









## Suffield Park Infant and Nursery School Curriculum Yearly Overview YEAR A



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>POR</b>	Reception +KS1	<b>The Pet Potato</b> -Josh Lacey Momoko Abe 	<b>One day on our Blue Planet in the Savannah</b> -Ella Bailey 	<b>Pattan's Pumpkin</b> -Chitra Soundar Frane Lessac 	<b>Leaf</b> -Sandra Dieckmann 	<b>The Last Wolf</b> -Mini Grey 	<b>Poetry</b> The Puffin Book of Fantastic First Poems <b>On Sudden Hill</b> -Linda Sarah and Benji Davies 
<b>Traditional Tale</b>				The Elves and the Shoemaker		Red Riding Hood	
<b>Maths</b>	Reception EYFS	Number - up to 5.	Number - up to 5. Shape	Number 6, 7, 8. Time Position and direction.	Measure and pattern Length and height. Mass and capacity. Number - 9 and 10.	Number - to 20 and beyond Sharing Grouping	Addition and Subtraction Shape Position and direction Pattern
	KS1	Number and place value Addition Subtraction	Addition and subtraction recap. Multiplication. Division. Shape. Statistics	Calculation recap. Fractions Time Position and Direction.	Number revisit Measure - length, temperature, mass, capacity.	Money Calculation recap.	Number and place value - revisit. Addition and subtraction revisit. Fraction revisit. Time revisit. Shape revisit. Position and direction revisit. Statistics.
<b>Science</b>	Reception EYFS	Seasons Growing Plants Life Cycles and Change Forest Schools	Earth and Space Day and Night Hibernation Forest Schools	<i>Identify and compare Animals</i> <i>Wind</i> <i>Sound</i> <i>Floating and sinking</i> <i>Forest Schools</i>	Animals and habitats Exploring materials Forest Schools	Seasons Minibeasts Caring for Animals Forest Schools	<i>Seasons</i> <i>Materials</i> <i>Forest Schools</i>
	Year 1	<i>Seasons</i> <i>Senses</i>	<i>Seasons</i>	<i>Seasons</i> <i>Everyday Materials</i>	<i>Seasons</i> <i>Plants</i>	Seasons Animals	Seasons  Responsive teaching block
	Year 2	<i>Life cycles</i> <i>Hygiene</i>	<i>Everyday Materials</i>	<i>Healthy Living</i>	<i>Habitats</i>	Plants	Responsive teaching block
<b>Geography</b>	Reception EYFS	Seasons Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;		Describe their immediate environment using knowledge from observation, discussion, stories, non-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 and – when appropriate – maps.	

	KS1	<b>What will the weather be like in each Season?</b> Identify seasons and associated weather. Uk weather observation Compass directions		<b>Would you prefer to live in a hot or cold country?</b> Name & locate 7 continents, North and south Poles and Equator. Recognise whether they live in a hot or cold country - how do they know? Recognise the physical and human features of a hot and cold country. Weather investigations		<b>What would it be like to live in an Indian village? (Chembakolli)</b> To use geographical language to express their own views on a place, people and environment. To use aerial photos/Google Earth to explore  To use maps, atlases and globes to locate the equator. To use basic geographical vocabulary to refer to key physical features and human features.	
<b>History</b>	Reception EYFS		Chronology/Timelines Talks about significant events of own experiences. Recognise and describe special times and events for family and friends. Use the language of past and present. Shows an interest in occupations and ways of life.		Chronology/Timelines Talks about significant events of own experiences. Recognise and describe special times and events for family and friends. Use the language of past and present. Shows an interest in occupations and ways of life.		Chronology/timeline Talk about the lives of people around them and their roles in society. Identify similarities and differences between past and now
	KS1		<b>'How did the disaster of the Great Fire of London inspire change?'</b>		<b>Enquiry question: 'How did these women in nursing inspire change in the world?'</b>		<b>'In and around Cromer, what has happened in the past that makes us known?'</b>
<b>Computing:</b>	Reception EYFS	Online Safety create content such as a video recording, stories, and/or draw a picture on screen  Can create content such as a video recording, stories, and/or draw a picture on screen	Online Safety Exploration technology both digitally and natural world	Safer Internet Day Uses ICT hardware to interact with age-appropriate computer software	Online safety use the internet with adult supervision to find and retrieve information of interest to them	Understanding the World Range 4-6 ELG Online Safety use the internet with adult supervision to find and retrieve information of interest to them  Completes a simple program on electronic devices	
	KS1	Online Safety Multimedia and Handling Data Digital Art (Art)	Online safety Technology in our lives	Safer Internet Day Multimedia	Online Safety Multimedia and handling data	Online Safety Algorithms	
<b>Art &amp; Design</b>	Reception EYFS	Printing		Painting		Sculpture	

