

<b>Prime Areas and <i>Specific Areas</i></b>	Early Years Foundation Stage 1 [Nursery]	Early Years Foundation Stage 2 [Reception]
<b>Communication and Language</b>	Listening & Attention Understanding Speaking	Listening & Attention Understanding Speaking
<b>Physical development</b>	Moving and handling Health and self-care	Moving and handling Health and self-care
<b>Personal, social and emotional development</b>	Self-confidence and self-awareness Managing feelings and behaviour Making relationships	Self-confidence and self-awareness Managing feelings and behaviour Making relationships
<i>Literacy</i>	Reading Writing	Reading Writing
<i>Mathematics</i>	Numbers Shape Space & Measures	Numbers Shape Space & Measures
<i>Understanding the World</i>	People and communities The world Technology	People and communities The world Technology
<i>Expressive arts and design</i>	Exploring and using media and materials Being imaginative	Exploring and using media and materials Being imaginative

	Year 1 [KS1]	Year 2 [KS1]	Year 3 [KS2]	Year 4 [KS2]
English	<p>Year group plan</p> <p>Spoken language</p> <p>Reading [word reading and comprehension] into writing [transcription, handwriting, composition, vocabulary/ grammar/ punctuation] -</p> <p>[Fiction] Stories with familiar settings. Stories from other cultures/ predictable &amp; patterned language. Traditional and fairy tales. Stories about fantasy worlds.</p> <p>[Non-fiction] Labels, list and captions. Instructions [persuasion]. Recount [dictionaries]. Information texts. Recount [fact &amp; fiction].</p> <p>[Poetry] Using the senses. Rhyme and pattern. Poems on a theme.</p> <p>Appendix 1 - Spelling/ Word list.</p> <p>Appendix 2 - Vocabulary, grammar and punctuation.</p> <p>Glossary.</p>	<p>Year group plan</p> <p>Spoken language</p> <p>Reading [word reading and comprehension] into writing [transcription, handwriting, composition, vocabulary/ grammar/ punctuation] -</p> <p>[Fiction] Stories with familiar settings. Traditional tales. Different stories by the same author. Extended stories and significant authors.</p> <p>[Non-fiction] Instructions. Explanations. Information texts. Non-chronological texts.</p> <p>[Poetry] Patterns on the page. Really looking. Silly Stuff.</p> <p>Appendix 1 - Spelling/ Word list.</p> <p>Appendix 2 - Vocabulary, grammar and punctuation.</p> <p>Glossary.</p>	<p>Year group plan</p> <p>Spoken language</p> <p>Reading [word reading and comprehension] into writing [transcription, handwriting, composition, vocabulary/ grammar/ punctuation] -</p> <p>[Fiction] Stories with familiar settings. Myths, Legends, Fables and Traditional tales. Adventure and Mystery stories. Authors and letters. Dialogue and plays.</p> <p>[Non-fiction] Reports. Instructions. Information texts.</p> <p>[Poetry] Poems to perform. Shape poems and Calligrams. Language play.</p> <p>Appendix 1 - Spelling/ Word list.</p> <p>Appendix 2 - Vocabulary, grammar and punctuation.</p> <p>Glossary.</p>	<p>Year group plan</p> <p>Spoken language</p> <p>Reading [word reading and comprehension] into writing [transcription, handwriting, composition, vocabulary/ grammar/ punctuation] -</p> <p>[Fiction] Stories with historical settings. Stories set in imaginary worlds. Stories from other cultures. Stories that raise issues or dilemmas.</p> <p>Narrative plays.</p> <p>[Non-fiction] Recounts - newspaper and magazines. Information texts. Explanation. Persuasion.</p> <p>[Poetry] Creating images. Exploring form.</p> <p>Appendix 1 - Spelling/ Word list.</p> <p>Appendix 2 - Vocabulary, grammar and punctuation.</p> <p>Glossary.</p>
Maths	<p>Year group plan.</p> <p>Number and place value; addition and subtraction; multiplication; fractions; measurement; geometry [properties of shapes and position of shapes].</p> <p>Appendix 1.</p>	<p>Year group plan.</p> <p>Number and place value; addition and subtraction; multiplication; fractions; measurement; geometry [properties of shapes and position of shapes]; statistics.</p> <p>Appendix 1.</p>	<p>Year group plan.</p> <p>Number and place value; addition and subtraction; multiplication; fractions; measurement; geometry [properties of shapes]; statistics.</p> <p>Appendix 1.</p>	<p>Year group plan.</p> <p>Number and place value; addition and subtraction; multiplication; fractions including decimals; measurement; geometry [properties of shapes and position and direction]; statistics.</p> <p>Appendix 1.</p>
Science	<p>Working Scientifically - observing closely; performing tests; identifying and classifying; recording findings.</p> <p>Plants.</p> <p>Animals including humans.</p> <p>Everyday materials [classifying and grouping].</p>	<p>Working Scientifically - observing closely; performing tests; identifying and classifying; recording findings.</p> <p>Plants.</p> <p>Animals including humans.</p> <p>Living things in their habitats.</p> <p>Uses of everyday materials -</p>	<p>Working Scientifically - planning; obtaining and presenting evidence; considering and evaluating.</p> <p>Plants.</p> <p>Animals including humans</p> <p>Rocks.</p> <p>Light.</p>	<p>Working Scientifically - planning; obtaining and presenting evidence; considering and evaluating.</p> <p>Animals including humans.</p> <p>Living things in their habitats.</p> <p>States of matter.</p> <p>Sound.</p>

