WHOLE SCHOOL CURRICULUM OVERVIEW - ST LAWRENCE CE PRIMARY SCHOOL

Year 6 - Hawthorn	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Legacy					
Topic	Gods, Monsters and Mortals		Darwin's Daring Discoveries		St Lawrence Legacy	
Science		Animals including humans	Evolution and inheritance	Living things and their habitats	Light	Electricity
RE	People of God – How can following God bring freedom and Justice?	Incarnation – Was Jesus the Messiah? **Digging Deeper**	Creation / Fall – Creation and Science: Conflicting or complimentary? **Including Humanism**	Salvation – What difference does the resurrection make to Christians? **Including Humanism**	The journey of Life – How do different cultures and religions express their ideas about rites of passage? **Including Humanism**	Stories of Justice in Christianity, Islam and Judaism – How important is justice in our lives?
History	Ancient Greece	The Roman Empire				
Geography			Volcanoes	Trade and Economy		North America including time zones
Art	Printing		Drawing	Printing		
DT		Food Technology				Crumble coding including key individuals and events
Computing					iMovie trailer	Coding
Music	Short ride in fast machine		Delia Derbyshire		Calypso	
Wellbeing	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent?	How do friendships change as we grow? SRE
PE	Dance	Gymnastics	Basketball	Hockey	Rounders	Athletics
Events	Greek Portals to the Past workshop	Fishbourne Roman Palace trip Cantata	Phil Bagge online safety visit		St Lawrence Church SATS Bikeability	Residential Leavers Events

Year 5 - Sycamore	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Conflict					
Topic	Bombs away	For Narnia	A savage encounter	Timber!	I have a dream…	Ill met by moonlight
Science		Forces	Materials	Living things and their habitats	Earth and space	Animals including humans
RE	Community – The five pillars of Islam	Incarnation – Was Jesus the Messiah?	Kingdom of God – What kind of king was Jesus?	Salvation – What did Jesus do to save human beings?	Mohammed and the Qur'an – How does submission affect my life and the lives of others?	God – What does it mean if God is holy and loving?
History	The Home Front – WW2		The English Civil War (local study)			
Geography	Europe and Russia			South America		
Art		Batik - textiles			Tie dye - textiles	Drawing - portraits
DT	Food Technology			DT - motors		
Computing			Research			Debug programs

WHOLE SCHOOL CURRICULUM OVERVIEW - ST LAWRENCE CE PRIMARY SCHOOL

Music		Read, write and remember to twinkle			The Beatles	
Wellbeing	What makes up a person's identity?	What decisions can people make with money?	What jobs would we like?		How can we communicate with friends safely?	How can drugs common to everyday life? SRE
PE	Team/multisports	Dance	Gymnastics	Rugby	Athletics	Orienteering
Events	Fort Nelson visit	Cantata Narnia Dance workshop	Geoff Thorne (St Lawrence church)	Longleat Chicks and butterflies	Mosque visit Y5 production	Church visit

Year 4 - Maple	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Concept	Diversity					
Topic	Attack!	We are dragonlogists	Triumph over adversity	The Secret Inventor	Never stop exploring	The footprints on our world
Science		Animals including humans	Sound	Electricity	States of matter	Living things and their habitats including food chains
RE	Creation/Fall - What do Christians learn from the creation story?	Incarnation/God – What is the Trinity **Digging Deeper**	Hindu story - How does transformation affect my life and others' lives?	Salvation - Why do Christians call the day Jesus died 'Good Friday'? **Digging Deeper**	Kingdom of God - When Jesus left, what was the impact of Pentecost?	God – How do different people describe God?
History	Anglo Saxons	Vikings		Maya Civilisation		
Geography	United Kingdom Fieldwork Alton buckle			Mayans – Settlements and land use	Spain and Mexico – comparing regions	
Art		Clay - Dragon eyes			Clay – Spanish tiles Artist- Pablo Picasso	Observational drawing if animal patterns
DT	DT – gears and levers				Food technology	
Computing			Scratch			Stop motion
Music	Anglo Saxons		Evelyn Glennie	Ukulele		
Wellbeing	What strengths, skills and interests do we have?	How do we treat each other with respect?	How do we manage our feelings?	How will we change and grow? SRE	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
PE	Team games	Gymnastics	Dance – Josephine Baker	Netball	Athletics	Orienteering
Events	Anglo Saxon experience - Winchester	Church visit Cantata Viking workshop		Inventors and makers workshop		Night at the Musicals Runways Sleepover

