



Knowledge Progression

To be able to use compass points to navigate around a map.

To use aerial photographs and plan perspectives to recognise and create landmarks

Use simple fieldwork and observational skills to study the geography of their school and surroundings

To devise a simple map and use and construct basic symbols in a key.

To design a map, referring to key human features

To create a 3D map using their town designs

Curriculum Coverage

KS1 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

KS1 - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

KS1 - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

KS1 - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

History Skills Progression Year 2 -Recognise why people did things and why events happened and what happened as a result. Identify differences between ways of life at different times. Ask questions about the past using simple observations.

Geography Skills Progression Year 2—Children encouraged to use simple geographical questions, where is it? What is it like? Locate some places on a map.



Year 1

Recognise the difference between past and present in their own and other lives. They know and recount episodes from stories about the past. Find answers to simple questions using artefacts from sources of information.

Year 1—Understand geographical similarities and differences...

Y3-4 History: The achievements of the earliest civilizations (the Islamic Empire & Ancient Greece), the Roman Empire and its impact on Britain and changes in Britain from the Stone Age to the Iron Age.
Y3-4 Geography: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.



Knowledge Progression

To find out who Florence Nightingale was and when she lived.

To find out why Florence Nightingale went to Scutari and what hospital conditions were like when she got there.

To find out how Florence Nightingale improved the conditions at the Scutari hospital.

To find out about Florence Nightingale's later life

To identify similarities and differences between medical care now and in Victorian times.

To be able to order and summarise events in the life of Florence Nightingale.

Curriculum Coverage

Y2 History: To identify similarities and differences between my life and events studied. To recognise that dates are used to identify when events happened in the past. To begin to give simple reasons why changes occurred in the past. To draw simple conclusions and deduce information on the past from pictures and information. To give more than one effect of an event and give simple explanations. To begin to understand that information on the past may differ. To connect ideas and give simple phrases as to why an event occurred. To describe an event using time markers to show structure.

Y2 Geography: To use atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at KS1.

History Skills Progression Year 2 -Recognise why people did things and why events happened and what happened as a result. Identify differences between ways of life at different times. Ask questions about the past using simple observations.

Geography Skills Progression Year 2—Children encouraged to use simple geographical questions, where is it? What is it like? Locate some places on a map.



Historical Vocabulary

Scutari, Hospitals, Injured

Lady with the lamp, Mary Seacole,

Victorian Times, medal, Turkey

Red Cross, God

Crimean War, Cleaning, Hygiene

Historical Enquiry

Study evidence to find out about life in the past: books, artefacts, pictures, art, tapes, tries, photographs, diary entries, verbal accounts...

What does this evidence show us? How do we know...?

Year 1

Recognise the difference between past and present in their own and other lives. They know and recount episodes from stories about the past. Find answers to simple questions using artefacts from sources of information.

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Year 2 Nurturing Nature Topic Knowledge Organiser Spring 2

Knowledge

Skills

Vocabulary

Knowledge Progression

Carry out a weather check (basic observational), including checking & recording rain gauge data

Use www.metoffice.co.uk data to gather weather data for Jordans, UK and input into electronic recording sheet.

Use a globe & atlas to identify location of Jordans, UK then Accra, Ghana (weather updates available from link in Ghana)

Discuss location of Jordans & Ghana (& also Katie Morag's fictional island of Struay, off the West coast of Scotland) in relation to the equator, North & South Poles. Explore the impact of location on the weather/

Use www.metoffice.co.uk data to gather weather data for Accra, Ghana for ongoing comparison/monitoring between locations "far from" and "closer/near to" the equator.

Wind direction monitoring to plan for Forest School fire sessions (identifying which direction smoke will travel and checking this is safe, given the location of the road), use a

Curriculum Coverage

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map

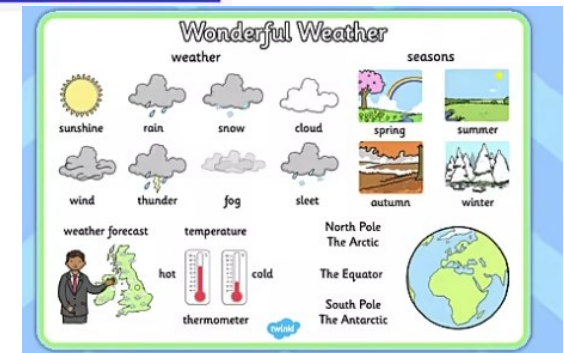
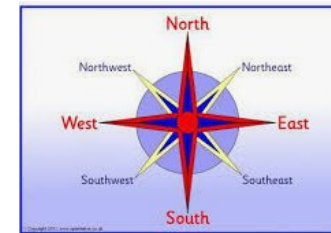
To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding

Geography Skills Progression Year 2—Children encouraged to use simple geographical questions, where is it? What is it like? Locate some places on a map.

Nurturing Nature



Geographical Vocabulary



Year 1

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Knowledge Progression

To look at the countries that make up the United Kingdom.

To be able to say where England, Ireland, Scotland and Wales are on an outline of the UK.

To recognise the position of London on a map of the UK.

To learn the capital cities and regional emblems of England, Northern Ireland, Scotland and Wales.

To learn the Flag of the UK - Union Jack

To explore the regional differences of England, Northern Ireland, Scotland and Wales.

To introduce Katie Morag and her locality - a small Scottish Island only accessible by sea.

To be able to locate Scotland and the Western Isles in relation to their own locality.

To identify Physical and Human features of a place - Isle of Coll

To learn how an island is different from the mainland.

To recognise similarities and differences between places and to compare The Isle of Coll with Buckinghamshire.

Curriculum Coverage

Y2 Geography:

To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.

