

Teaching in Reception at Wooler First School is delivered in accordance with the governments statutory document 'The Statutory Framework for the Early Years Foundation Stage' (March 2012). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates'. Topics change depending on particular cohorts and individual children's fascinations. Staff then identify and develop possible learning opportunities to complement these specific interests.

REC SUBJECTS	AUTUMN	SPRING	SUMMER
<b><u>Personal Social and Emotional Development</u></b>	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children are confident to try new activities, and say why they like some activities more than they like others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help. Children talk about how they and others show feelings, talk about their own and others' behaviour, and it's consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes in routine in their stride.		
<b><u>Physical Development</u></b>	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Children know the importance of good health and physical exercise, and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.		
<b><u>Communication and Language</u></b>	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions. They answer how and why questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.		
<b><u>Literacy</u></b>	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Children use their phonic knowledge to write words in ways that match the spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.		
<b><u>Mathematics</u></b>	Children count reliably with numbers 1 – 20, place them in order and can say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.		
<b><u>Understanding the World</u></b>	Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environment might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.		
<b><u>Expressive Arts and Design</u></b>	Children sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purpose. They represent their own ideas thoughts and feelings through design and technology, art, music, dance, role play and stories.		
<b><u>Music</u></b>	Simple Nursery Rhymes – Limited pitch range, simple melodies, vocabulary and actions Harvest/Christmas	Simple Nursery Rhymes – Limited pitch range, simple melodies, vocabulary and actions Easter	Steady Beat and Tempo Through Songs Pitch Through Stories and Songs Introduction of some untuned percussion
<b><u>PE</u></b>	Swimming		
<b><u>RE/Personal Social</u></b>	<b>Christianity/Hinduism</b> - Harvest, Divali, Christmas	<b>Christianity</b> - Bible and Creation Story, Easter Chinese New Year	<b>Buddhism/Christianity</b> – Wesak, Parable
<b><u>Forest School</u></b>	See Forest School Planning		

<b>Year 1 SUBJECTS</b>	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b><u>Science</u></b>	Senses/ Materials	Animals	Plants
	Working Scientifically & Our Changing World		
<b><u>Computing</u></b>	E-Safety Technology in Our Lives	Programming Multimedia	E-Safety Handling Data
<b><u>Art &amp; DT</u></b>	Earth Art Eat More Vegetables	Colour Creations Playgrounds	African Art Moving Pictures
	Weekly opportunities for woodwork and cooking		
<b><u>Geography</u></b>	Where do I live?	Around the World	The Four Seasons
<b><u>History</u></b>	Changes within living memory – Toys Past & Present	Intrepid Explorers	Castles
<b><u>Music</u></b>	More Complex Nursery Rhymes (Wider pitch range, more complex melodies, vocabulary and actions) Steady Beat Harvest/Christmas	Gruffalo Songs by Julia Donaldson Easter	Elements of Music through Stories (pitch, pulse, duration, tempo, dynamics and timbre)
<b><u>PE</u></b>	Ball Skills	Gymnastics/Yoga	Invasion Games/Athletics
	Swimming		
<b><u>RE</u></b>	<b>Christianity/Judaism</b> – Harvest, Hanukkah, Christmas	<b>Christianity</b> – Noah, Easter	<b>Christianity/Islam</b> – Parables, Eid-ul-Fitr
<b><u>PHSE</u></b>	THRIVE is used to assess each class and from this a plan is designed to meet social and emotional needs of the individual cohort. Teachers use this plan to inform their PHSE planning and the everyday strategies they use when teaching their particular class.		
<b><u>Forest School</u></b>	The children spend ½ a day per week out in the forest. They work with the forest school leader to develop their practical skills in the forest as well as participating in activities linked to different areas of the curriculum e.g. Art/Science.		

