

"Together with God, Making Learning a Life Long Friend"

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching theme	Rhyme Time	Let's Celebrate	To Infinity and Beyond	Once Upon a Time	It's a bug's life	Around the World
Possible themes, interests, lines of enquiry	Humpty Dumpty Jack and Jill Twinkle Twinkle Little Star	Story of Diwali Remembrance Day Kipper's Birthday	Supertato Charlie's Superhero Underpants Fireman Sam	Three Little Pigs Jack and the Beanstalk Goldilocks and the Three Bears Gingerbread Man	The Hungry Caterpillar The lazy ladybird What the Ladybird heard next The very busy spider	Enemy Pie Lost and Found Dear Zoo Diary of a Wombat Ticket from around the World Handa's Surprise
Celebrations and experiences	Welcome to St Anne's Worship	Bonfire Night Diwali Christmas Nativity	People who help us visit/ fire engine Chinese Food Tasting	Making porridge, gingerbread men. Growing a beanstalk	Insect lore caterpillars Tadpoles	Cultural workshop



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The Reception Year provides the	Knowledge and skills developed in Y1 History Curriculum Chronological Understanding - To understand	Easter Bonnet Parade Knowledge and skills developed in Y1 Geography Curriculum	Knowledge and skills developed in Y1 Science curriculum	
foundation for the knowledge children will build upon in Year one. Y1 expectations	chronology I can place a few events or artefacts in order of when they happened. I can sort events or objects into groups (Then and now/ past and present). Knowledge and understanding of past events, people and changes in the past To build an overview of the world history I can describe events in the past. I can name people from the past. I can name people from the past. Historical Interpretation - To investigate and interpret the past historical enquiry I look at pictures, books and listen stories and ask questions about the past.	 To communicate geographically I can take digital photographs of a locality and use them back in the classroom to help describe a place. I can make drawings of an area I am finding out about. I can use locational language (e.g. near and far) to describe the location of features and routes on a map. I can make on a map of the local area, the location of the school. To investigate patterns I keep a class weather chart throughout the school year and discuss changes. I can identify land use around the school. 	 Biology - Animals including Humans Knows and can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals, including pets e.g. cat, robin, adder, frog, goldfish. Knows and can identify and name a variety of common animals that are carnivores (bear, lion, wolf, owl), herbivores (sheep, cow, horse) and omnivores (humans, crow, hedgehog, dogs) Can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Including, head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth. 	



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I look at pictures, books and listen to stories and ask questions about the past. Organisation and communication - to communicate historically I can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born. When my parents/ carers were children. I know some stories about the past.	 Knows and can identify and name a variety of common wild (dandelions, daisies, bluebells) and garden plants (roses, daffodils, sunflowers, tomato), including deciduous (horse chestnut, sycamore, oak) and evergreen trees (fir, holly, hedge). Knows and can identify and describe the basic structure (leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem) of a variety of common flowering plants, including trees (as listed above). Chemistry - Everyday Materials
	 Can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock, brick, paper, fabrics, elastic, foil. Describe the simple physical properties of a variety of everyday materials such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent



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Social Sciences	Theology	Philosophy
Knowledge and skills developed in Y1 R.E. Curriculum		Observe changes across the four seasons
		 (sunshine hours) and shorter in the winter Knows about and can describe weather in each season over a year.
		at the sun, even when wearing dark glasses. • Knows that days are longer in summer
		winter spring and summer are and what happens to trees in each season Knows that it is not safe to look directly
		Knows what the features of autumn,
		Physics - Seasonal ChangesKnows when each of the four seasons
		simple physical properties (materials and properties as above)
		 and wood. Compare and group together a variety of everyday materials on the basis of their
		object and the different types of materials e.g. a ruler can be both plastic
		They know the difference between an



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Bonfire Night Why do we celebrate Bonfire Night? People who help us then and now? and present		faiths. Recognise beliefs different faiths. Recognise and nan different faiths. Retell a story from and say what they are ach individual. Talk sensitively are faiths. Suggest reasons with important. Talk about how startiferent religiou. Identify names for Express what beli	ories are celebrated at s festivals. or god in different faiths evers say god is like. gious people may express tion.	
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Past and	Significant person	Who are the people	How do we travel
Present	Guy Fawkes	who help us? (Then and now)	and how did people travel in
	What was life like along time ago?	What do they wear now/then? (police	the past?
	Children look at artefacts from	and fire officers)	Signficiant person: The
	homes when their parents/grandparents were children e.g. telephones (vs mobiles), computers, cameras, large TVs, radio vs Alexa, video, CDs, cassettes, weighing scales.	Significant person:	Wright Brothers.
Knowledge and Skills	Enquiry Skills Chronological skills Legacy and relevance	Enquiry Skills Chronological skills Evidence and source	Enquiry Skills Chronological skills Evidence and
	<u>ELG</u>	<u>ELG</u>	source