	Seasonal changes.	classifying and grouping; changing materials.	Forces and magnets.	Electricity.
<b>Computing</b>	[Tim Berners-Lee] Understand and apply principles and concepts of computer science; analyse and solve computer problems; evaluate and apply information technology; competent, confident, responsible, and creative users of information technology; use information technology safely and respectfully. Algorithms & Programs; Data Retrieving & Organising; Communicating; E-safety.	[Tim Berners-Lee] Understand and apply principles and concepts of computer science; analyse and solve computer problems; evaluate and apply information technology; competent, confident, responsible, and creative users of information technology; use information technology safely and respectfully. Algorithms & Programs; Data Retrieving & Organising; Communicating; E-safety.	Understand and apply principles and concepts of computer science; analyse and solve computer problems; evaluate and apply information technology; competent, confident, responsible, and creative users of information technology; use information technology safely and respectfully. Algorithms & Programs; Data Retrieving & Organising; Communicating; Using the Internet; Databases; Presentations; E-safety.	Understand and apply principles and concepts of computer science; analyse and solve computer problems; evaluate and apply information technology; competent, confident, responsible, and creative users of information technology; use information technology safely and respectfully. Algorithms & Programs; Data Retrieving & Organising; Communicating; Using the Internet; Databases; Presentations; E-safety.
<b>History</b>	Changes within living memory; events beyond living memory; lives of significant individuals; significant historical events. Kings and Queens - Elizabeth 1 <sup>st</sup> / Queen Victoria. Inventors - William Caxton/ First aeroplane flight. Mary Seacole/ Edith Cavell/ Florence Nightingale. [Guy Fawkes] Link to focus artist and composer.	Changes within living memory; events beyond living memory; lives of significant individuals; significant historical events. Great Fire of London. Explorers - Christopher Columbus/ Neil Armstrong [Moon landing]. Human Rights - Rosa Parks/ Emily Davison. Link to focus artist and composer.	Stone Age/ Bronze Age/ Iron Age - changes in Britain. Achievements of Early Civilisations- Egypt. Roman Empire. Link to focus artist and composer.	Anglo Saxons Settlements. Achievements of Early Civilisations - The Indus Valley. Ancient Greece. Link to focus artist and composer.
<b>Geography</b>	Locational knowledge; Place knowledge; Human and physical geography; Geographical skills and fieldwork. Link to History. Link to focus artist and composer. Where I live and somewhere abroad.	Locational knowledge; Place knowledge; Human and physical geography; Geographical skills and fieldwork. Link to History- Grace Darling. Link to focus artist and composer. Northumberland, UK and outside of Europe.	Locational knowledge; Place knowledge; Human and physical geography; Geographical skills and fieldwork. Link to focus artist and composer. UK & Europe.	Locational knowledge; Place knowledge; Human and physical geography; Geographical skills and fieldwork. Link to focus artist and composer. UK & Europe.
<b>Art</b>	Link to Humanities [History - Pieter Bruegel the Elder/ LS Lowry/ famous artists/ William Caxton].	Link to Humanities [History - Pieter Bruegel the Elder/ LS Lowry/ famous artists/ William Caxton].	Link to Humanities. Drawing/ Painting/ Printing/ Textiles/ 3D/ Collage/ Sketch Books/ Use of	Link to Humanities. Drawing/ Painting/ Printing/ Textiles/ 3D/ Collage/ Sketch Books/ Use of