Year 3 - Beech	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Concept	Achievement					

WHOLE SCHOOL CURRICULUM OVERVIEW - ST LAWRENCE CE PRIMARY SCHOOL

Topic	Twisted Tales	Step back in time…	You're going to hear me roar!	I want my mummy!	How does your garden grow?	Messing about on the river
Science	Light		Rocks	Animals including humans	Plants	Forces and magnets
RE	Holi – How can God come out of evil?	Incarnation/God – What is the trinity?	Hindu Worship – Why is worship important to Hindus?	Salvation – Why do Christians call the day Jesus died "Good Friday"?	People of God – What is it like to follow God?	Gospel – What kind of world did Jesus want?
History		Stone, Bronze and Iron Age		Ancient Egypt		
Geography	Maps				Climate zones and biomes	Rivers
Art			Fossil drawing	Sculpture – canopic jars	Sculpture – Van Gogh's Sunflowers	
DT			Food technology			Textiles - sewing
Computing		Scratch	Book Creator			
Music	Beethoven and Mozart	Volcanoes				
Wellbeing	How can we be a good friend?	What keeps us safe?	What are families like? SRE	Why should we eat well and look after our teeth?	What makes a community?	Why should we keep active and sleep well?
PE	Gymnastics	Circuit training	Cricket	Dance	Swimming	
Events		Butser Farm Cantata	Hindu temple visit	Portals to the Past _ Ancient Egyptians	Church visit	Gilbert White – River Studies

Year 2 - Larch	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Concept	Leadership					
Topic	God save the Queens!	Season's Greetings	Carnival of the Animals	Unsinkable?	Survival of the Fittest	The Land of the Rising Sun
Science	Plants		Living things and their habitats	Materials	Animals and Humans	
RE	Creation - Who made the world? **Digging Deeper**	Incarnation - Why does Christmas matter to Christians? **Digging Deeper**	Passover – Why is remembering important to my lives and others?	Salvation - Why does Easter matter to Christians? **Digging Deeper**	Special books – Why are the Torah and Bible special books	Gospel - What is the good news Jesus brings?
History	Three Queens	Victorian Christmas		Titanic		
Geography	Local geography			Maps and aerial photographs		Continents and oceans - Japan
Art	Painting - portraits		Drawing - Bugs			Painting -
DT		Sliding picture			Food technology - smoothies	
Computing			Book app		Scratch Junior – movement algorithms	Scratch Junior – sound and control
Music		Christmas is coming	Carnival of the Animals			Be in the band

WHOLE SCHOOL CURRICULUM OVERVIEW - ST LAWRENCE CE PRIMARY SCHOOL

Wellbeing	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? SRE	How do we recognise our feelings?
PE	Multiskills	Dance	Gymnastics	Hockey	Dodgeball	Athletics
Events	Local walk	Nativity	Zoolab visit to school	Church visit Titanic Museum - Southampton	Synagogue visit	Watercress line

Year 1 - Oak	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Concept	Transformation					
Topic	What's in the toy box?	Knights and Castles	Please look after this bear	Once upon a time…	On safari	Commotion in the ocean
Science	Materials	Seasons - Autumn	Seasons - Winter	Seasons – Spring Plants	Animals	Seasons - Summer The human body
RE	Sukkot/Harvest – What is Sukkot?	Incarnation - Why does Christmas matter to Christians?	Creation - Who made the world?	Salvation - Why does Easter matter to Christians?	Special books – Why are the Torah and Bible special books	God - What do Christians believe God is like?
History	Toys	King Alfred				
Geography		UK and map skills	Peru			Weather patterns
Art		Collage - shield Drawing		Collage – Jack and the Beanstalk	Drawing	
DT	Puppets			Food technology		
Computing			Beebots		iPads and online safety	
Music	Toys		Yolanda's Band Jam Pitch			Vivaldi – The Four Seasons
Wellbeing	Who is special to us?	What is the same and different about us? SRE	How can we look after each other and the world?	What helps us stay healthy?	Who helps keep us safe?	What can we do with money?
PE	Multiskills	Gymnastics	Circuit training	Football	Athletics	Dance
Events	Milestones	Nativity Open the box theatre company	Local walk	Hillier Gardens – Science Church visit		Local walk