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Talk about the	lives of the Talk about the lives of	<u>ELG</u>
people around t	hem and the people around them	
their roles in so	i i	Talk about the lives
	society;	of the people around
Know some sim		them and their roles
and difference	s Know some	in society; Know some
between things	in the similarities and	similarities and
past and now, d	rawing differences between	differences between
on their experi	ences things in the past and	things in the past and
and what has be	een now, drawing on their	now, drawing on their
read in class;	experiences and what	experiences and what
Understand the	past has been read in	has been read in
through setting	s, class;	class;
characters and		
encountered in		Understand the
in class and sto	rytelling. through settings,	past through
	characters and	settings,
	events encountered	characters and
	in books read in class	events
	and storytelling.	encountered
		in books read in
		class and
		storytelling.



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EY statements	Legacy & Relevance	Enquiry/Chronological	Enquiry/Chronological
linked to NC	Skills/ Chronological	skills	skills
	Skills:		
subjects		Understand we need to	Understand that
	Understand that	change what we do/wear	time passes in a
History	events/celebrations take	in response to the	sequential order and
•	place at specific points of	passage of time.	k now that there are
	the year.	Know that weather	times of the day, days
		changes according to the	of the week and
	Sequence events that are	seasons and that we need	months of the year
	close together in time.	to dress accordingly to	that repeat and go in
		keep ourselves safe and	order.
	Enquiry and Significance	comfortable.	Narrate their daily
	Skills:	Develop self-care	routines/weekly
		routines including	activities.
	Talk about different jobs	choosing appropriate	
	and the roles people have	clothing.	Evidence and Source
	in society.	Evidence and Source	Skills:
		Skills:	Know that there are
	Use books to distinguish	Know that there are key	key words/vocabulary
	between fact and fiction.	words/vocabulary	associated with the
		associated with the	passage of time.
	Chronological Skills:	passage of time.	Use the past tense of
	Can talk about past and	Use the past tense of	verbs with increasing
	upcoming events with their	verbs with increasing	accuracy and know
	immediate family.	_	



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Significance Skills:	accuracy and know before		before and after as a
	and after as a concept.		concept.
Talk about and compare	Use ordering language		Use ordering language
people, events, objects and	such as First, next, after		such as First, next,
characters/people in	that, then, in the end to		after that, then, in
stories and non-fiction	sequence stories and		the end to sequence
texts identifying	events.		stories and events.
similarities and			
differences.	Significance Skills:		Significance Skills:
	Talk about and compare		Talk about and
	people, events, objects		compare people,
	and characters/people in		events, objects and
	stories and non-fiction		characters/people in
	texts identifying		stories and non-
	similarities and		fiction texts
	differences.		identifying
	differences.		similarities and
			differences.
			differences.
			Describe people they
			know and discuss
			similarities and
			differences between
			people.



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People, Culture and Communities			What's the weather like? (Describing the weather/ Exploring contrasting hot and cold places in the world)	What can we explore? (Similarities and differences in the UK and in other countries/ exploring the changing seasons)	
Knowledge and skills developed	ELG People & Communities Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps;		ELG People & Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	ELG People & Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-	



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			Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;	fiction texts and maps; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.	
Links to NC	Geography and		Geography and	Location and Place	
subjects	<u>PSHE</u>		<u>PSHE</u>	Know that Brown	
	Recognise that		Recognise that	Edge is in England	
	people have		people have	and that there are	
<u>Geography</u>	different		different beliefs	different countries	
	beliefs and		and celebrations.	in the world.	
Location and Place	celebrations.			Talk about their	
Physical Geography			Understand that	experiences of	
rnysical beography			some places are	visiting different	



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	Understand	special to members	places.	
Human Geography	that some	of the community.	Talk about	
	places are		local/familiar	
Geographical Skills	special to	Develop a positive	environments (their	
(including mapping	members of the	attitude to	street, the park,	
and fieldwork)	community.	differences between	Stoke city centre).	
		people.	Know that there are	
	Develop a		different countries	
	positive attitude	Compare their own	in the world and	
	to differences	life and home to	begin to name some	
	between people.	those of people in	countries.	
		different countries.	Find out information	
			from stories, non-	
			fiction books,	
			videos, maps,	
			photographs.	
			Know that where	
			they live is unique to	
			them and their	
			family.	
			Know that the world	
			is made up of	
			different countries.	



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	Use a range of sources to find out information including simple maps. Physical Geography field, hills, river,
	road, house, shop. Geographical Skills (including mapping and fieldwork) Explore different
	types of maps. Identify things they can see on a map (key features). Know that positional language and directions can
	tell us where to go.



