Newton Hill Community School Curriculum Plans

Our 5 Golden Rules underpin everything we teach at Newton Hill and prepare children with the necessary skills for life in modern Britain.
'Ready for Learning, Ready for Life'

- Keep everyone included
- Keep everyone safe
- Keep everyone's property safe
- Keep being honest
- Keep everyone learning

Term 1a (cycle 3)
Topic Title: Bears
Book Links: Goldilocks and the Three Bears, We're going on a bear hunt, Brown bear Brown bear, Can't you sleep little bear

In this term the children will learn about:

Hooks for Learning	**Literacy**	**Communication and Language**	**Physical Development**	**Understanding the World**
Role play area – The 3 bears house Engages in imaginative role-play based on own first-hand experiences. Uses available resources to create props to support role-play. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.	Sometimes gives meaning to marks as they draw and paint Ascribes meanings to marks that they see in different places. Gives meaning to marks they make as they draw, write and paint. Writes own name Listens to and joins in with stories and poems, one-to-one and also in small groups. Looks at books independently. Enjoys an increasing range of books.	Listens to others one to one or in small groups, when conversation interests them Understands use of objects (e.g. *"What do we use to cut things?'*) Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*). Uses vocabulary focused on objects and people that are of particular importance to them Uses language to imagine and recreate roles and experiences in play situations	Can stand momentarily on one foot when shown. Can catch a large ball. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows a preference for a dominant hand. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Usually dry and clean during the day.	Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment. Looks closely at similarities, differences, patterns and change. Knows that information can be retrieved from computers.

Visits/Visitors	Maths	Personal, Social and Emotional Development	Expressive Arts and Design	Characteristics of Effective Learning
Teddy bear's picnic	Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Recognise some numerals of personal significance. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Shows an interest in shape and space by playing with shapes or making arrangements with objects. Selects a particular named shape.	Can select and use activities and resources with help Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Initiates conversations, attends to and takes account of what others say. Aware of the boundaries set, and of behavioural expectations in the setting	Enjoys joining in with dancing and ring games. Sings a few familiar songs. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Developing preferences for forms of expression. Uses movement to express feelings. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Create simple representations of events, people and objects.	Playing and exploring Active learning Creativity and critical thinking

Newton Hill Community School Curriculum Plans

Our 5 Golden Rules underpin everything we teach at Newton Hill and prepare children with the necessary skills for life in modern Britain.
'Ready for Learning, Ready for Life'

- Keep everyone included
- Keep everyone safe
- Keep everyone's property safe
- Keep being honest
- Keep everyone learning

Term 1b (cycle 3)
Topic Title: Christmas
Book Links: The Christmas Story & 'Twas the night before Christmas

In this term the children will learn about:

Hooks for Learning	Literacy	Communication and Language	Physical Development	Understanding the World
Role play area – Santa's Grotto Engages in imaginative role-play based on own first-hand experiences. Uses available resources to create props to support role-play. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.	Sometimes gives meaning to marks as they draw and paint Ascribes meanings to marks that they see in different places. Begins to break the flow of speech into words. Hears and says the initial sound in words. Recognises rhythm in spoken words. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Handles books carefully. Hears and says the initial sound in words.	Listens to stories with increasing attention and recall Responds to simple instructions, e.g. to get or put away an object. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Maintains attention, concentrates and sits quietly during appropriate activity.	Draws lines and circles using gross motor movements. Begins to use anticlockwise movement and retrace vertical lines. Uses simple tools to effect changes to materials. Can usually manage washing and drying hands. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	Recognises and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Enjoys joining in with family customs and routines. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.

Visits/Visitors	Maths	Personal, Social and Emotional Development	Expressive Arts and Design	Characteristics of Effective Learning
School nativity performance	Beginning to represent numbers using fingers, marks on paper or pictures. Shows an interest in representing numbers. Recognises numerals 1 to 5. Selects the correct numeral to represent 1 to 5 Counts out up to six objects from a larger group. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Uses familiar objects and common shapes to create and recreate patterns and build models.	Welcomes and values praise for what they have done. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults Confident to speak to others about own needs, wants, interests and opinions.	Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Begins to build a repertoire of songs and dances. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Uses simple tools and techniques competently and appropriately. Selects tools and techniques needed to shape, assemble and join materials they are using. Creates movement in response to music. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.	Playing and exploring Active learning Creativity and critical thinking

Newton Hill Community School Curriculum Plans

Our 5 Golden Rules underpin everything we teach at Newton Hill and prepare children with the necessary skills for life in modern Britain.
'Ready for Learning, Ready for Life'