		<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p> <p>Can create content such as a video recording, stories, and/or draw a picture on screen</p>		<p>Explore colour and how colours can be changed</p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Develops their own ideas through experimentation with diverse materials.</p>		<p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating space</p> <p>Uses their knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention.</p>	
	KS1	<p><b><u>Digital Art/Famous Artists</u></b> <b>(Cross curricular link with Computing)</b></p> <p><b><u>Artists, Craft Makers and Designers</u></b></p> <p><b>Evaluating our own work and the work of others.</b></p>		<p><b><u>Pencil Techniques - drawing colour landscapes to use drawing,</u></b> painting and sculpture to develop and share their ideas, experiences and imagination</p> <p><b><u>Painting &amp; Colour Mixing including lighter &amp; darker tones</u></b></p> <p><b>Painting Landscapes - Learn about the work of David Hockney.</b></p>		<p><b><u>Printing - with objects from 'nature'</u></b></p> <p><b><u>Sculptures - creating 'sea sculptures'.</u></b></p>	
<b>DT: Topic</b>	Reception EYFS		<p>Uses 2d and 3d structures to explore materials and/or express ideas</p> <p>Uses a variety of constructions materials</p> <p>Uses tools for purpose.</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries</p> <p>Develops their own ideas</p>		<p>Uses tools for purpose</p> <p>Develops their own ideas through experimentation with diverse materials</p> <p>Share their creations, explaining the process they have used.</p>		<p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>

			through experimentation with diverse materials  Expresses and communicates working theories, feelings and understandings using a range of art forms.				
	KS1		Structures - <b>bridges</b> Investigate, design, make, evaluate		Textiles - <b>sewing</b> Investigate, design, make, evaluate		Cooking and Nutrition <b>Healthy Sandwich / Pitta Pizzas</b> Investigate, design, make, evaluate Refer back to Science (Hygiene) - Cross Curricular Link.
<b>PE</b>	Reception EYFS	<b>PD Introducing PE Unit 1</b> Move in a range of ways, moving freely and with confidence. Shows increasing control over an object.	<b>PD Introducing PE Unit 2</b> Develop control when using equipment. Negotiates space successfully when playing games.	<b>Yoga</b> <b>Ball skills unit 1</b> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	<b>Gymnastics unit 1</b> Travels with confidence and skill around, under, over & through balancing and climbing equipment. Balance and jumping. <b>Balls skills unit 2</b> Pushing, throwing, catching, dribbling, kicking.	<b>Games Unit 1</b> To work cooperatively and learn to take takes. <b>Street Dance</b> To move in time with music. Copy and repeat actions showing increasing confidence and imagination.	<b>Games unit 2 /Sports Day Link Dance</b> Explore and practise running, throwing, catching, skipping, jumping. Adjusting speed, changing direction to avoid obstacles.
	KS1	<b>Ball Skills</b> Throwing & catching, kicking/Dribbling (ball).  <b>Fundamental Skills</b> Exploring (& developing) Jumping/hopping/skipping balance/stability.	<b>Sending and Receiving</b> Throwing & catching at a target (ball and racket).  <b>Target Games</b> Overarm/under arm, striking, game situations/scoring. (KS1 Tri-golf Event prep)	<b>Dance</b> with Dance Teacher (Street Dance) Remember, copy & link actions. Create actions & perform.  <b>Fitness</b> Understanding benefits of exercise. Stamina, jumping, coordination, agility & balance.	<b>Athletics</b> Running, jumping, throwing for distance & accuracy. (KS1 Cross Country Competition)  <b>Gymnastics</b> Unit 1 - Travelling, balance, shape work, Sequence work.	<b>Invasion Games</b> Attacking & Defending, simple tactics.  <b>Net &amp; Wall Games</b> Racket skills, competition.  (Y2 Tennis Club Visit)	<b>Y2 Swimming</b> Water confidence stroke technique <b>Striking &amp; Fielding</b> Under arm & over arm throwing, batting, scoring, fair play.  <b>Sports Day</b> Carousel activities consolidating skills learnt. Competition.
<b>Music</b>	Reception EYFS	<b>Focus songs:</b> -Let's be friends -Wiggle your fingers -Big Blue Tractor -Walking song -Let's harvest -Nursery rhymes  <b>Listening focus:</b> Stringed instruments Woodwind family Percussion (see Assembly music doc)	<b>I've got a grumpy face</b> Timbre, beat, pitch contour.  Xmas performance prep	<b>Focus songs:</b> -Hot cross bunny -Transport song -Let's be Kind -Sunshine in my heart -Shake my sillies out -Nursery rhymes  <b>Listening focus:</b> Carnival of the animals	<b>Bird spotting: Cuckoo polka - 3 lessons</b> Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.  <b>Witch Witch-3 lessons</b> Call-and-response, pitch (la-so-mi-do), timbre.	<b>Focus songs:</b> -Minibeast rave -Wiggly Woo -If I were a minibeast (out of ark) -Jumping up and down -Nursery rhymes -I do like to live beside the seaside -Kye Kye Kule  <b>Listening focus:</b> Jazz Folk Gospel	<b>Row, row, row your boat - 3 lessons</b> Beat, pitch (step/leap), timbre.  <b>Five fine bumble bees - 3 lessons</b> Timbre, tempo, structure (call-and-response), active listening