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		Talk about some similarities and differences between countries e.g. climate, animals, homes. Know the meaning of and use key words associated with human and physical geography e.g. beach, forest, field, hills, river, road, house, shop. Human Geography To show care for their own
		environment. To begin to understand some of



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					the challenges faced by our planet (pollution, deforestation).	
Understanding the World Religious Education	God /Creation UC F1 Why is the word God so important to Christians?	Incarnation UC F2 Why do Christians perform nativity plays at Christmas?	How do people celebrate special events?	Salvation. UC Why do Christians put a cross in an Easter garden?	What is a special place? School, church, home, other places of worship.	The school values
Knowledge and	ELG Personal,	ELG Personal, Social	ELG Personal, Social	ELG Personal,	ELG Personal,	ELG Personal,
skills developed	Social and	and Emotional	and Emotional	Social and	Social and	Social and
	<u>Emotional</u>	development	development	<u>Emotional</u>	<u>Emotional</u>	<u>Emotional</u>
	<u>development</u>	Building relationships	Building relationships	<u>development</u>	development	<u>development</u>
	Building	Show sensitivity to	Show sensitivity to	Building	Building	Building
	relationships	their own and others'	their own and others'	relationships	relationships	relationships
	Show sensitivity	need.	need.	Show sensitivity to	Show sensitivity to	Show sensitivity to
	to their own and	ELG Past and Present	ELG Past and Present	their own and	their own and	their own and
	others' need.	-Talk about the lives of	-Talk about the lives	others' need.	others' need.	others' need.
	ELG Past and	the people around them	of the people around	ELG Past and	ELG Past and	ELG Past and
	<u>Present</u>	and their roles in	them and their roles in	Present	Present	<u>Present</u>
	-Talk about the	society.	society.	-Talk about the lives	-Talk about the	-Talk about the
	lives of the			of the people around	lives of the people	lives of the people



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		T	T		
people ar	ound Understand the past	Understand the past	them and their roles	around them and	around them and
them and	their through settings,	through settings,	in society.	their roles in	their roles in
roles in s	ociety. characters and events	characters and events	Understand the past	society.	society.
Understa	nd the encountered in books	encountered in books	through settings,	Understand the	Understand the
past thro	ugh read in class and	read in class and	characters and	past through	past through
settings,	storytelling.	storytelling.	events encountered	settings,	settings,
characte	rs and <u>People and communities</u>	People and	in books read in	characters and	characters and
events	Know some similarities	communities	class and	events encountered	events encountered
encounte	red in and differences	Know some similarities	storytelling.	in books read in	in books read in
books red	ad in between religious and	and differences	People and	class and	class and
class and	cultural communities in	between religious and	communities	storytelling.	storytelling.
storytelli	ng. this country, drawing on	cultural communities in	Know some	People and	People and
People ar		this country, drawing	similarities and	communities	communities
communit	-	on their experiences	differences between	Know some	Know some
Know som	e class.	and what has been	religious and cultural	similarities and	similarities and
similariti	es and	read in class.	communities in this	differences	differences
difference	ces		country, drawing on	between religious	between religious
between			their experiences	and cultural	and cultural
religious	and		and what has been	communities in this	communities in this
cultural			read in class.	country, drawing on	country, drawing on
communit	ies in			their experiences	their experiences
this coun				and what has been	and what has been
drawing	•			read in class.	read in class.
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	experiences and what has been					
Links to the NC subject	read in class. Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age. RE should provide opportunities for pupils to develop positive attitudes and	Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age. RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. Building on the statutory requirements, it is recommended that there should be a wide	Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age. RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. Building on the statutory	Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age. RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. Building	Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age. RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own	Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age. RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own
	values and to reflect and	ranging study of religion	requirements, it is recommended that	on the statutory requirements, it is	experience. Building on the	experience. Building on the