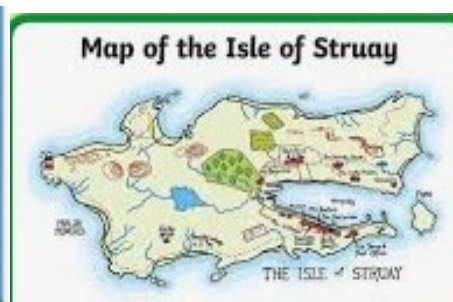
To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geography Skills Progression Year 2—Children encouraged to use simple geographical questions, where is it? What is it like? Locate some places on a map.

THE BEST OF BRITISH



Geographical Vocabulary



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Jordans School

Year 2 Fire Fire! Topic Knowledge Organiser Autumn 2

Knowledge

Skills

Vocabulary



Knowledge Progression

To understand where and when the Great Fire of London started

To understand the events of the Great Fire of London.

To find out why the fire spread so quickly and stayed alight for so long.

To find out about Samuel Pepys and his diary.

To recap what we have found out about the Great Fire of London

Curriculum Coverage

Y2 History: To identify similarities and differences between my life and events studied. To recognise that dates are used to identify when events happened in the past. To begin to give simple reasons why changes occurred in the past. To draw simple conclusions and deduce information on the past from pictures and information. To give more than one effect of an event and give simple explanations. To begin to understand that information on the past may differ. To connect ideas and give simple phrases as to why an event occurred. To describe an event using time markers to show structure.

History Skills Progression Year 2 -Recognise why people did things and why events happened and what happened as a result. Identify differences between ways of life at different times. Ask questions about the past using simple observations.



Historical Vocabulary



Historical Enquiry

Study evidence to find out about life in the past: books, artefacts, pictures, art, tapestries, photographs, diary entries, verbal accounts...

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Knowledge Progression

To learn about the 7 continents and 5 oceans of the world.

To discover what an explorer is and to introduce Christopher Columbus.

To find out about Christopher Columbus journey and what he discovered.

To explore the impact of Christopher Columbus voyages and what he brought back to Europe

To find out who Neil Armstrong is and why he is remembered

To find out about Neil Armstrong landing on the moon and his impact on the world

To compare the lives and achievements of Columbus and Armstrong

To use what they have learnt and evaluate the achievements of both Columbus and Armstrong.

Curriculum Coverage

Y2 History: To identify similarities and differences between my life and events studied. To recognise that dates are used to identify when events happened in the past. To begin to give simple reasons why changes occurred in the past. To draw simple conclusions and deduce information on the past from pictures and information. To give more than one effect of an event and give simple explanations. To begin to understand that information on the past may differ. To connect ideas and give simple phrases as to why an event occurred. To describe an event using time markers to show structure.

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Geography Skills Progression Year 2—Children encouraged to use simple geographical questions, where is it? What is it like? Locate some places on a map.



Historical Vocabulary

Intrepid Explorers					
voyage	discovery	journey	world	find	hero
adventure	brave	travel	explore	unknown	dangerous
Christopher Columbus			Neil Armstrong		
sailing ship This is what Columbus travelled on.	Spain This is where he first sailed from.	Italy This is where he was born.	spaceship This is what Armstrong travelled on.	The Eagle This is the first that landed on the moon.	America This is where Armstrong landed off from.
sailors Columbus sailed with a crew of 90 sailors.	Bahamas This is the island he first landed on.	San Salvador This is what he called the island he landed on.	moon This is what Armstrong walked on for the first time.	1969 This is the year he walked on the moon.	Apollo 11 This is the name of the mission to go to the moon.
1492 This is the year he set out.	Asia This is the continent he was trying to get to.	west This is the direction he sailed in to try and reach Asia.	Buzz Aldrin This is the other astronaut who walked on the moon.	Michael Collins This is the name of the astronaut who took care of the spaceship.	astronaut This is the name of someone who travels in space.
Native Americans These are the people he met who were already living in the Americas.	Americas These are the continents he didn't realise he had discovered.	map Columbus used this to try and see where he was going.	samples Samples of rocks and soil were taken back to Earth.	spacesuit This is what Armstrong was wearing in space.	"One small step for man, one giant leap for mankind." These are the famous words Armstrong said when he first stepped onto the moon.

Historical Enquiry

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What does this evidence show us? How do we know...?

Geographical Vocabulary

Continents, Oceans, Europe, North America, South America, Asia,, Australia, Africa, Antarctica, Atlantic, Pacific, Indian , Southern, Arctic

Year 1

Recognise the difference between past and present in their own and other lives. They know and recount episodes from stories about the past. Find answers to simple questions using artefacts from sources of information.

Year 1—Understand geographical similarities and differences...

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Pupils will develop:

- An awareness of the past, using common words and phrases relating to the passing of time.
- An understanding of chronology, the order in which events occurred and significant people lived.
- Ability to identify similarities and differences between ways of life in different periods.
- A wide vocabulary of everyday historical terms.