	KS1	<b>Menu song -</b> Active listening (movement), beat, echo singing, showing pitch moving	<b>Colonel Hathi's march :</b> Beat, march, timbre, film music. Xmas performance prep	<b>Football</b> Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C),	<b>Who stole my chickens and my hens?</b> : 4-beat patterns, rests, dotted quaver-semiquaver rhythm ('skipty' rhythm), clapping games.	<b>Dancing and drawing to Nautilus</b> Active listening Music signals Internalising beat Draw to music Electronic music	<b>Come dance with me</b> Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills Leavers assembly prep (Yr 2's)
<b>Rel+Health</b>	Reception EYFS	PANTS PATHS	Online Safety PATHS	Safer Internet PATHS	Online Safety PATHS	Online Safety PATHS	Online Safety PATHS
	KS1	PANTS NSPCC keeping safe materials PATHS program: Social and emotional literacy	PATHS program: Social and emotional literacy	Safer Internet Day PATHS program: Social and emotional literacy	Online Safety-relationships PATHS program: Social and emotional literacy	Online Safety- privacy PATHS program: Social and emotional literacy	Online Safety- privacy PATHS program: Social and emotional literacy
<b>RE</b>	Reception EYFS	PANTS	Harvest Christmas Family customs and routines Shares significant events of own experiences	Diwali Knows about similarities and differences between themselves and other among families, communities, cultures and traditions	Holi Symbols Easter	Uniqueness Know some of the things that make them unique, and can talk about differences in relation to family or friends.	Church Trip Talk about the lives of people and their roles in society. Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and books shared. Explain similarities and differences in UK and beyond.
	KS1	PANTS introduction/recap (PSHE teaching)	How do Christians belong to their faith family? Disciplinary Focus: Human and Social Sciences  Harvest Festival Christmas	Why is light an important symbol for Christians Jews and Hindus? Christian, Jewish, Hindu -light touch.  Disciplinary Focus: Theology	What does the cross mean to Christians? Christian Easter Disciplinary Focus: Theology	How do Jewish people celebrate Passover (Pesach)? Jewish  Disciplinary Focus: Human and Social Sciences	Why do people have different views about the idea of God? Multi/Humanist  Disciplinary Focus: Philosophy