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relate their	and belief across the	there should be a wide	recommended that	statutory	statutory
learning in RE to	key stages as a whole.	ranging study of	there should be a	requirements, it is	requirements, it is
their own	Not all religions need	religion and belief	wide ranging study	recommended that	recommended that
	=	_	, ,		
experience.	to be studied at the	across the key stages	of religion and belief	there should be a	there should be a
Building on the	same depth or in each	as a whole.	across the key	wide ranging study	wide ranging study
statutory	key stage, but all that	Not all religions need	stages as a whole.	of religion and	of religion and
requirements, it	are studied should be	to be studied at the	Not all religions	belief across the	belief across the
is recommended	studied in a way that is	same depth or in each	need to be studied	key stages as a	key stages as a
that there	coherent and promotes	key stage, but all that	at the same depth	whole.	whole.
should be a wide	progression.	are studied should be	or in each key stage,	Not all religions	Not all religions
ranging study of	Pupils should have the	studied in a way that is	but all that are	need to be studied	need to be studied
religion and	opportunity to learn	coherent and promotes	studied should be	at the same depth	at the same depth
belief across	that there are those	progression.	studied in a way that	or in each key	or in each key
the key stages	who do not hold	Pupils should have the	is coherent and	stage, but all that	stage, but all that
as a whole.	religious beliefs and	opportunity to learn	promotes	are studied should	are studied should
Not all religions	have their own	that there are those	progression.	be studied in a way	be studied in a way
need to be	philosophical	who do not hold	Pupils should have	that is coherent	that is coherent
studied at the	perspectives, and	religious beliefs and	the opportunity to	and promotes	and promotes
same depth or in	subject matter should	have their own	learn that there are	progression.	progression.
each key stage,	facilitate integration	philosophical	those who do not	Pupils should have	Pupils should have
but all that are	and promotion of shared	perspectives, and	hold religious beliefs	the opportunity to	the opportunity to
studied should	values. The study of	subject matter should	and have their own	learn that there are	learn that there are
be studied in a	religion should be based	facilitate integration	philosophical	those who do not	those who do not



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way that is	on the legal	and promotion of	perspectives, and	hold religious	hold religious
coherent and	requirements and	shared values. The	subject matter	beliefs and have	beliefs and have
promotes	provide an appropriate	study of religion	should facilitate	their own	their own
progression.	balance between and	should be based on the	integration and	philosophical	philosophical
Pupils should	within Christianity,	legal requirements and	promotion of shared	perspectives, and	perspectives, and
have the	other principal religions,	provide an appropriate	values. The study of	subject matter	subject matter
opportunity to	and, where appropriate	balance between and	religion should be	should facilitate	should facilitate
learn that there	other religious	within Christianity,	based on the legal	integration and	integration and
are those who	traditions and world	other principal	requirements and	promotion of	promotion of
do not hold	views, across the key	religions, and, where	provide an	shared values. The	shared values. The
religious beliefs	stages as a whole,	appropriate other	appropriate balance	study of religion	study of religion
and have their	making appropriate links	religious traditions and	between and within	should be based on	should be based on
own	with other parts of the	world views, across the	Christianity, other	the legal	the legal
philosophical	curriculum and its	key stages as a whole,	principal religions,	requirements and	requirements and
perspectives,	cross-curricular	making appropriate	and, where	provide an	provide an
and subject	dimensions.	links with other parts	appropriate other	appropriate balance	appropriate balance
matter should		of the curriculum and	religious traditions	between and within	between and within
facilitate		its cross-curricular	and world views,	Christianity, other	Christianity, other
integration and		dimensions.	across the key	principal religions,	principal religions,
promotion of			stages as a whole,	and, where	and, where
shared values.			making appropriate	appropriate other	appropriate other
The study of			links with other	religious traditions	religious traditions
religion should			parts of the	and world views,	and world views,



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be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and world views, across the key stages as a whole, making appropriate links with other parts of the		curriculum and its cross-curricular dimensions.	across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.	across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.
parts of the curriculum and its cross-				



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Natural	curricular dimensions. Me and my small world	Let's go outside	Changes in Winter	Watch it grow	Pushes and Pulls	
World	What's in my basket Senses	What's changed Night and Day	Let it Flow From Desert to Jungle	Animal Detectives		
Knowledge and skills developed	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG)	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG) Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG)	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG) Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG)	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG) Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG)	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG) Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG)	



"Together with God, Making Learning a Life Long Friend"

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Everyday	Seasonal Change	Seasonal Change	Seasonal Change	
Materials - Name	Understand the effect of	Understand the effect	Describe what they	
different	changing seasons on the	of changing seasons on	see, hear and feel.	
materials e.g.	world around them.	the world around them.	Explore the natural	
metal, wood,			world around them.	
plastic.	Describe what they see,	Describe what they see,		
	hear and feel.	hear and feel.	Talks about changes	
Explore	Explore the natural world	Explore the natural world	they notice.	
collections of	around them.	around them.		
materials,			Animals including	
identifying similar	Talks about changes they	Talks about changes they	<u>Humans</u>	
and different	notice.	notice.	Know that the world is	
properties.			made up of different	
		Animals including Humans	animals and plants.	
Make predictions		Know that the world is		
of what might		made up of different	Understand the key	
happen based on		animals and plants.	features of the life	
their own			cycle of a butterfly	
experiences.			and bean.	
			<u>Plants</u>	
Describe what			Understand the key	
they see, hear and			features of the life	
feel.			cycle of a butterfly	
Explore the			and bean.	
natural world				
around them.			Make predictions of	



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		what might happen based on their own	
<u>Seasonal Change</u> Begin to identify seasonal changes.		experiences.	
Talks about changes they notice.			
Use senses in hands-on exploration.			