

| Primary Phase & Nurture - Themes – Cycle 1 | | | |
|--|------------------|-----------------------------|--------------------------|
| | Autumn – Animals | Spring - People Who Help Us | Summer - Holidays |
| Willow | Pets | Role Play | By The Seaside (Sensory) |
| Acorn | Farm | Fire & Police | Summer Holidays – UK |
| Ash | Zoo | Hospitals | Travel Agents |
| Elm | African Animals | Stranger Danger | Wonderful Places (UK) |
| Oak | Rainforest | Careers & Jobs | Landmarks (World) |
| Nurture | Arctic Animals | I Want To Be... | Countries & Culture |

| Developing Skills with SOLO taxonomy | | | | |
|--|---|--|---|--|
| Prestructural | Unstructural | Multi | Relate | Extend |
| (no verbs – exploring and needs support) | Define Identify Label (simple procedure) | Memorise Define Name Match Recall Describe Outline List | Sequence Compare and contrast Explain effects Distinguish Question Classify Explain causes Analyse Organise | Generalise Evaluate Prove Justify Predict Reflect Argue Prioritise Construct Generate |



| Thematic Skills and Intent | | | | | | |
|--|--|---|---|---|---|--|
| The Primary themes cover a range of geographical, historical, musical and creative arts skills and are designed to gradually build upon knowledge and understanding as students progress through the Primary Phase | | | | | | |
| Geography | History | Music | Computing | Art & DT | Outdoor Learning | Inclusion & Equality |
| Engagement, responding to the teacher and attention. Early problem-solving. Identify local and physical features. Develop and extend geographical vocabulary and understanding of the world. | Understand now, then, past and present. Begin to describe change through events, places and people. Describe artefacts, photos and pictures. Relate past to present. | Participate, perform and respond to music, songs and rhythm. Improve listening skills and develop musical awareness, knowledge and understanding. | Use a variety of software and apps to develop understanding of cause and effect. Begin to use apps for learning and researching. Access computers for wider learning opportunities. | Develop mark making and fine motor skills. Apply skills for drawing, printing, painting, joining, making and designing over time. Develop understanding of art and artists. | Develop physical and group skills, including gross motor, social and participation skills. Range of outdoor learning opportunities related to themes, using outdoor class spaces and Forest School. | Range of places, people, artists and music to ensure key BAME groups are represented across school and in the local community. Embed into planning to ensure coverage. |

101 things to do at Penn Fields – Primary Phase & Nurture – Themes – Cycle 1



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