Year R - Willow	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Concept	Family					
Topic	My School Family	Let's Party	Winter Wonderland	Spring into spring	Marvellous Minibeasts	Moving on Journeys
Science	Autumn Time The leaf thief		Winter Time The snow thief Freezing and melting	Spring Time The flower thief	Summer Time The sun thief	Floating and sinking
RE	Setting up special places in classroom/prayer corner	Incarnation - Why do Christians perform nativity plays at Christmas?	Special Things – What things are special to me? (Jews & Christians)	Salvation - Why do Christians put a cross in an Easter Garden?	God/Creation - Why is the word 'God' so important to Christians?	Jews celebrating Shabbat - Is celebrating Shabbat important to Jews?

WHOLE SCHOOL CURRICULUM OVERVIEW - ST LAWRENCE CE PRIMARY SCHOOL

History	Talking about families	Bonfire night				My life so far Class timeline
Geography	Autumn walk		North and South Pole Animals	Spring walk	Local area	
Art	Painting self portraits	Salt dough decorations	Colour mixing	Observational painting/drawing (Daffodils)		Clay
DT		Make Christmas biscuits				Making boats
Computing	Mark making on IWB Change colour / pictures	Firework pictures on iPad Doodle pad		Beebots	Internet safety	
Music	Autumn Songs Dances	Nativity Performances			Nikolai Rimsky – Korsakov Bumble bee Minibeast	Celebration
Wellbeing	What is a friend?	How can I keep safe?	What are feelings?	What makes me special?	How can I be healthy?	What is family?
PE	Playground Games		Multisports	Gymnastics	Dance	Athletics
Events	Church visit	Nativity Firefighter visit		Farm visit	Flood Meadows Minibeast walk	Wellington Country Park

(See below for each ELG)

WHOLE SCHOOL CURRICULUM OVERVIEW - ST LAWRENCE CE PRIMARY SCHOOL

YEAR R		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONCEPT		Family					
TOPIC		**My school family** (Belonging)	**Let's Party** (Special celebrations)	**The world around me** (My Community)	**Spring into Spring** (Growing & Changing)	**All About Me** (Past & Present)	**Moving on up** (Transition)
Prime Area Objectives							
Personal, Social and Emotional Development	**Self - Regulation**	• Talk with others to solve conflict. • Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'.		• See themselves as a valuable individual. • Begin to show more resilience and perseverance in the face of challenge. • Express their feelings, including appropriate assertiveness. • Identify and moderate their own feelings.		• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what their teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	
	Managing Self	• Select and use planned activities and resources, with help when needed. • Develop their sense of responsibility and membership of a community. • Show more confidence in new social situations. • Increasingly follow rules, understanding why they are important.		• Select and use their own choice of resources to achieve a planned end goal. • Build constructive and respectful relationships • Remember and demonstrate rules without needing an adult to remind them. • Manage most of their own needs and personal hygiene independently. • Know and talk about some of the different factors that support their overall health and wellbeing.		• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reason for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	
	Building Relationships	• Become more outgoing with unfamiliar people, in the safe context of their setting. • Play with one or more other children, extending and elaborating play ideas. • Understand how others might be feeling.		• Consider the feelings of others. • Begin to consider the perspectives of others. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas		• Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.	
Well – being		**What is a friend?**	**How can I keep safe?**	**What are feelings?**	**What makes me special?**	**How can I be healthy?**	**What is a family?**

