



**Durham Dales Federation**  
**Hamsterley, Rookhope, St John's Chapel and Wearhead Primary**  
**Schools**  
**EYFS/KS1 Curriculum Plan 2024-2025 Year A**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning themes</b>	<b>School Days</b> <i>This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.</i>		<b>Bright Lights, Big City</b> <i>This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.</i>		<b>Magnificent Monarchs</b> <i>This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.</i>	
	<b>Memorable Experience:</b> visit to Beamish Museum's Victorian school <b>Innovate challenge:</b> Planning an assembly		<b>Innovate challenge:</b> Marley's trip to London		<b>Memorable Experience:</b> visit to Raby Castle <b>Innovate challenge:</b> design a Magnificent Monarchs board game	
<b>English Genres</b>	What is our school like in the present day and what was it like in the past? – Poetry, Were Victorian schools happy places to be? – Diaries,		Life in the United Kingdom: Postcards, London – a capital city: Directions,		Meet the monarchs – Information leaflets, Six significant sovereigns – Kennings poems,	
<b>Class text/s</b>	Whiffy Wilson: The Wolf who wouldn't go to school, When a Dragon Goes to School, First Day at Bug School, Oliver's Fruit Salad		<a href="#">Topsy and Tim Visit London</a> - Jean and Gareth Adamson		Queen Victoria's Bathing Machine	
<b>Phonics &amp; Spelling</b>	Read Write Inc Phonics & Spelling		Read Write Inc Phonics & Spelling		Read Write Inc Phonics & Spelling	
<b>Maths</b>	EYFS: Number – deep understanding of number to 10, including the composition of each number; subitise to 5; automatically recall number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns - verbally count beyond 20, recognising the pattern of the counting system; compare quantities up to 10, recognising when one is greater than, less than or the same; explore and represent patterns within number up to 10, including evens and odds, double facts and how quantities can be distributed evenly.					
<b>EYFS Number</b>	<b>Match, sort &amp; compare</b>		<b>Alive in 5</b>		<b>To 20 and beyond</b>	
<i>WRM Reception</i>	<b>It's me 1, 2, 3</b>		<b>Growing 6, 7, 8</b>		<b>How many now?</b>	

	1, 2, 3, 4, 5	Building 9 & 10	Manipulate, compose & decompose Sharing & grouping Make connections
<b>EYFS Shape, Space &amp; Measure</b> <i>WRM Reception</i>	Talk about measure & patterns Circles & triangles shapes with 4 sides	Mass & capacity Length, height & time Explore 3-D shapes	Visualize, build & map
<b>Number</b> <i>WRM Mixed age – Y1/2 (New for 24/25)</i>	Place value (within 20) Addition and subtraction (within 20)	Place value (within 100) Addition and subtraction (within 100)	Multiplication and division Fractions
<b>Shape, Space &amp; Measure</b> <i>WRM Mixed age – Y1/2 (New for</i>	Shape Length and height Statistics	Money Time	Mass, capacity and temperature Position and direction
<b>Science</b> <i>Understanding the world</i>	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; understand some important processes and changes in the natural world around them including seasons and changing states of matter.		
Seasonal Changes Ongoing Observe the changes of the four seasons Observe and describe weather associated with the seasons and how day length varies (Forest Schools)	<b>Exploring Autumn</b> <i>This project teaches children about the natural changes that happen during the season of autumn, including how the weather changes, why trees lose their leaves and how wild animals prepare for winter.</i>	<b>Puddles and Rainbows</b> <i>This mini project teaches children about the weather that happens during spring and allows them to explore natural phenomena, including rainbows. It supports them to explore colour in the natural world.</i>	<b>Animal Safari</b> This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.
	<b>Plant Parts</b> This project teaches children about wild and garden plants by exploring the local environment. They identify and describe the basic parts of plants and	<b>Animal Parts</b> This project teaches children about animals, including fish, amphibians, reptiles, birds, mammals and invertebrates. They identify and	<b>Seasonal Changes</b> This project teaches children about the seasons and typical seasonal weather and events. They learn about measuring weather and the role of a meteorologist. Children begin to learn about the science of day and night and recognise that, in the UK, the seasons vary in daylight hours.

