

Bromstone Primary School Long Term Curriculum Plan 2023-24

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Concept Question	Where Do Adventures Begin?	Why Do Rights Exist?	Why Lead When You Can Follow?	What Makes Our Environment Special?	What Happens When There is Conflict?	Is It Better to Adapt or Stay the Same?
Concept	Adventure	Rights	Leadership	Environment	Conflict	Adaptation
(White Rose; Timestable Rockstars)	Match, sort, compare, Talk about measure and patterns Maths Mastery Subitising, Composition of Number, Cardinality, ordinality and counting, Comparison	It's me 1,2,3, Circles and Triangles, 1,2,3,4,5,6, Shapes with 4 sides Maths Mastery Subitising, Composition of Number, Cardinality, ordinality and counting, Comparison	Alive in 5, Mass and capacity, Growing 6,7,8, Length, height and time Maths Mastery Subitising, Composition of Number, Cardinality, ordinality and counting, Comparison	Building 9 and 10, Explore 3D shapes Maths Mastery Subitising, Composition of Number, Cardinality, ordinality and counting, Comparison	To 20 and beyond, How many now? Manipulate, compose and decompose, Sharing and grouping, Maths Mastery Subitising, Composition of Number, Cardinality, ordinality and counting, Comparison	Visualise, build and map, Make connections, Consolidation Maths Mastery Subitising, Composition of Number, Cardinality, ordinality and counting, Comparison
Understanding the World	People, Cultures & Communities	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways.	Show interest in different occupations. Continue developing positive attitudes about the differences between people. 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.	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, nonfiction texts and (when appropriate) maps
	The Natural World	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.	Use all their senses in hands-on exploration of natural materials. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel.	Understand and can talk about some natural processes (e.g. melting, life cycles, seasons etc). Winter-differences and changes over time Melting ice experiments	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Recognise some environments that are different to the one in which they live.	Explore the natural world around them, making observations and drawing pictures of animals and plants. 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
	Past & Present	Begin to make sense of their own life story and family's history.	Comment on images of familiar situations in the past.	Compare and contrast characters from stories including figures from the past.		Talk about the lives of the 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 storytelling
Religious Education	Which stories are special and why?		Which places are special and why? What is special about our world and why?		Where do I belong?	
Personal Social & Emotional Development	Managing self	Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day	Increasingly follow rules without adult reminders and understand why they are important. Able to dress/undress independently.	See themselves as a valuable individual who can manage their own needs. Select and use activities and resources to achieve a goal (with help when needed).	Shows understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.

Bromstone Primary School Long Term Curriculum Plan 2023-24

						Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	
	Building Relationships	Play with one or more other children, extending and elaborating play ideas.	Begin to understand how others may feel. Express their feelings and consider the feelings of others.	Help to find solutions to conflicts and rivalries	Build constructive and respectful relationships.	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.	
	Self-Regulation	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'	Identify and moderate their own feelings socially and emotionally	Talk with others to solve conflicts.	Show resilience and perseverance in the face of challenge.	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 the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	
Personal Social & Emotional Development	Managing self	Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day	Increasingly follow rules without adult reminders and understand why they are important. Able to dress/undress independently.	See themselves as a valuable individual who can manage their own needs. Select and use activities and resources to achieve a goal (with help when needed).	Shows understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.		
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British Values and SMSC		Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.

Bromstone Primary School Long Term Curriculum Plan 2023-24

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 part. Show different emotions in their drawings. Explore colour and colour mixing. Junk modelling and colour mixing Growth and change - Dynamics	Take part in simple pretend play, using an object to represent something else even though they are not similar. Use drawing to represent ideas like movement or loud noises. Explore use and refine Construction with a variety of media and materials Growth and change - Dynamics	Develop own ideas and 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. Observational art and drawing Taking care when constructing Working world - Texture	Create collaboratively sharing ideas, resources and skills. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Develop storylines in their pretend play. Explore use and refine Construction in the natural world Working world - Texture	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. Working collaboratively Promoting independence Our senses – Timbre
	Being Imaginative and Expressive	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the pitch of a tone sung by another person 'pitch match'. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar song.	Create their own songs or improvise a song around one they know. Watch and talk about dance and performance art, expressing their feelings and responses.	Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. 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 range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music
Physical Development	Fine Motors	Show a preference for a dominant hand. Use one-handed tools and equipment, ie, making snips in paper with scissors.	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.	Use a comfortable grip with good control when holding pens and pencils.	Develop the foundations of a handwriting style which is fast, accurate and efficient.	
	Gross Motors	Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene	Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing	Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; toothbrushing; sensible amounts of screen time; good sleep routine; being safe pedestrian.	Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics.	
Outdoor Learning Opportunities	Forest School Free Flow Environment	Forest School Free Flow Environment	Forest School Free Flow Environment	Forest School Free Flow Environment	Forest School Free Flow Environment	Forest School Free Flow Environment

Extra Information

Art

3 Units of study per year. One of the MUST be Drawing.

History Follow the overview.

Bromstone Primary School Long Term Curriculum Plan 2023-24

Early Learning Goals

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<p>ELG: Listening, Attention and Understanding 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 teacher and peers</p> <p>ELG: Speaking Participate in small group, class 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.</p>	<p>ELG: Self-Regulation 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 the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons 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.</p> <p>ELG: Building Relationships 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.</p>	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills 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, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>ELG: 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.</p> <p>ELG: 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.</p> <p>ELG: Writing 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.</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities 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.</p> <p>ELG: Numerical Patterns 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 within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present Talk about the lives of the 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 storytelling.</p> <p>ELG: People, Culture and Communities 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 – when appropriate – maps.</p> <p>ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. 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.</p>	<p>ELG: Creating with Materials 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.</p> <p>ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

CHARACTERISTICS OF EFFECTIVE LEARNING	<p>Playing and exploring: Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>
OVER ARCHING PRINCIPLES	<p>Unique Child Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments</p>

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	<p>Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>PLAY At Bromstone Primary School we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.</p> <p>We recognise the crucial role that early year’s education has to play in providing firm foundations upon which the rest of a child’s education is successfully based.</p>
<p>Subject linked (whole school progressions) Science History Geography</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Make comments about what they have heard and ask questions to clarify their understanding Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 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.</p> <p>Talk about the lives of the 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 storytelling</p> <p>Understand some important processes and changes in the natural world around them, including the seasons Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 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</p>
<p>Subject linked (whole school progressions) Art Design and Technology</p>	<p>Children at the expected level of development will:</p> <ol style="list-style-type: none"> 1. Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form, and function. 2. Share their creations, explaining the process they have used. 3. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 4. Use a range of tools, including scissors, paint brushes and cutlery. 5. Begin to show accuracy and care when drawing. <p>Children at the expected level of development will:</p> <ol style="list-style-type: none"> 1. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 2. Share their creations, explaining the process they have used. 3. Make use of props and materials when role playing characters in narratives and stories.