- Keep everyone included
- Keep everyone safe
- Keep everyone's property safe
- Keep being honest
- Keep everyone learning

Term 2a (cycle 3)
Topic Title: Traditional Tales
Book Links: Billy Goats Gruff, Little Red Riding Hood, Jack and the Beanstalk

In this term the children will learn about:

Hooks for Learning	Literacy	Communication and Language	Physical Development	Understanding the World
Role Play area – home corner (Little Red Riding Hood, Jack & the Beanstalk) Engages in imaginative role-play based on own first-hand experiences. Uses available resources to create props to support role-play. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.	Sometimes gives meaning to marks as they draw and paint Ascribes meanings to marks that they see in different places. Can segment the sounds in simple words and blend them together. Continues a rhyming string. Listens to stories with increasing attention and recall. Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Continues a rhyming string.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Beginning to use more complex sentences to link thoughts (e.g. *using and, because*). Two-channelled attention – can listen and do for short span. Links statements and sticks to a main theme or intention.	Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Walks downstairs, two feet to each step while carrying a small object. Handles tools, objects, construction and malleable materials safely and with increasing control. Begins to form recognisable letters. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. Shows understanding of how to transport and store equipment safely.	Shows interest in different occupations and ways of life. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

Visits/Visitors	Maths	Personal, Social and Emotional Development	Expressive Arts and Design	Characteristics of Effective Learning
Visit to the pantomime	Knows that numbers identify how many objects are in a set. Sometimes matches numeral and quantity correctly. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts objects to 10, and beginning to count beyond 10. Counts an irregular arrangement of up to ten objects. Shows interest in shapes in the environment. Shows awareness of similarities of shapes in the environment. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Can describe their relative position such as 'behind' or next to'.	Aware of own feelings, and knows that some actions and words can hurt others' feelings. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations Explains own knowledge and understanding, and asks appropriate questions of others.	Uses various construction materials. Joins construction pieces together to build and balance Explores the different sounds of instruments. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Uses simple tools and techniques competently and appropriately. Selects tools and techniques needed to shape, assemble and join materials they are using. Makes up rhythms. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Create simple representations of events, people and objects	Playing and exploring Active learning Creativity and critical thinking

Newton Hill Community School Curriculum Plans

Our 5 Golden Rules underpin everything we teach at Newton Hill and prepare children with the necessary skills for life in modern Britain.
'Ready for Learning, Ready for Life'

- Keep everyone included
- Keep everyone safe
- Keep everyone's property safe
- Keep being honest
- Keep everyone learning

Term 2b (cycle 3)
Topic Title: The Land of Make Believe
Book Links:

In this term the children will learn about:

Hooks for Learning	Literacy	Communication and Language	Physical Development	Understanding the World
Role Play area – castle Engages in imaginative role-play based on own first-hand experiences. Uses available resources to create props to support role-play. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.	Sometimes gives meaning to marks as they draw and paint Ascribes meanings to marks that they see in different places. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Continues a rhyming string. Holds books the correct way up and turns pages. Shows interest in illustrations and print in books and print in the environment. Continues a rhyming string. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Focusing attention – still listen or do, but can shift own attention Uses talk in pretending that objects stand for something else in play, e.g. *'This box is my castle.'* Uses intonation, rhythm and phrasing to make the meaning clear to others. Able to follow a story without pictures or props. Responds to instructions involving a two-part sequence.	Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Mounts stairs, steps or climbing equipment using alternate feet. Jumps off an object and lands appropriately. Can tell adults when hungry or tired or when they want to rest or play. Practices some appropriate safety measures without direct supervision.	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Talks about why things happen and how things work. Looks closely at similarities, differences, patterns and change. Completes a simple program on a computer.

Visits/Visitors	Maths	Personal, Social and Emotional Development	Expressive Arts and Design	Characteristics of Effective Learning
Visit to Sandal or Pontefract Castle	Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Compares two groups of objects, saying when they have the same number. Estimates how many objects they can see and checks by counting them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. Uses shapes appropriately for tasks. Orders and sequences familiar events. Measures short periods of time in simple ways. Uses everyday language related to time.	Keeps play going by responding to what others are saying or doing Shows confidence in asking adults for help. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.	Explores colour and how colours can be changed. Realises tools can be used for a purpose. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Chooses particular colours to use for a purpose.	Playing and exploring Active learning Creativity and critical thinking