	trees, and observe how plants and trees change over time.	describe their common structures, diets, and how animals should be cared for.		
<b>Geography</b> <i>Understanding the world</i>	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; explain some similarities and differences between life in this country and life in other countries.			
			Local landmarks; Countries and capital cities of the UK; Physical features of the UK; Settlements; Human features; Weather and seasons; London – a capital city; Landmarks; Aerial images; Maps; Directions – locational and directional language; Geographical similarities and differences	
<b>History</b> <i>Understanding the world</i>	Past and Present – Talk about the lives 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.			
		Historical vocabulary; Historical artefacts; Timelines; Present day schools; Our school; Victorian era; Victorian schools; Significant people – Samuel Wilderspin		Historical vocabulary; Historical periods; Timelines; Power and rule; Historical artefacts; Significant people - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II; Bayeux tapestry; Feudal system; Actions and impact; Historical models
<b>Art &amp; Design</b> <i>Expressive Arts &amp; Design</i>	<b>Street View</b> 3-D murals; Buildings; Significant people – James Rizzi <b>Memorable Experience:</b> Exploring street views <b>Innovate Challenge:</b> Mural makers This project teaches children about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi. They create a 3-D mural based on Rizzi's work.			
			<b>Rain and Sunrays</b> Motifs; Line and shape; Texture; Collagraphy <b>Memorable Experience:</b> <b>Innovate Challenge:</b> Calligraph printing, including how to develop a motif to make single and repeated prints.	<b>Portraits and Poses</b> Portraiture; Royal portraits; Sketching; Digital artwork <b>Memorable Experience:</b> Analysing paintings <b>Innovate Challenge:</b> Royal portraits This project teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits.

<p><b>DT</b> <i>Expressive Arts &amp; Design</i></p>	<p><b>Chop, Slice and Mash</b> Sources of food; Food preparation techniques; Hygiene rules; Designing and making salads and sandwiches <b>Memorable Experience:</b> Investigating sources of food <b>Innovate Challenge:</b> Designing and making a supermarket sandwich This project teaches children about sources of food and the preparatory skills of peeling, tearing, slicing, chopping, mashing and grating. They use this</p>		<p><b>Taxi</b> <b>Memorable experience:</b> Investigating wheels, axles and chassis <b>Innovate challenge:</b> Making a London taxi This project teaches children about wheels, axles and chassis and how they work together to make a vehicle move.</p>		<p><b>Cut, Stitch and Join</b> <b>Memorable Experience:</b> Everyday fabric products <b>Innovate Challenge:</b> Designing and making a bag tag. This project teaches children about fabric home products and the significant British brand Cath Kidston. They learn about sewing patterns and using a running stitch and embellishments before making a sewn bag tag.</p>	
<p><b>PSHE/RSE</b> <i>Personal, social and emotional development</i></p>	<p><b>Being Me in My World (ages 4-5)</b> Who... Me?! How am I feeling today? Being at School Gentle hands Our Rights Our responsibilities</p>	<p><b>Celebrating Difference (ages 4-5)</b> What am I good at? I'm Special, I'm Me! Families Homes Making Friends Standing Up for Yourself</p>	<p><b>Dreams and Goals (ages 4-5)</b> Challenge Never Giving Up Setting a goal Obstacles and Support Flight to the Future Footprint Awards</p>	<p><b>Healthy Me (ages 4-5)</b> Everybody's Body We like to move it, move it! Food Glorious Food Sweet Dreams Keeping Clean Safe Adults</p>	<p><b>Relationships (ages 4-5)</b> My Family and Me! Make friends, make friends, never ever break friends Falling Out and Bullying Being the best friends, we can be</p>	<p><b>Changing Me (ages 4-5)</b> My Body Respecting My Body Growing Up Fun and Fears Celebration</p>
	<p><b>Being Me in My World (ages 5-6)</b> Who am I and where do I fit?</p>	<p><b>Celebrating Difference (ages 5-6)</b> Respect for similarity and difference. Anti-bullying and being unique</p>	<p><b>Dreams and Goals (ages 5-6)</b> Aspirations, how to achieve goals and understanding the emotions that go with this</p>	<p><b>Healthy Me (ages 5-6)</b> Being and keeping safe and healthy</p>	<p><b>Relationships (ages 5-6)</b> Building positive, healthy relationships</p>	<p><b>Changing Me (ages 5-6)</b> Coping positively with change</p>
<p><b>Music</b> <i>Expressive Arts &amp; Design</i></p>	<p><b>Charanga</b> - English Model Music Curriculum Scheme</p>		<p><b>Charanga</b> - English Model Music Curriculum Scheme</p>		<p><b>Charanga</b> - English Model Music Curriculum Scheme</p>	

