exclamation	Rec lots of indp reading and writing practise ready for ELG checks Y1- consolidation and practise ready for Phonics screening- eg recapping split digraphs Y2- consolidation and practise of learning so far. Apostrophes for contractions	Y1- recap singular and plural Y2- past and present tense	Rec focusing on saying, holding in mind and sounding out own independent sentence ready for Y1 Y1 and 2 practising reading and writing their respective 100 High Frequency/ Common Exception words
Community	Harvest Festival	Bonfire event Carol service	Shrove Tuesday Lent	Mothering Sunday Fairtrade Fortnight Easter Service	Christian Aid Week	End of year Leavers' service Litter Pick/ Village walk
Curriculum Enrichment	Bakewell Old House Museum Trip Exploring Autumn & Harvest Cross Country Running at Hope Valley College	Forest School Nativity	Tattan Park Viking Day Visit Safer Internet Day World Book day	Science Week Visits from a police officer and GP	Whole school walk and picnic on Mam Tor Buxton Festival poetry- Y2	Village walk and visits to Church and Eyam Museum Class RE trip to a mosque Infant Sports Day at Hope Valley College
ECO Themes	Travel Smart Forest School Refugees	Forest School Energy Global citizen	Bird watch Water/marine	Fair Trade Transport Waste Week	Caring for and planting out our seedlings	Biodiversity Litter and Pollution
DT Skills <i>Please refer to Design and Technology - Skills progression document</i>	<ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate ideas and products against design criteria (at the start, during and at the end of a project) • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and cooking ingredients, according to their characteristics 					

DT	<p>Food Technology Children will learn about local, seasonal produce as part of Science and Enrichment work about Autumn and Harvest, finding out that food has to be farmed, grown elsewhere or caught. We will practise the skills of cutting, peeling, grating and using a heat source when we use fruits and vegetables from the garden to make simple, healthy dishes- veggie soup and apple crumble. We will recap and follow procedures for safety and hygiene.</p>	<p>Design, Make and Evaluate a product for somebody else- Eco Christmas Craft Children learn to follow procedures for safety when they use wood which they measure, mark out, cut and sand. They then assemble, join and combine their sticks with other materials, using finishing techniques like painting to create a 3D Christmas card and ornament.</p> 	<p>Making Products Work Children learn about the simple working characteristics of materials and components and about the movement of simple mechanisms such as levers and sliders. They work in small groups to design and make a Viking boat light enough to float but stiff enough to maintain its shape, with sliders that can be used to help it "launch" into a body of water. Children select and evaluate their own materials, eg paper, newspaper, card.</p>	<p>Design, Make and Evaluate a product for somebody else- Designing, making and evaluating hand- sewn felt keyrings and 3D cards for our mums on Mothering Sunday. Children learn that a 3-D textiles product can be assembled from two identical fabric shapes.</p> 	<p>Evaluating Existing Products Exploring a range of products designed specifically for camping- eg a sleeping bag, a folding wash bowl, a camping cutlery set. Children discuss the products, drawing and labelling them and commenting on the materials, colours and methods of production chosen. Do we think these products achieve their purpose? Why/ why not?</p>	<p>Food Technology Recapping food groups and the importance of a balanced diet. Then finding out about traditional Islamic recipes as part of learning in RE (including learning about Halal foods, and how these link to what we already know about where food stuffs come from), and comparing them with the Jewish dishes we explored last year- eg Arabic bread and Challah bread. How are they similar? How are they different? Why do we think this is? We will refine skills like measuring, using a heat source and cutting when we have a go at making Arabic flat bread.</p>
Art	<p>Drawing and Painting- Self Portraits Exploring autumn with drawing, pastels and paints Study of Propaganda in WWII- exploring the bright, eye-catching posters designed, for example, to encourage people to "make do and mend" and "grow your own food". How were they persuasive? Designing our own persuasive posters, on paper and on iPads</p>	<p>Painting- Winter in Art- exploring a range of snowy landscape pictures by some of the most famous traditional & modern artists, eg- -The Magpie by Claude Monet -The Drum Bridge and Yuhi Hill at Meguro by Hiroshige -The Sea of Ice by Caspar David Friedrich (this one features a British vessel on an expedition to the North Pole) -Winter Scene on a Frozen Canal by Hendrick Avercamp Then drawing/painting our own!</p>	<p>Sculpture- Norse Art- Most Viking art consisted of the decoration or ornamentation of functional objects. We will ask why this might have been- how is art and its purpose different today? The Vikings did make some figures/ sculptures- can we assume these were of very important things/ people? We will design and make our own sculptures- who or what is most important to us?</p>	<p>Painting/Digital Art Study of a contemporary artist, Steve McQueen- Black Turner Prize-winning artist and Oscar-winning filmmaker who in 2019 created "Year 3"- an epic exhibition in which he photographed and displayed pictures of every Y3 class in London! We will explore this idea with questions and discussion, creating our own self, year group and class portraits for our own exhibition- they could include video, photography, painting and more.</p>	<p>Sewing/Textiles- Himalayan Textiles- there is a tradition in Himalayan art- mountains of Tibet, Nepal, Kashmir- to create very large, decorative textile using applique, embroidery, weaving, often drawing on religious symbols/ motifs from Buddhism and Hinduism. Children respond with questions and discussion- what purpose do these artworks serve? What stories do they tell? Do you have a quilt at home? We will design/ create our own class textile artwork depicting key symbols of Eyam- each child designs, sews & decorates one square.</p>	<p>Drawing and Painting- Visual storytelling at Eyam Church- being detectives and finding the story of the plague, with a focus on the modern stained glass window panes which depict its stages. Can we tell the story using comic strips, a zine, or a stained glass window design? Then a comparison with contemporary Black American artist Kehinde Wiley, who elevates his subjects- young Black models, music icons etc- with portraits that include backgrounds like stained glass.</p>