Newton Hill Community School Curriculum Plans

Our 5 Golden Rules underpin everything we teach at Newton Hill and prepare children with the necessary skills for life in modern Britain.
'Ready for Learning, Ready for Life'

- Keep everyone included
- Keep everyone safe
- Keep everyone's property safe
- Keep being honest
- Keep everyone learning

Term 3a (cycle 3)
Topic Title: Mini beasts
Book Links: The Hungry Caterpillar

In this term the children will learn about:

Hooks for Learning	Literacy	Communication and Language	Physical Development	Understanding the World
Role Play area – Garden explorer area Engages in imaginative role-play based on own first-hand experiences. Uses available resources to create props to support role-play. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.	Sometimes gives meaning to marks as they draw and paint Ascribes meanings to marks that they see in different places. Writes own name and other things such as labels, captions. Links sounds to letters, naming and sounding the letters of the alphabet. Beginning to be aware of the way stories are structured. Suggests how the story might end. Knows information can be relayed in the form of print. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Knows that information can be retrieved from books and computers.	Is able to follow directions (if not intently focused on own choice of activity). Builds up vocabulary that reflects the breadth of their experiences. Uses a range of tenses (e.g. *play, playing, will play, played*). Listens and responds to ideas expressed by others in conversation or discussion. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	Holds pencil near point between first two fingers and thumb and uses it with good control. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Experiments with different ways of moving. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Understands that equipment and tools have to be used safely. Eats a healthy range of foodstuffs and understands need for variety in food.	Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. Looks closely at similarities, differences, patterns and change. Uses ICT hardware to interact with age-appropriate computer software.

Visits/Visitors	Maths	Personal, Social and Emotional Development	Expressive Arts and Design	Characteristics of Effective Learning
Visit to Tropical World Classroom butterfly house	Realises not only objects, but anything can be counted, including steps, claps or jumps. Shows an interest in number problems. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Orders two or three items by length or height. Orders two items by weight or capacity.	Initiates play, offering cues to peers to join them. Confident to talk to other children when playing, and will communicate freely about own home and community. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.	Beginning to be interested in and describe the texture of things. Realises tools can be used for a purpose. Manipulates materials to achieve a planned effect. Uses simple tools and techniques competently and appropriately. Selects tools and techniques needed to shape, assemble and join materials they are using. Create simple representations of events, people and objects.	Playing and exploring Active learning Creativity and critical thinking

Newton Hill Community School Curriculum Plans

Our 5 Golden Rules underpin everything we teach at Newton Hill and prepare children with the necessary skills for life in modern Britain.
'Ready for Learning, Ready for Life'

- Keep everyone included
- Keep everyone safe
- Keep everyone's property safe
- Keep being honest
- Keep everyone learning

Term 3b (cycle 3)
Topic Title: Olympics/ Sports
Book Links:

In this term the children will learn about:

Hooks for Learning	Literacy	Communication and Language	Physical Development	Understanding the World
Role play area – sports centre Engages in imaginative role-play based on own first-hand experiences. Uses available resources to create props to support role-play. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.	Sometimes gives meaning to marks as they draw and paint Ascribes meanings to marks that they see in different places. Attempts to write short sentences in meaningful contexts. Links sounds to letters, naming and sounding the letters of the alphabet. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Describes main story settings, events and principal characters. Recognises familiar words and signs such as own name and advertising logos. Begins to read words and simple sentences.	Beginning to understand 'why' and 'how' questions Questions why things happen and gives explanations. Asks e.g. *who, what, when, how.* Understands humour, e.g. nonsense rhymes, jokes Introduces a storyline or narrative into their play.	Can copy some letters, e.g. letters from their name. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Observes the effects of activity on their bodies. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.

Visits/Visitors	Maths	Personal, Social and Emotional Development	Expressive Arts and Design	Characteristics of Effective Learning
Visit to the local sports centre	Shows an interest in numerals in the environment. Shows curiosity about numbers by offering comments or asking questions. Begins to identify own mathematical problems based on own interests and fascinations. Records, using marks that they can interpret and explain. Uses positional language. Beginning to use everyday language related to money.	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Can usually adapt behaviour to different events, social situations and changes in routine. Takes steps to resolve conflicts with other children, e.g. finding a compromise Can describe self in positive terms and talk about abilities.	Explores and learns how sounds can be changed. Realises tools can be used for a purpose. Experiments to create different textures. Manipulates materials to achieve a planned effect. Uses simple tools and techniques competently and appropriately. Sings to self and makes up simple songs. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	Playing and exploring Active learning Creativity and critical thinking