	Y1 Unit 1 – My musical heartbeat Y1 Unit 2 – Dance, sing and play Songs for MacMillan Coffee morning Harvest songs Christmas production songs/Christingle Service	Y1 Unit 3 – Exploring sounds Y1 Unit 4 – Learning to listen Easter songs	Y1 Unit 5 – Having fun with Improvisation Leaver’s Assembly Songs			
<b>PE</b> <i>Physical Development</i>	<p><b>EYFS – Nursery/Reception –Fundamentals- travel, shape and equipment leading to games</b></p> <ul style="list-style-type: none"> <li>- Experiments with different ways of moving.</li> <li>- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>- Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>- Jumps off objects and lands appropriately.</li> <li>- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> </ul> <p><b>ELG – Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Negotiates space and obstacles safely, with consideration for themselves and others.</li> <li>- Demonstrate strength, balance and coordination when playing.</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>					
	<b>Forest School/Orienteering skills/ walks in the local area</b>					
<b>PE</b>	<p><b>Invasion Games – Football skills</b> Participate in team games, developing simple tactics for attacking and defending.</p>	<p><b>Invasion Games – Netball skills</b> Participate in team games, developing simple tactics for attacking and defending.</p>	<p><b>Dance/Gymnastics</b> Perform dances using simple movement patterns. Developing balance, agility and coordination.</p>	<p><b>Invasion Games – Hockey skills</b> Participate in team games, developing simple tactics for attacking and defending.</p>	<p><b>Fundamentals – Tennis skills</b> Developing balance, agility and coordination</p>	<p><b>Athletics/Archery/ Frisbee Golf/ Rounders</b> Master basic movements including running, jumping, throwing and catching.</p>

<p><b>RE</b> <i>Understanding the world</i></p>	<p>What can we learn about Christianity from visiting a church?</p> <p>What do Christians believe about God?</p> <p><i>Let's find out</i></p>	<p>Why are gifts given at Christmas?</p> <p><i>Let's find out about the Christmas story</i></p>	<p>Why is Jesus special to Christians?</p> <p><i>Let's hear some stories about Jesus- Jesus &amp; Zaccheus, Jesus calming the storm</i></p>	<p>What is the Easter story?</p> <p><i>Let's find out about the Easter story</i></p>	<p>What can we find out about Buddha?</p> <p><i>Let's hear some stories the Buddha told</i></p>	
<p><b>Computing</b> <i>Understanding the world</i></p> <p><b>KS1 (Kapow Cycle B)</b></p>	<p>Computing systems and networks 1: Using a computer</p> <p>Y1 Bee-bots (programming)</p> <p>Y2 Online safety: Lesson 1: What happens when I post online?</p>	<p>Using a computer</p> <p>Programming 1: All about instructions</p> <p>Y1 Digital imagery (creating media)</p> <p>Y2 Online safety: Lesson 2: How do I keep my things safe online?</p>	<p>Computing systems and networks 2: Exploring hardware</p> <p>Y1 Introduction to data (Data handling)</p> <p>Y2 Online safety: Lesson 3: It's my choice</p>	<p>Programming 2: Programming Bee-Bots</p> <p>Y2 ScratchJr (Programming 2)</p> <p>Y2 Online safety: Lesson 4: Is it true?</p>	<p>Data handling: Introduction to data</p> <p>Y2 Stop-motion (Creating media)</p>	<p>Y2 International space station (Data handling)</p>
<p><b>Enrichment &amp; Educational Visits</b></p>	<p>Macmillan cancer coffee morning- Friday 29<sup>th</sup> September</p> <p>Harvest Festival</p> <p>Visit to Beamish Museum</p> <p>Visit to the Anglican church</p>	<p>Children in need- 18 November</p> <p>Anti-Bullying Week 2023: Make A Noise About Bullying 13-17 November</p> <p>Panto @ Gala Theatre, Cinderella</p> <p>Christmas production</p> <p>Christmas lunch</p>	<p>Safer internet day – 6 February 2024</p> <p>Theme: "Want to talk about it? Making space for conversations about life online".</p>	<p>World book day – 7 March</p> <p>Science week: 8-17 March Theme: Time</p> <p>Sport relief</p> <p>Easter service</p> <p>Visit to Shildon Railway museum</p>		<p>End of year celebration</p> <p>Sports Day</p> <p>EYFS/KS1 activity week</p> <p>Visit to Tynemouth aquarium</p>

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