	EYFS	Y1	Y2
Chronological Awareness	To compare and contrast characters from stories, including figures from the past.	<p>To sequence simple pictures within my own experiences.</p> <p><i>Ourselves / Our School /Our Village</i></p> <p><i>Ourselves past and present- a timeline of our lives.</i></p> <p><i>Our School, Our Village.</i></p> <p><i>The timeline of Jordans Village and Jordans School.</i></p> <p>Castles</p> <p>When were castles built? What were they for?</p> <p>Timeline of different castle styles.</p> <p>Exploring a kings and queens family tree.</p> <p>Dinosaur Discovery</p> <p>To find out how long ago dinosaurs lived and plot on a timeline.</p>	<p>To identify similarities and differences between my life and events studied.</p> <p>To recognise that dates are used to identify when events happened in the past.</p> <p><i>The Great Fire of London</i></p> <p><i>o compare past and present London.</i></p> <p><i>To order the events of the Great Fire of London.</i></p> <p>Intrepid Explorers</p> <p><i>To log two significant people on a timeline and plot the significant moments in their historical events- Christopher Columbus and Neil Armstrong.</i></p> <p><i>To compare the two moments of exploration in world history.</i></p> <p>Florence Nightingale</p> <p><i>To find out who Florence Nightingale was and when she lived.</i></p> <p><i>To be able to order and summarise events in the life of Florence Nightingale.</i></p>
Knowledge and Understanding	<p>Comparisons:</p> <p>-Christmas now and then</p> <p>-Changing Seasons</p> <p>-Transport from the past and present</p> <p>- Our village shop, past and present.</p>	<p>To compare historical periods using the terms 'then' and 'now' and identify changes within these different time periods.</p> <p><i>To identify the changes in ourselves from birth until now.</i></p> <p><i>To explore the different houses and homes in Jordans Village- village walk to photograph.</i></p> <p><i>To explore the Heraldry of Mediaeval shields.</i></p> <p><i>To explore why castles were built and the significance of William the Conqueror.</i></p> <p><i>To compare food eaten in Mediaeval times to food eaten today.</i></p> <p><i>To explore Mediaeval entertainment.</i></p> <p><i>To explore how we know dinosaurs existed.</i></p> <p><i>To explore the life and findings of Mary Anning.</i></p>	<p>To begin to give simple reasons why changes occurred in the past.</p> <p>To draw simple conclusions and deduce information on the past from pictures and information.</p> <p><i>To explain how London changed after the Great Fire.</i></p> <p><i>To describe London before, during and after the Great Fire.</i></p> <p><i>To find out who Neil Armstrong is and why he is remembered.</i></p> <p><i>To find out about Neil Armstrong landing on the moon and his impact on the world.</i></p> <p><i>To find out why Florence Nightingale went to Scutari and what hospital conditions were like when she got there.</i></p> <p><i>To identify similarities and differences between medical care now and in Victorian times.</i></p>
Vocabulary	Then, now, yesterday, today, last week, next week, younger, older, a long time ago, in the future.	<p>To use appropriate terminology such as past, then and now.</p> <p><i>Our own lives, past, then, now, change, similarity, difference, comparison, evidence.</i></p> <p><i>The Quakers, Jordans Village, Jordans School, Buckinghamshire Council.</i></p> <p><i>Castles, medieval, kings, queens, past, then, now, change, similarity, difference, comparison, evidence.</i></p> <p><i>Past, present, then, now, evidence., Jurassic, MYA (millions of years ago), timeline and museum. Late Triassic, Early Jurassic, Mid Jurassic, Late Jurassic, Early Cretaceous, Late Cretaceous</i></p>	<p>Chronology, key events, timeline, location, evidence, source of information.</p> <p><i>Great Fire of London, 17th century, 1666, Timeline of Events, Diary, River Thames, Samuel Pepys, Sir Christopher Wren, King Charles II, St. Paul's Cathedral, Pudding Lane, Tower of London, destroyed, rebuilt.</i></p> <p><i>Christopher Columbus, 1492, discovery, adventure, Neil Armstrong, 1969 moon landing, astronaut. achievement, significant.</i></p> <p><i>Timeline, Victorian Times, Significant person in History, Scutari, Hospitals, Injured, Florence Nightingale, Lady with the lamp, Mary Seacole, medal, Turkey, Red Cross, God, Crimean War, Cleaning, Hygiene</i></p>
Understanding Historical Concepts	<p>This has already happened.</p> <p>We are planning for this to happen.</p> <p>This is how it was, this is how it is now.</p> <p>Things can change over time.</p> <p>Some things change quickly, some things slowly.</p> <p>Some things change naturally.</p> <p>Some things are changed by people.</p>	<p>To give a simple explanation of a consequence to an action specifically a result of an event or action of an individual.</p> <p><i>To explore how castles have changed over time.</i></p> <p><i>Study evidence to find out about life in the past: books, artefacts, pictures, art, tapestries. What does this evidence show us? How do we know...?</i></p> <p><i>To explore the time that dinosaurs roamed the Earth and to discover the steps that led to their extinction.</i></p>	<p>To give more than one effect of an event and give simple explanations.</p> <p><i>To explain how we know about the Great Fire of London and to describe the impact of the event.</i></p> <p><i>To evaluate the achievements of both Columbus and Armstrong.</i></p> <p><i>To find out how Florence Nightingale improved the conditions at the Scutari hospital.</i></p>
Organise, Evaluate and Communicate Information	<p>Comment on images of familiar situations in the past.</p> <p>Show & Tell- talking about events from the weekend.</p> <p>Family photos- talking about themselves and their families.</p> <p><i>Talking about similarities and differences between each other and our families.</i></p>	<p>To obtain ideas about the past from pictures.</p> <p>To write simple sentences to describe an event or period of time.</p> <p><i>To explore the history of Jordans Village through the village website.</i></p> <p><i>To present information to each other.</i></p> <p><i>To plan and hold a medieval banquet- contrasting what life was like for kings and queens and their servants in the past.</i></p> <p><i>To write fact file sentences, describing different dinosaurs and the period of time they lived on Earth.</i></p>	<p>To begin to understand that information on the past may differ.</p> <p>To connect ideas and give simple phrases as to why an event occurred.</p> <p>To describe an event using time markers to show structure.</p> <p><i>To explain the differences between how people live now compared with how people lived in 1666. To talk about the sources that have given us that information.</i></p> <p><i>To compare the lives and achievements of Columbus and Armstrong.</i></p> <p><i>To discuss Florence Nightingale's early, working and later life.</i></p>



Geography

Pupils will develop:

- Knowledge about the world, the United Kingdom and their locality.
- Basic subject-specific vocabulary relating to human and physical geography.
- Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.