WHOLE SCHOOL CURRICULUM OVERVIEW - ST LAWRENCE CE PRIMARY SCHOOL

YEAR R		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONCEPT		Family					
TOPIC		My school family (Belonging)	Let's Party (Special celebrations)	The world around me (My Community)	Spring into Spring (Growing & Changing)	All About Me (Past & Present)	Moving on (Transition)
Prime Area Objectives							
Communication & Language	Listening, attention & understanding	• Enjoy listening to simple stories, remembering much of what happens. • Pay attention to more than one thing at a time. • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Use talk to organise themselves and their play; "Let's go on a bus... you sit there...I'll be the driver."		• Participate in story times and predict what happen next. • Asking relevant questions in non-fiction books. • Respond with relevant questions and actions • Understand how to listen carefully in a range of situations and know why listening is important.		• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.	
	Speaking	• Use a wide range of vocabulary. • Debate when they disagree with an adult or a friend, using words as well as actions. • Debate when they disagree with an adult or a friend, using words as well as actions. • Be able to express a point of view. • Start a conversation with an adult or a friend.		• Learns new poems, rhymes and songs. • Learn and use new vocabulary • Ask questions to find out more. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in detail. • Use talk to help work out problems and to organise thinking and activities • Develop social phrases, such as 'good morning'. Connect one idea or action to another using a range of connectives		• Participate in class, small group and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary, from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	
Key Texts		• **The Colour Monster** • **Our Class is a Family** **Martha Maps It Out** • **All Are Welcome** • **Little Goose's Autumn**	• **Little Glow** • **All through the night** • **The Christmas Eve Tree** • **Paddington's Christmas Post**	• **Poles Apart** • **The Lights That Dance in the Night** • **Mending the moon**	• **SuperWorm** • **Tad** • **The Extraordinary Gardener** • **Mad About Minibeasts**	• **Here We Are** • **Families, Families, Families** • **Perfectly Norman** • **The Tree in me**	• **The Koala Who Could** • **Milo's Monster** • **The Lion Inside** • **Find Your Happy**

WHOLE SCHOOL CURRICULUM OVERVIEW - ST LAWRENCE CE PRIMARY SCHOOL

YEAR R		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONCEPT		**Family**					
TOPIC		**My school family** (Belonging)	**Let's Party** (Special celebrations)	**The world around me** (My Community)	**Spring into Spring** (Growing & Changing)	**All About Me** (Past & Present)	**Moving on** (Transition)
Prime Area Objectives							
Physical Development	**Gross Motor Skills**	• Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks • Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips. • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing		• Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, coordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes.		• Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and co-ordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	
	PE	**Playground Games**		**Multi sports**	**Gymnastics**	**Dance**	**Athletics**

WHOLE SCHOOL CURRICULUM OVERVIEW - ST LAWRENCE CE PRIMARY SCHOOL

	Fine Motor Skills	• Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop the foundations of a handwriting style which is fast, accurate and efficient.	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Handwriting	**Mark making & patterns**	**Phase 2 letter formation** **Number formation**	**Consolidation**

YEAR R		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONCEPT				Family			
TOPIC		**My school family** (Belonging)	**Let's Party** (Special celebrations)	**The world around me** (My Community)	**Spring into Spring** (Growing & Changing)	**All About Me** (Past & Present)	**Moving on** (Transition)
Specific Area Objectives							
Literacy	**Word Reading & Comprehension**	• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary.		• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		Word Reading: • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound – blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Comprehension: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	
	Writing	• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letter accurately.		• Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences.		• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.	
	Key genres	**Name Writing / labels**	**Poems**	**Information writing**	**Recount**	**Instructions**	**Narratives**
	Phonics (Little Wandle)	**Phase 2** **Graphemes** s,a,t,p,i,n,m,d,g,o ck,e,u,r,h,b,f,l **Tricky Words**	**Phase 2** **Graphemes** ff,ll,ss,j,v,w,x,y, words with –s/s at the end ch, sh, th, ng, nk	**Phase 3** **Graphemes** ai,ee,igh,oa,oo,oo ar,or,ur,ow,oi, ear,air,er,	**Phase 3** **Graphemes** Review phase 3 Double letters Longer words	**Phase 4** Short vowel words Longer words Compound words Root words ending in;	**Phase 4** Long vowel sounds Phase 4 words : -s /s/ at the end -s /z/ at the end

WHOLE SCHOOL CURRICULUM OVERVIEW - ST LAWRENCE CE PRIMARY SCHOOL

		is, I, the	**Tricky Words** Put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be	*words with double letters-* dd,mm,tt,bb,rr gg,pp **Tricky words** was, you, they, my, by, all, are, sure, pure	Words with two or more diagraphs -ing words Compound words s/z in the middle s/z at the end es/z and the end **Tricky words** Review all	ing, ed /t/, ed /id/ / ed/ est **Tricky words** Said, so, have, like, some, come there, when, what, one, out, today	-es /z/at the end Root words: -ing, ed /t/ -ed /id/ /ed/ -ed /d/ -er, -est Longer words **Tricky words** Review all taught so far

