



## Curriculum Plan for Sutton CofE VC Infant School Year **A** - 2019 – 20

		<b>Autumn 2019</b> <i>Through the Doorway</i>	<b>Spring 2020</b> <i>Up, up and away</i>	<b>Summer 2020</b> <i>What in the World</i>
EYFS	<b>CLL</b>	Re-telling familiar stories and rhymes, asking and answering questions, rhyme and rhythm, Talk For Writing.		
	<b>PD</b>	Cutting skills, pencil grip, climbing and landing, throwing and catching, awareness of space, keeping safe, exploring malleable materials.		
	<b>PSED</b>	Managing risks, following class/school rules, self-care, trying new activities, playing co-operatively, managing behaviour.		
	<b>Literacy</b>	Name recognition and writing, Lists, labels, speech bubbles, diaries/booking forms, letter/postcard writing, story structure, simple sentences, phonics (based on letters and sounds), letter formation, Early reading.		
	<b>Maths</b>	Number and Calculation (using Numicon), 2D Shape, 3D shape, Time, Weight, Capacity, Length/Height., problem solving, reasoning.		
	<b>UW</b>	Caring for living things (pets), Different professions/People who help us, growing plants., seasonal changes, understanding their place in the world, my life and the life of my parents/grandparents.		
	<b>EAD</b>	Mixing colours, using colours for specific purposes, line drawings, self-portraits, exploring and combining different media, creating simple representations, exploring texture, printing. Exploring percussion, learning and performing songs. Constructing using different materials.		
	<b>RE</b>	Why is the word 'God' so important to Christians? Why do Christians perform Nativity plays at Christmas? Why do Christians put a cross in an Easter garden? What do Bible stories teach us? What makes a sacred place?		
Y1/2	<b>English</b>	<p><b>Reading: word reading;</b> comprehension (both listening and reading). To include a range of fiction, non-fiction and poetry (both classic and contemporary)</p> <p><b>Writing:</b> transcription (spelling and handwriting); composition (articulating ideas and structuring them in speech and writing). To include:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes (diaries, postcards, letters, newspaper reports etc.)</li> </ul> <p><b>Reading and writing genres to include:</b> Stories, diaries, newspaper reports, poems, postcards, letters, book reviews, instructions, lists and labels</p> <p><b>Spelling, punctuation, grammar and vocabulary</b></p> <p><b>Speaking and listening:</b> Listen &amp; respond appropriately; Ask relevant questions; Maintain attention &amp; participate; Articulate &amp; Justify answers; Initiate &amp; respond to comments; Use spoken language to develop understanding</p> <p><b>Phonics:</b> To access phase appropriate sounds. Children to be exposed to blending and segmenting sounds, reading, spelling and writing words. Words should include real and nonsense words.</p>		
	<b>Maths</b>	Place value, addition, subtraction, multiplication, fractions, division, shape, measure.	Place value, addition, subtraction, multiplication, division, fractions, shape, measure, algebra, statistics	Place value, addition, subtraction, position and direction, fractions, measure, place value, multiplication and division, shape.
	<b>Science</b>	Materials and their properties Seasonal changes	Animals including humans Living things and their habitats Seasonal changes	The human body Seasonal changes Plants
	<b>Art</b>	Great fire of London – how did artists represent it at the time? Our representations. <i>Drawing/Painting</i>	Aboriginal art – the changes in how they create art. Recreate aboriginal art digitally – link to famous digital artist i.e. Hal Lasko <i>Digital art</i>	Jeannie Baker collage – Window. Looking through windows around the world. <i>Collage</i>
	<b>DT</b>	Building houses	Mechanisms, sliders, levers, wheels and axles Making aeroplanes/hot air balloons	Mechanisms, sliders, levers, wheels and axles Strengthening structures (Georgia O'keefe)
	<b>Computing</b>	E - safety Turning on a computer, logging on Word processing simple words/small sentences	Understanding algorithms Unit 1A Espresso Coding Scratch Junior- basics of controlling sprites. E - safety	Create, organise, store, manipulate and retrieve digital content. Transferring photos to our system. Espresso Coding 1B Technology beyond school E - safety
	<b>Geography</b>	Compass directions Comparing local area Using maps, atlases and globes The UK and its countries	The 7 continents and 5 oceans Similarities and differences – UK and Uluru	UK weather patterns Hot and cold – the Equator and North Pole
	<b>History</b>	The Great Fire of London Changing in living memory- homes	Christopher Columbus Amelia Earhart	Famous local people – Lord Nelson Ernest Shackleton

	<b>Music</b>	Listen and appraise music Explore pulse and rhythm Recorders Singing skills Singing in rounds	Using voices expressively – chants and rhymes	Create and combine sounds Using voices expressively – chants and rhymes
	<b>PE</b>	Yoga Gymnastics and dance Forest Schools	hockey invasion games football	athletics and cricket
	<b>PHSE</b>	Rights and responsibilities The environment Money skills	Relationships Families and emotions Healthy relationships Valuing difference	Health and well-being Healthy lifestyles Keeping safe Growing and changing
	<b>RE</b>	How and why are different celebrations/ceremonies/festivals important? Why is light important in everyday life? Why does Easter matter to Christians? What can we learn about other faiths from their stories and books? What does it mean to be a disciple/follower of Jesus?		