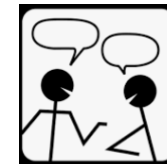
	EYFS	Y1	Y2
Locational Knowledge	<p>Topics: <i>Places, Celebrations, Underwater.</i></p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Topics: <i>Jordans Village, Charming Coastlines, Wonderful World.</i></p> <p>To name and locate the world's seven continents and five oceans.</p> <p>To name and locate the four countries and capital cities of the UK.</p>	<p>Topics: <i>Intrepid Explorers, Best of British, Weather.</i></p> <p>To identify the characteristics of the four countries and capital cities of the UK and its surrounding areas.</p>
Place Knowledge	<p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p>	<p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p>
Human & Physical Geography	<p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>To identify seasonal and daily weather patterns in the UK.</p> <p>To use basic geographical vocabulary to refer to key physical features: beach, cliff coast, forest, hill, mountain, sea, ocean, river, soil, alley, vegetation, season and weather.</p> <p>To use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To use basic geographical vocabulary to refer to key physical features: beach, cliff coast, forest, hill, mountain, sea, ocean, river, soil, alley, vegetation, season and weather.</p> <p>To use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop.</p>
Geographical Skills & Fieldwork	<p>Draw information from a simple map.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and</p>	<p>To use world maps.</p> <p>To use locational and directional language (near, far, left, right) to describe the location of features and routes on a map.</p> <p>To recognise human and physical features.</p> <p>To use simple fieldwork and observational skills to study</p>	<p>To use atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at KS1.</p> <p>To use simple compass directions.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks.</p> <p>To devise a simple map.</p> <p>To use and construct basic symbols in a key.</p>



Jordans

Oracy

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a powerful tool for learning; by teaching the children to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all children, not just



<i>Skills that build over the three years</i>	EYFS <i>Show & Tell Activities</i>	Y1 <i>Discussion Topics</i>	Y2 <i>Philosophy for Children / Respectful Debates</i>
<u>Physical</u> Voice Body Language	* Facing your audience/person you are talking to * Facial Expression * Eye Contact * Posture * Clarity of pronunciation	* Maintaining eye-contact * Using gestures to convey meaning * Pace of Speaking * Tonal Variation	* Expressive Gestures * Voice Projection
<u>Linguistic</u> Vocabulary Language	* Appropriate Vocabulary Choices	* Register -modifying speech according to audience * Grammar	* Rhetorical Techniques such as: Metaphor Humour Irony
<u>Cognitive</u> Content Structure Clarifying & Summarising Self-Regulation Reasoning	* Choice of Content -to convey meaning & intention * Structure & Organisation of talk * Seeking Information & Clarification through Questioning * Summarising	* Building on the Views of Others * Time Management	* Give Reasons to Support Views * Critically Examining Ideas & Views Expressed * Summarising
<u>Social & Emotional</u> Working with Others Listening & Responding Confidence in Speaking	* Guiding or Managing Interactions * Turn-Taking	* Listening Actively & Responding Appropriately	* Taking Account of the Level of Audience Understanding * Giving Additional Information- if audience need clarification/context * Self Assurance * Liveliness & Flair



- * use a range of materials creatively to design and make products
- * use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- * Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- * Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



	EYFS	Y1	Y2	Suggested Artists	
<u>Drawing</u> (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> -Begin to use a variety of drawing tools - Use drawings to tell a story Investigate different lines - Explore different textures Encourage accurate drawings of people - Experimenting with and using primary colours 	<ul style="list-style-type: none"> -Extend the variety of drawings tools - Explore different textures - Observe and draw landscapes - Observe patterns - observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> -Experiment with tools and surfaces - draw a way of recording experiences and feelings - discuss use of shadows, use of light and dark - Sketch to make quick records 	Leonardo Da Vinci, Vincent Van Gogh, Poonac Illustrator Quentin Blake	
<u>Colour</u> (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> - Naming - mixing (not formal) - Learn the names of different tools that bring colour - Use a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> -Name primary colours - mixing of colours - Find collections of colour - applying colour with a range of tools 	<ul style="list-style-type: none"> -Begin to describe colours - Make as many tones of one colour as possible (using white) - Darken colours without using black - using colour on a large scale 	Pollock, Monet, Chagall, Ben Moseley, Van Gogh,	
<u>Texture</u> (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> - Handling, manipulating and enjoying using materials - Sensory experience - Simple collages - simple weaving 	<ul style="list-style-type: none"> -Weaving - collage - Sort according to specific qualities - how textiles create things 	<ul style="list-style-type: none"> -Overlapping and overlaying to create effects - Use large eyed needles - running stitches - Simple appliqué work - Start to explore other simple stitches - collage 	Henri Matisse, Linda Caverley, Molly Williams, William Morris, Gustav Klimt	
<u>Form</u> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<ul style="list-style-type: none"> - Handling, feeling, enjoying and manipulating materials - Constructing - Building and destroying - Shape and model 	<ul style="list-style-type: none"> - Construct - Use materials to make known objects for a purpose - Carve - Pinch and roll coils and slabs using a modelling media - Make simple joins 	<ul style="list-style-type: none"> -Awareness of natural and man-made forms - Expression of personal experiences and ideas - to shape and form from direct observation (malleable and rigid materials) - decorative techniques - Replicate patterns and textures in a 3-D form - work and that of other sculptors 	Henry Moore, Barbara Hepworth,	
<u>Printing</u> (found materials, fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> -Rubbings - Print with variety of objects - Print with block colours 	<ul style="list-style-type: none"> -Create patterns - Develop impressed images - Relief printing 	<ul style="list-style-type: none"> -Print with a growing range of objects - Identify the different forms printing takes 	Picasso, Dan Mather, Andy Warhol	
<u>Pattern</u> (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> -Repeating patterns - irregular painting patterns - Simple symmetry 	<ul style="list-style-type: none"> - Awareness and discussion of patterns - repeating patterns - symmetry 	<ul style="list-style-type: none"> -Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning - natural and manmade patterns - Discuss regular and irregular 	Joan Miro, Bridget Riley, Escher, Paul Klee,	