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	Drawing/ Painting/ Printing/ Textiles/ 3D/ Collage/ Use of IT. Take One Picture.	Drawing/ Painting/ Printing/ Textiles/ 3D/ Collage/ Sketch Books/ Use of IT. Take One Picture.	IT. Take One Picture.	IT. Take One Picture.
<b>D &amp; T</b>	Link to Humanities. Design; make; evaluate; technical knowledge; cooking and nutrition. Textiles; Mechanisms; Use of materials; Construction.	Link to Humanities. Design; make; evaluate; technical knowledge; cooking and nutrition. Textiles; Mechanisms; Use of materials; Construction.	Link to Humanities. Design; make; evaluate; technical knowledge; cooking and nutrition. Textiles; Electrical and mechanical components; Stiff and flexible sheet materials; Mouldable materials.	Link to Humanities. Design; make; evaluate; technical knowledge; cooking and nutrition. Textiles; Electrical and mechanical components; Stiff and flexible sheet materials; Mouldable materials.
<b>Music</b>	Singing; playing; listening and understanding; experimenting. Focus composer and period each term: Baroque, Classical, World Music. Link to Humanities.	Singing; playing; listening and understanding; experimenting. Focus composer and period each term: Baroque, Classical, World Music. Link to Humanities.	Singing; playing; listening and understanding; performing; improvise and compose; use notation; understand history of music. Focus composer and period each term: Romantic, Impressionist, World Music. Link to Humanities.	Singing; playing; listening and understanding; performing; improvise and compose; use notation; understand history of music. Focus composer and period each term: Romantic, Nationalism, World Music. Link to Humanities.
<b>PE</b>	Dance/ Gymnastics/ Games [Dance - link to music]	Dance/ Gymnastics/ Games [Dance - link to music]	Dance/ Gymnastics/ Games/ Athletics [Dance - link to music]	Dance/ Gymnastics/ Games/ Athletics [Dance - link to music]
<b>RE</b>	NCC Agreed Syllabus. Christianity/Christmas/ Easter.  [Christmas/ Easter - different aspect covered in each year group]	NCC Agreed Syllabus. Christianity/Judaism/ Christmas/ Easter.  [KS1 extra cycle for mixed age classes - Christianity/Sikhism/ Christmas/ Easter]	NCC Agreed Syllabus. Christianity/Islam/ Christmas/ Easter.	NCC Agreed Syllabus. Christianity/Hinduism/ Christmas/ Easter.  [KS2 extra cycle for mixed age classes - Christianity/Buddhism/ Christmas/ Easter]
<b>PSHE&amp;C</b>	SEAL/ Termly SMSC days & events/ links with History [FN, MS, MC].	SEAL/ Termly SMSC days & events/ links with History [RP/ ED].	SEAL/ Termly SMSC days & events/ links with History.	SEAL/ Termly SMSC days & events/ links with History.
<b>MFL</b>	Understand and respond to spoken language; speak with confidence and fluency; discover and explore languages. French.	Understand and respond to spoken language; speak with confidence and fluency; discover and explore languages. French.	Understand and respond to spoken and written language; speak with confidence, fluency and spontaneity; write for different purposes; discover and explore languages in detail. French.	Understand and respond to spoken and written language; speak with confidence, fluency and spontaneity; write for different purposes; discover and explore languages in detail. French.

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Baroque: @1600 - 1750

Forms: Opera, Concerto, Dance music [Minuet, Gavotta, Corrente, Sarabanda, Allemanda and Giga] and suites. Patronage.

Composers: Purcell, Albinoni, Vivaldi, Handel, Bach, Arne, Telemann, Scarlatti, Corelli, Rameau

Classical: @second half of 18<sup>th</sup> Century

Forms: Symphony, Concerto, Sonata, Chamber Music [quartets, quintets, etc.]

Composers: Haydn, Mozart, Beethoven

Romantic: developed in 19<sup>th</sup> Century

Forms: Lieder, Piano music, Ballets, Opera, other forms developed to be more 'expressive.' Orchestra expanded with improved instruments [mechanical valves, keys, the Harp], improved Piano, introduction of conductor for larger orchestras.

Composers: Schubert, Paganini, Rossini, Berlioz, Schumann, Mendelssohn, Chopin, Liszt, Verdi, Wagner, Brahms, Saint-Saens, Tchaikovsky, Grieg, Puccini

Turn of the Century: 19<sup>th</sup> Century to First World War

Forms: Nationalism, Programme music, repeating rows of 12 notes, experimented and developed existing forms, based on Folk songs/ music, Impressionist

Composers: Elgar, Satie, Debussy, Holst, Ravel, Vaughan Williams. Berg, Schonberg, Bartok

World Music

African, Asian, Folk [Irish, Scottish, Northumbrian], South America, Indonesia, New Zealand [Maoris], Australasia

Jazz

Rock 'n' Roll

Beatles

ABBA