YEAR R		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONCEPT		**Family**					
TOPIC		**My school family** (Belonging)	**Let's Party** (Special celebrations)	**The world around me** (My Community)	**Spring into Spring** (Growing & Changing)	**All About Me** (Past & Present)	**Moving on** (Transition)
Specific Area Objectives							
Maths	**Number**	• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.		• Subitise first when enumerating groups of up to 4 or 5 objects: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check. • Link the number symbol (numeral) with its cardinal number value. • Explore the composition of numbers to 10.		• Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise numbers without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	
	Numerical patterns	• Recite numbers past 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'.		• Verbally count beyond ten. • Compare numbers – use vocabulary more than, less than, the same as. • Understand the 'one more than/one less than' relationship between consecutive numbers.		• Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns with numbers up to 10, including even and odds, double facts and how quantities can be distributed equally.	
	Maths Focus	**Number:** Representing 1, 2,3	**Number:** Representing numbers to 5 One more, one less	**Number:** Counting to 6,7 and 8 Counting to 9 and 10	**Number:** Number bonds to 5 and 10	**Number:** 20 and beyond	**Number:** Doubling Halving and sharing Odds and evens
		Measure, Shape and Spatial Awareness: Compare size, mass & capacity Exploring pattern	**Measure, Shape and Spatial Awareness:** 2-D shapes	**Measure, Shape and Spatial Awareness:** Time	**Measure, Shape and Spatial Awareness:** 3-D Shapes	**Measure, Shape and Spatial Awareness:** Exploring more complex patterns	**Measure, Shape and Spatial Awareness:** Length, height and distance Weight & capacity

WHOLE SCHOOL CURRICULUM OVERVIEW - ST LAWRENCE CE PRIMARY SCHOOL

YEAR R		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONCEPT		Family					
TOPIC		**My school family** (Belonging)	**Let's Party** (Special celebrations)	**The world around me** (My Community)	**Spring into Spring** (Growing & Changing)	**All About Me** (Past & Present)	**Moving on** (Transition)
Specific Area Objectives							
Understanding the World	**Past & Present**	• Begin to make sense of their own life-story and family's history		• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.		• Talk about the roles of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and in storytelling.	
	History focus	**Talking about our families**	**Bonfire night Christmas**				**My life so far… Class time line Family line**
	People, Culture & Communities	• Show interest in different occupations. • Continue developing positive attitudes about the differences between people • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		• Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different from the one in which they live. • Recognise that people have different beliefs and celebrate special times in different ways.		• Describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.	
	Geography focus	**Autumn walk**		**The North & South Pole**	**Spring walk**	**Our local area**	
	RE	**Special places** / Prayer corner CHURCH VISIT	**Celebration** – Why do Christians perform nativity plays at Christmas?	**Special** – Special clothes for Jew and Christians	**Love** – Why do Christians put a cross in an Easter garden?	**Creation** – Why is the word 'God' so important to Christians?	**Celebration** - Shabbat
		• Explore collections of materials with similar and/or different properties.		• Explore the natural world around them. • Describe what they see, hear and feel whilst outside.		• Explore the natural world around them, making observations and drawing pictures of animals and plants.	

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	The Natural World	• Talk about what they see, using a wide vocabulary • Plant seeds and care for growing plants. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice.		• Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them.		• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
	Science focus	**Animals in Autumn Harvest**		**Animals in Winter Freezing & Melting**	**Animals in Spring**		**Floating and Sinking**
	Computing	**Mark making on IWB Change colour/pictures**	**Firework pictures on Ipad Doodle pad**		**Beebots**		

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YEAR R		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONCEPT		Family					
TOPIC		**My school family** (Belonging)	**Let's Party** (Special celebrations)	**The world around me** (My Community)	**Spring into Spring** (Growing & Changing)	**All About Me** (Past & Present)	**Moving on** (Transition)
Specific Area Objectives							
Expressive Arts & Design	**Creating with materials**	• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises.		• Use drawing to represent ideas like movement or loud noises. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.		• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.	
	Art focus	**Painting self-portraits**	**Salt dough decorations**	**Colour mixing**	**Observational Painting/Drawing (daffodils)**		**Clay**
	Being imaginative and expressive	• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises.		• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.		• Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a well - known range of nursery songs and rhymes. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	
	Music focus	**Autumn songs and dances**	**Nativity Performance**		**Nikolai Rimsky –Korsakov Bumblebee Minibeast soundscapes**		**Celebration songs**

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