Design & Technology



- * Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- * design purposeful, functional, appealing products for themselves and other users based on design criteria
- * generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- * select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- * explore and evaluate a range of existing products
- * evaluate their ideas and products against design criteria

Technical knowledge

- * build structures, exploring how they can be made stronger, stiffer and more stable
- * explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products

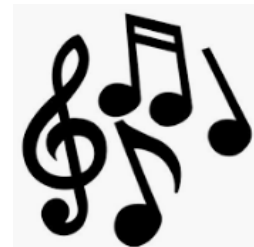
	EYFS	Y1	Y2	Y2 Topic Activities
Design	Understands that different media can be combined to create new effects. They select and use technology for particular purposes.	To describe the features of the product I am designing and making. To describe what the product will be used for. To generate and develop ideas by talking and drawing.	To model ideas by exploring with a variety of materials and other products. To discuss why the features of the product are suitable for my users. To use a design plan to help create a product. To use, develop and communicate my ideas using information and communication technology where appropriate.	Designing and making a Christmas tree decoration (sewing) Aut Designing and making a healthy sandwich Designing and making a shoebox habitat (Science) Spring Designing and making a healthy salad Spring Making a moving picture (Sum)
Make	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 Selects appropriate resources and adapts work where necessary.	To select from a range of tools and equipment to perform practical tasks. To select from, and use, a range of materials and components e.g. construction, material, textiles and ingredients. To use tools safely. To measure, mark, cut and shape materials appropriately.	To discuss why I use tools for certain purposes. To discuss the benefits of using certain materials. To use finishing techniques.	
Evaluate	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	To look at current products and recognise what they are for, how they work and why. To talk about what I am making and why.	To discuss the materials used for existing products and recognise why. To talk about my ideas and evaluate if they will be effective.	
Technical Knowledge	Selects tools and techniques needed to shape, assemble and join materials they are using.	To talk about different materials and describe their properties. To build a structure and explain why I have used certain materials. To investigate what different mechanisms could do to my product.	To discuss how to make my structures stronger. To make my structure stronger by adding or changing materials. To add in mechanisms to my product and explain the effect they have.	
Cooking	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.	To recognise foods that are good for me. To know which foods are bad for me. To know how to prepare simple dishes safely and hygienically, without using a heat source. To know how to use techniques such as cutting, peeling and grating.	To know where different food types come from. To prepare dishes that are balanced and healthy. To know how to prepare simple dishes safely and hygienically, without using a heat source. To know how to use techniques such as cutting, peeling and grating.	



Music

Pupils should be taught to:

- * Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- * Play tuned and untuned instruments musically
- * Listen with concentration and understanding to a range of high-quality live and recorded music
- * Experiment with, create, select and combine sounds using the inter-related dimensions of music.



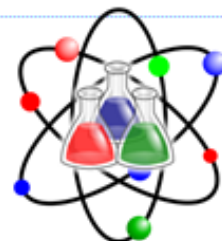
	EYFS	Y1	Y2	Y2 Topic Activities
Performance Vocal	Sings to self and makes up simple songs.	To sing songs, rounds and chants building rhythm and melody.	To sing songs, rounds and chants and use simple vocal patterns as accompaniments.	Harvest Songs(Aut) Festive Songs (Aut) Easter Songs (Spr) Leavers' Assembly (Sum)
Performance Instrumental	Makes up rhythms.	To use a range of percussion instruments correctly. To keep a steady beat and copy simple rhythm patterns.	To use the correct technique for a range of percussion instruments. To choose and play patterns with increasing confidence.	Snail & the Whale movement and compositions with percussion instruments(Aut) National anthems of The UK
Improvising Composing	Represent own ideas, thoughts and feelings through music, dance, role play and stories.	To choose, create and order sounds for different purposes. To choose, create and remember higher and lower sound patterns and simple rhythmic patterns. To invent symbols to represent sounds.	To choose, create and order sounds to show simple contrasts. To choose, create and remember higher and lower sound patterns and rhythmic patterns. To invent symbols to represent sounds.	Playing recorder Playing chime bars Earth Day song (cross curricular science, English)
Listening Understanding	Uses movement to express feelings. Creates movement in response to music.	To respond to changes in character through movement, words or pictures. To talk about music heard with appropriate vocabulary, giving opinions. To listen with concentration to live and recorded music.	To respond to changes in mood through movement, words or pictures. To give opinions, justifying musical ideas with appropriate vocabulary. To listen with concentration and understanding to a range of high-quality live and recorded music.	Dance PE lessons Evelyn Glennie Musician visitors



SCIENCE

Pupils will be taught:

- To experience and observe the world around them through practical, hands on activities.
 - To be curious, ask questions and try and find the answers to them
- To develop their understanding of scientific ideas through scientific enquiry
- To begin to use scientific language to talk about what they have found out