Computing <i>Following the Teach Computing scheme from the NCCE</i>	<p>Technology around us Recognising technology in school and using it responsibly.</p>	<p>Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.</p>	<p>Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes.</p>	<p>Grouping data Exploring object labels, then using them to sort and group objects by properties.</p>	<p>Digital writing Using a computer to create and format text, before comparing to writing non-digitally.</p>	<p>Programming animations Designing and programming the movement of a character on screen to tell stories.</p>
RE <i>Incorporating Understanding Christianity scheme and the Derby & Derbyshire Agreed Syllabus for RE (2020)</i>	<p>Focus: Sociology - living/ Theology - beliefs Topic: GOD Exploring the questions: Why is the word 'God' so important to Christians? An analysis of words and pictures DAS 1.8 How do we care for others? F1 Special Stories: What stories are special and why? Y1 Lost Son Y2 Dig deeper: Jonah</p>	<p>Focus: Theology- beliefs Topic: INCARNATION Exploring the questions: Why do Christians perform Nativity plays at Christmas? F4 Which times are special and why? DAS1.6. How and why do we celebrate special times?</p>	<p>Focus: Theology- beliefs Topic: GOSPEL Exploring the questions: What is the good news that Jesus brings? Y2 dig deeper F2 Which people are special and why? DAS 1.4 What do stories of Jesus tell Christians about how to live? How are we inspired by what we read and who we learn about?</p>	<p>Focus: Theology- beliefs Topic: SALVATION Exploring the questions: Why do Christians put a cross in an Easter garden? Why does Easter matter to Christians? F5 Where do we belong? DAS 1.1 Who is a Christian and what do they believe?</p>	<p>Focus: Theology- God as a creator Topic: CREATION Exploring the questions: How can we care for our wonderful world? Who made the world? How can we look after our world? F6. What is special about our world? DAS 1.4 What can we learn from creation stories? Include Creation stories from other faiths</p>	<p>Focus: Theology- beliefs Sociology- living Topic: OTHER FAITHS- ISLAM Exploring the questions: DAS 1.2 Who is Muslim and what do they believe? F3 Special Places: Which places are special and why? DAS 1.7 What does it mean to belong? DAS 1.5 In what ways is a church / mosque important / sacred to believers</p>

HOT RE LO Starters	<i>Talk about, re-tell, make links, ask questions, respond, recognise, describe, show understanding by, reflect, express, respond sensitively, know, demonstrate, suggest meanings, show.</i>					
PE	<u>Learning and Improving Fundamental Skills</u>	<u>Game Skills</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>Athletics</u>	
PSHE <i>Following the PSHE Matters scheme</i>	Money Matters Understanding what money is; recognising that people make different choices about how to spend/save money; understanding how money can be looked after; understanding different jobs that people do and that jobs can help people earn money.	Being Safe Talking about rules and age restrictions that keep us safe; recognising risk and what action to take to minimise harm; describing how to keep safe at home, in familiar/unfamiliar environments and online; understanding what do if there is an accident and someone is hurt, and how to get help in an emergency.	Exploring Emotions Naming different feelings; explaining how to recognise different feelings; recognising that different feelings can affect the way we think, feel and behave; talking about how to recognise how others might be feeling.	Being Healthy Identifying different ways to keep healthy; describing different ways of keeping safe in the sun to reduce skin damage; recognising the importance of when to take a break online/offline.	Changes Identifying ways to manage bog feelings; identifying feelings associated with change/loss; exploring how to manage when we find things difficult; explaining how people's needs change as they grow from young to old.	Growing Up Recognising what makes them special; talking about the ways in which we are all unique; naming the parts of the body including external genitalia; recognising and understanding the importance of respecting privacy; identifying what to do if they feel unsafe/worried for themselves or others.
Music <i>Following the Charanga Music School Scheme</i>	(Incorporating learning from the Reception Original Scheme) Me! A unit which explores nursery rhymes and action songs. Children will: -listen and respond to different styles of music -embed foundations of the interrelated dimensions of music -learn to sing or sing along -improvise and then play classroom instruments -share and perform the learning that has taken place We will also learn, practise and perform an Autumn-themed song with actions (Dingle Dangle Scarecrow) as part of our whole-school Harvest Festival in church.	(Incorporating learning from the Y2 Original Scheme) A unit focused around one song: Ho Ho Ho - a Christmas song. Children will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing. We will also learn, practise and perform a range of songs and actions for our whole-class Nativity play (Whops a Daisy Angel, by Out of the Ark) in church.	(Incorporating learning from the Y2 Original Scheme) I Wanna Play In A Band is a unit featuring a Rock song written especially for children. In this song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.	(Incorporating learning from the Y1 Original Scheme) This unit of learning is focused on Round and Round- a song in the Bossa Nova Latin style. Through this song we will build on previous learning (pulse, rhythm, pitch etc), singing and playing instruments. We will also learn, practise and perform an Easter-themed song as part of our whole-school Easter service in church.	Finishing work on Round and Round (previous term is very short) then exploring Big Bear Funk (Incorporating learning from the Reception Original Scheme)- -Listening and appraising Funk music -Embedding foundations of the interrelated dimensions of music using voices and instruments -Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs -Playing instruments within the song -Improvisation using voices and instruments -Riff-based composition -Share and perform the learning that has taken place	(Incorporating learning from Rec, Y1 and 2 Original Schemes). This unit consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.