<b>Year 2</b>	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>Science</b>	Materials	Habitats/ Apprentice Gardener	Growing Up and Taking Care
	Working Scientifically/ Our Changing World		
<b>Computing</b>	E-Safety Technology in Our Lives	Programming Multimedia	E-Safety Handling Data
<b>Art &amp; DT</b>	Aboriginal Art Delightful Decorations	Super Sculptures Whacky Windmills	Henry Rousseau Seaside Snacks
<b>Geography</b>	At the Farm	Let's Go on Safari	My World and Me
<b>History</b>	Guy Fawkes & the Gunpowder Plot	Significant Individuals – Florence Nightingale	What were Seaside Holidays Like in the Past?
<b>Music</b>	Action Songs with Un-tuned Percussion Harvest/Christmas	Number and Animal Songs with Tuned and Un-tuned Percussion Baby Beat Boxing Easter	Elements of Music through Performing and Composing
<b>PE</b>	Ball Skills	Gymnastics/Yoga	Invasion Games/Athletics
	Swimming		
<b>RE/Personal Social</b>	<b>Christianity/Buddhism</b> – Harvest, Church Community, Christmas	<b>Christianity</b> – Lent, Easter	<b>Sikhism/Christianity</b> – Vaisakhi, Parables
<b>PHSE</b>	THRIVE is used to assess each class and from this a plan is designed to meet social and emotional needs of the individual cohort. Teachers use this plan to inform their PHSE planning and the everyday strategies they use when teaching their particular class.		
<b>Forest School</b>	The children spend ½ a day per week out in the forest. They work with the forest school leader to develop their practical skills in the forest as well as participating in activities linked to different areas of the curriculum e.g. Art/Science.		

<b>Year 3</b>	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b><u>Science</u></b>	Rocks Plants/Rainforests	Power of Forces How Does Your Garden Grow?	Amazing Bodies Can You See Me?
	Working Scientifically/Our Changing World		
<b><u>Computing</u></b>	E-Safety Technology in Our Lives	Programming Multimedia	E-Safety Handling Data
<b><u>Art &amp; DT</u></b>	Indian Art Story Books	Plant Art Making Mini Greenhouses	Vincent Van Gogh Light Up Signs
<b><u>French</u></b>			
<b><u>Geography</u></b>	Countries of the World	Where does Our Food Come From?	Deserts
<b><u>History</u></b>	Prehistoric Britain	Invaders & Settlers - Romans	Egypt
<b><u>Music</u></b>	Elements of Music and Graphic Scores Harvest/Christmas	Notation Weather Compositions and Graphic Scores Ostinato Vivaldi Four Seasons	Peter and the Wolf – Prokofiev Instruments of the Orchestra Carnival of the Animals (Saint-Saens) Composing – Tuned and Un-tuned Percussion Mary Rose – rhythms and parts
<b><u>PE</u></b>	Invasion Games	Gymnastics	Tennis/Athletics
	Swimming		
<b><u>RE/Personal Social</u></b>	<b>Christianity/Islam</b> – Harvest, Eid-ul-Adha, Christmas	<b>Sikhism/Christianity</b> – Guru Gobind Singh, Easter	<b>Christianity</b> – David and Goliath, Parables
<b><u>PHSE</u></b>	THRIVE is used to assess each class and from this a plan is designed to meet social and emotional needs of the individual cohort. Teachers use this plan to inform their PHSE planning and the everyday strategies they use when teaching their particular class.		
<b><u>Forest School</u></b>	The children spend ½ a day per week out in the forest. They work with the forest school leader to develop their practical skills in the forest as well as participating in activities linked to different areas of the curriculum e.g. Art/Science		

<b>Year 4</b>	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b><u>Science</u></b>	States of Matter	Sound/Electricity	All Living Things/ Animals
	Working Scientifically/Our Changing World		
<b><u>Computing</u></b>	E-Safety Technology in Our Lives	Programming Multimedia	E-Safety Handling Data
<b><u>Art &amp; DT</u></b>	Jewellery Designers		
<b><u>French</u></b>	Travel Weather	Food and Drinks Responding to Songs	Animals Weather/Clothing
<b><u>Geography</u></b>		Village Settlers	Earning a Living
<b><u>History</u></b>	Early Civilisations	Anglo Saxons, Picts & Scots	Mayans
<b><u>Music</u></b>	Harvest/Christmas – children help select repertoire	The Blues Tuned Percussion (performing and improvising) The Great Composers (BBC Ten Pieces)	Leavers Musical
<b><u>PE</u></b>	Invasion Games/Skipping	Gymnastics	Tennis/Athletics
	Swimming		
<b><u>RE/Personal Social</u></b>	<b>Christianity</b> – Harvest, Christmas	<b>Judaism/Christianity</b> – Passover, Easter	<b>Hinduism/Christianity</b> – Holi, Parables
<b><u>PHSE</u></b>	THRIVE is used to assess each class and from this a plan is designed to meet social and emotional needs of the individual cohort. Teachers use this plan to inform their PHSE planning and the everyday strategies they use when teaching their particular class.		
<b><u>Forest School</u></b>	The children spend ½ a day per week out in the forest. They work with the forest school leader to develop their practical skills in the forest as well as participating in activities linked to different areas of the curriculum e.g. Art/Science		