	EYFS	Y1	Y2	Year 2 Activities
Working Scientifically	To begin to sort objects by their own criteria. To explore and observe the world around them.	Ask simple questions and understand they can be answered in different ways. To observe closely. To perform simple tests. To identify and classify To use their observations to suggest answers to questions. Gather and record data to help answer questions.	Ask simple questions and understand they can be answered in different ways. To observe closely. To perform simple tests. To identify and classify To use their observations to suggest answers to questions. Gather and record data to help answer questions.	Observe the effect of exercise on the body Test different materials for strength, water resistance and durability
Plants	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;	Identify and name some common wild and garden plants, including deciduous and evergreen. Identify and describe the basic structure of a variety of flowering plants including trees.	To observe and describe how seeds and bulbs grow. To find out and describe how plants need water, light and a suitable temperature to grow.	Grow plants in different conditions and record results Describe the life cycle of a flowering plant Describe methods of seed dispersal
Animals including humans		Identify the name of a variety of animals including fish, amphibians, reptiles, birds and mammals. Identify animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of animals. Identify, name, draw and label parts of the human body and say which part of the body is associated with each sense.	Notice that animals have offspring that grow into adults. Find out about and describe the basic needs of animals – water, food, air. Describe the importance of exercise, a balanced diet and hygiene.	Describe the life cycles of different animals Name and order the stages of life of a human Create a balanced meal
Everyday Materials	Understand some important processes and changes in the natural world around them, including changing states of matter	Identify what material an object is made of. Identify and name a variety of materials, including wood, plastic, glass, metal, water and rock. Describe some physical properties of a variety of materials. Compare and group materials depending on their physical properties.	Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Identify objects in the local environment and their materials Investigate the best material for a given purpose Investigate whether different materials can change their shape and how
Seasonal Changes Y1 Living Things and Their Habitats (Y2)	Understand some important processes and changes in the natural world around them, including the seasons.	Observe across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	Explore and compare the difference between things that are living, dead, never been alive. Identify most living things live in habitats that are suited for their needs and describe how different habitats provide for the needs of different animals/plants and how they depend on each other. Identify and name a variety of plants and animals in their habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.	Name and describe woodland, arctic, desert and ocean habitats Identify the plants and animals that live in these habitats Describe a food chain from each habitat

Computing

The KS1 Computing Curriculum teaches children to understand the fundamental computer skills that will enable them to use devices such as computers and laptops effectively. Once they understand the basics of technology and how it is used in everyday life, they will practice different Computing and ICT skills. Children will develop their understanding of programming, using physical technology and Scratch Jr.. They will explore create media using technology, this includes digital artwork, digital writing,

	EYFS	Y1	Y2
Computing systems and networks	<p>To use technology safely and respectfully.</p> <p>Understand where to go for help/support when the child has concerns on the internet or other online technologies.</p> <p>To know to keep their personal information private.</p> <p>To recognise common uses of technology in the home and school environment. Parent questionnaire sent home to support this.</p>	<p>To become familiar with the term 'technology' and classify what is and what is not technology in the environment.</p> <p>To understand how technology helps us in different ways.</p> <p>To become familiar with the main parts of a computer device.</p> <p>To be able to use a mouse/touch and keyboard for a purpose.</p>	<p>To identify devices that are computers and consider how information technology (IT) can help and the benefits in school, homes, shops, workplaces and the wider world.</p> <p>To consider how to use different forms of IT safely, in a range of different environments.</p> <p>To think about the choices that are made when using information technology, and the responsibility associated with those</p>
Creating media	<p>To allow children the opportunity to explore technology in a carefree and mainly child-led way, so they develop a familiarity with equipment and vocabulary. This could be through -</p> <ul style="list-style-type: none"> taking a photograph with a camera or tablet searching for information on the internet 	<p>To use freehand tools, line and shape tool for digital painting.</p> <p>To recreate artwork using tools.</p> <p>To become familiar with a word processor and using a keyboard.</p> <p>To use different tools within a word processor.</p> <p>To recognise and select the most appropriate tool for digital painting and writing.</p>	<p>To learn how to capture photographs in portrait and landscape using devices.</p> <p>To discover what constitutes good photography composition and put this into practice, including concepts of light and focus.</p> <p>To use simple image editing and understand that images can be changed for a purpose.</p> <p>To use a device to create and refine musical patterns.</p>
Programming	<ul style="list-style-type: none"> playing games on the interactive whiteboard exploring an old typewriter or other mechanical toys using a remote controlled car watching a video clip listening to music 	<p>To consider the direction of command buttons when using floor robots.</p> <p>To gain the language used to give precise directions.</p> <p>To program a floor robot to perform simple movements: forwards, backwards and turns.</p> <p>To be able to plan routes before writing a program.</p> <p>To become familiar with coding blocks on Scratch Jr.</p> <p>To use and create sprites and backgrounds.</p> <p>To use simple algorithms to program movement.</p>	<p>To consider the language used to give instructions and follow and give instructions.</p> <p>To understand the importance of sequences when ordering instructions.</p> <p>To use logical reasoning to make predictions.</p> <p>To design, create, and test a mat for a floor robot.</p> <p>To program more complex movements for a floor robot.</p> <p>To explore that a sequence of commands, on Scratch Jr., has an 'outcome'.</p> <p>To use Scratch Jr. to create animations and simple programs/applications.</p>
Data and information		<p>To understand that objects have different labels that can used to group them.</p> <p>To group objects based on what they are and that they can be described in different ways.</p> <p>To classify and group objects based on their properties.</p>	<p>To understand the importance of organising data effectively for counting and comparing.</p> <p>To become familiar with a pictogram.</p> <p>To think about the importance of effective data collection and methods.</p> <p>To think about the ways in which objects can be grouped by attribute.</p>



Pupils should be taught to:

- * Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- * Participate in team games, developing simple tactics for attacking and defending
- * Perform dances using simple movement patterns.

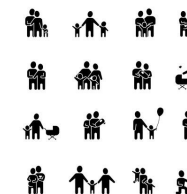


	EYFS	Y1	Y2	Y2 Topic Activities
Movement	<p>Experiment with different ways of moving. Jump off an object and land appropriately. Travel with confidence and skill around, under, over and through balancing and climbing equipment. Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space.</p>	<p>To run, jump, throw and catch. To develop balance, agility and co-ordination. To move confidently and safely in their own and general space, using change of speed and direction. To recognise how the body feels when still and when exercising.</p>	<p>To remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. To recognise and describe what a body feels like during different types of activity. To improve the way they coordinate and control their bodies and a range of equipment. To apply running, jumping, throwing, catching, balance, agility and coordination skills to a range of activities.</p>	<p>Yoga Multi-skills Athletics Curling</p>
Team Games	<p>Show increasing control over an object in pushing, patting, throwing, catching or kicking it. Play co-operatively, taking turns with others. Take account of one another's ideas about how to organise an activity</p>	<p>To participate in team games respecting the people on the team and other teams.</p>	<p>To develop simple tactics for attacking and defending. To communicate with my team mates.</p>	<p>Hockey Football</p>
Dance	<p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Begins to build a repertoire of songs and dances.</p>	<p>To copy simple dances. To watch, copy and describe what they and others have done.</p>	<p>To perform a dance that has been learned or created.</p>	<p>Country Dancing Festival with local schools -Gay Jordans routine -Circassian Circle -Chiltern Line Dance</p>



PSHE & Relationships

The aims for PSHE education are to provide pupils with: Accurate and relevant knowledge; Opportunities to turn that knowledge into personal understanding; Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities; The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through a comprehensive PSHE education provision is essential to safeguarding pupils as set out in 'Keeping Children Safe in Education'.



	EVFS	Y1	Y2
Health & Well-Being	<p><u>Self- Awareness & Confidence</u> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Confident to try new activities, and say why they like some activities more than others. Confident to speak in a familiar group, talk about ideas, Choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><u>Health & Self-Care</u> Children know the importance for good health of 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</p>	<p><u>Aiming High</u> Discuss their star qualities; • identify what a positive learning attitude is; • talk about jobs they can do when they grow up; • discuss what skills and interests are needed for different jobs; • talk about hopes they have for the future; • discuss what they are looking forward to about next year.</p> <p><u>It's my Body</u> Explain how much sleep they need; • discuss why exercise is good for them; • understand they can choose what happens to their bodies; • list healthy snacks; • know to ask a trusted adult if uncertain about whether something is safe to eat or drink; • demonstrate hygienic ways to look after their bodies.</p>	<p><u>Think Positive</u> Identify and discuss feelings and emotions, using simple terms; • describe things that make them feel happy and unhappy; • understand that they have a choice about how to react to things that happen; • talk about personal achievements and goals; • describe difficult feelings and what might cause these feelings; • discuss things for which they are thankful; • focus on an activity, remaining calm and still.</p> <p><u>Safety First</u> Identify some everyday dangers; • understand some basic rules that help keep people safe; • know what to do if they feel in danger; • identify some dangers in the home; • identify some dangers outside; • identify which information they should never share on the Internet; • know that their private body parts are private; • recall the number to call in an emergency; • list some people who can help them stay safe.</p>
Relationships	<p><u>Making Relationships</u> Initiate conversations, attend to and take account of what others say. Explain own knowledge and understanding, and asks appropriate questions of others. Take steps to resolve conflicts with other children, e.g. finding a compromise. 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.</p>	<p><u>Be Yourself</u> Identify own special traits and qualities; • identify and name common feelings; • select times and situations that make them feel happy; • talk about what makes them feel unhappy or cross; • explain how change and loss make them feel; • understand the importance of sharing their thoughts and feelings.</p> <p><u>In a TEAM</u> Talk about teams they belong to ; • follow instructions and create a tower by applying good listening; • use key vocabulary and Acts of Kindness Poster to think of ways to show kindness to others; • work in a group to discuss what they could do if they saw others being teased or bullied, • Work as a group to sort thoughts given into helpful and not-so-helpful thought categories. • Sort images of behaviours into good and not-so-good choices.</p>	<p><u>VIPs</u> Explain who the special people in their lives are; • talk about the importance of families; • describe what makes someone a good friend; • know how to resolve an argument in a positive way; • know the skills involved in successful cooperation; • identify a way to show others they care.</p> <p><u>Growing Up</u> Identify some differences between males and females, challenge stereotypes; • identify the body parts that we keep private; • understand the words 'no' and 'stop'; • understand that people's bodies and feelings can be hurt; • identify an adult they can talk to if they are concerned about inappropriate touch; • talk about their own likes and dislikes; • understand that different people like different things; • understand that girls and boys can like different things, or the same things; • describe how they have changed since they were a baby; • understand that peoples' needs change as they grow older; • talk about things they would like to do when they are older; • discuss some changes that people might go through in life.</p>
Living in the Wider World	<p><u>People & Communities</u> Show interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. 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.</p> <p>Enjoys joining in with family customs and routines. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't 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.</p>	<p><u>Money Matters</u> Talk about different sources that money can come from; • identify things they want; • identify things they need; • talk about ways we can keep track of what we spend; • discuss ways they can keep money safe; • talk about ways they keep their belongings safe.</p> <p><u>Britain</u> Identify groups and communities that they belong to; • explain how to be a good neighbour; • pick out things that harm and things that help a neighbourhood; • describe what it is like to live in Britain; • identify similarities and differences between British people; • talk about what makes them feel proud of being British.</p>	<p><u>One World</u> Talk about special people in their life and say why they are special; • talk about different homes around the world and identify how they are the same as and different from their own; • describe what their school is like; • explain what an environment is; • explain what natural resources are and identify how people use them; • say what they love about the world in which they live and describe how they would feel if these things disappeared.</p> <p><u>Respecting Rights</u> know that all people have rights; • understand that there are people who protect their rights; • know what to do if they don't feel safe; • talk about what respect means and how to show it; • identify ways in which people can be different; • explain what being fair means; • recognise that making a positive difference in school is important; School Council.</p>

Provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.
 Develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions.
 Encourages pupils to explore their own beliefs (religious or non-religious) in the light of what they learn, as they examine issues of religious belief and faith.
 Enables pupils to build their sense of identity and belonging.
 Teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
 Prompts pupils to consider their responsibilities to themselves and to others and how they might contribute to their communities.
 Encourage empathy, generosity and compassion.



EYFS	Y1	Y2
<p><u>Understanding the World</u></p> <p>Past and Present</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>People, Culture and Communities</p> <p>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.</p> <p><u>Communication and Language</u></p> <p>Listening, Attention and Understanding</p> <p>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>Speaking</p> <p>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><u>Celebrations & Festivals</u></p> <p>Christmas Easter Diwali Eid Hanukkah Chinese New Year</p>	<p><u>Caring for Others</u></p> <p>Suggest ways in which they can look after other people; • suggest ways in which they can be kind to other people; • listen to faith stories; • understand that different religions have different ways of showing they care for other people.</p> <p>Explain why it is important to care for others; • explain what would happen if people didn't care for one another; • explain simple messages from faith stories; • understand what a sacrifice is; • name different ways different religions show they care for other people.</p> <p><u>Religion & Rituals</u></p> <p>Identify how a ritual is different from a routine; • know that many Muslims pray five times a day and that they move in a special way when praying; • design a prayer mat, understanding that their design should not include drawings of people or animals; • know that puja is a worship ritual for Hindus; • give some examples of how the senses are used during the ritual of puja; • talk about what the bread and wine represent during Holy Communion; • choose key vocabulary to write about Holy Communion; • compare rituals from more than one religion; • work with the support of others to design a ritual.</p> <p><u>Places of Worship</u></p> <p>Talk about a place that is special to them; • understand what worship is; • name some places of worship; • know that a place of worship is a special place for religious believers; • know at least one important thing that Jews believe; • name some important parts of, and objects in, a Jewish synagogue; • know at least one important thing Hindus believe; • name some important parts of a Hindu mandir; • talk about examples of Hindu art; • create their own artwork inspired by Hindu art; • know at least one important thing that Christians believe; • name some important parts of a Christian church; • place objects within a church plan and know that the shape of a church is like a cross; • begin to think about what happens in a church; • name some events that happen in places of worship; • talk about at least one way a place of worship might make a religious believer feel; • think about why a place of worship might be important to different people; • design a building and justify their design choices; • present their building design to an audience.</p>	<p><u>Light & Dark</u></p> <p>Understand that Advent is a countdown to Christmas; • understand that Christians celebrate Christmas; • understand that Hindus celebrate Diwali; • understand that Jews celebrate Hanukkah; • understand that light is an important part of all Assessment Statements By the end of this unit... ..some children will be able to: • explain what light represents for Christians; • explain what light represents for Hindus; • explain what light represents for Jews; • compare what light symbolises in each religion; • make links between religions.most children will be able to: • explain why light is important to Christians at Advent and Christmas; • explain why light is important to Hindus at Diwali; • explain why light is important to Jewish people at Hanukkah</p> <p><u>Nature & God</u></p> <p>Understand that Christians believe God created the world and everything in it; • understand that Jews celebrate Sukkot; • understand that the story of 'Prince Siddhartha and the Swan' teaches people to care for animals; • understand that the story 'The Boy who Threw Stones at Trees' teaches people to care for trees. Assessment Statements By the end of this unit... ..some children will be able to: • explain how the messages from the religious stories can help them in their everyday lives; • make links between religions.most children will be able to: • explain how Christians believe God created the world and everything in it; • explain why Sukkot is important to Jews; • explain why it is important to look after animals; • explain why it is important to protect nature.</p> <p><u>Places of Worship</u></p> <p>Give an example of a place that is special to them; • explain what a place of worship is and name some places of worship; • name something that happens in places of worship; • know that a mosque is a place of worship for Muslims and name some things a visitor might see there; • know that visitors to a mosque should remove their shoes; • know that a gurdwara is a place of worship for Sikhs and name some things a visitor might see there; • know that visitors to a gurdwara should take off their shoes, cover their heads and wash their hands when visiting a gurdwara; • know that some Buddhist temple designs are based on the five elements; • know that a Buddhist temple is a place of worship for Buddhists and name some things a visitor might see there; • find some similarities between the places of worship they have studied; • design and label their ideas for a special place for a community; • work with the support of others to present their ideas for a special place to an audience.</p>



LIVING THINGS and their habitats KNOWLEDGE ORGANISER



V2

Overview



- All around us, there are some things that are alive, some things that are dead, and some things that have never been alive.

- All living things have certain characteristics that help to keep them alive and healthy.

- Living things live in habitats that suit them, and which provide for their basic needs.

- Living things depend on other living things in order to survive.

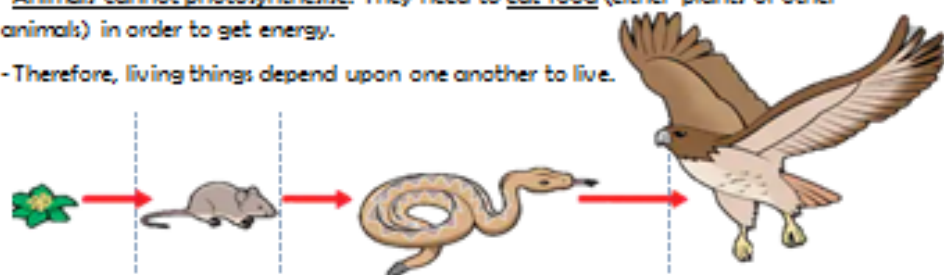
Food Chains

- Every living thing needs food in order to create energy. This process is called nutrition.

- Plants achieve nutrition by photosynthesising, using water, carbon dioxide and light.

- Animals cannot photosynthesise. They need to eat food (either plants or other animals) in order to get energy.

- Therefore, living things depend upon one another to live.



Characteristics of Living Things

M-R-S G-R-E-N

You can remember the seven features of living things by using the acronym MRS GREN.



M	Movement	Animals move in many different ways. Plants grow and turn towards light.
R	Respiration	Plants and animals use oxygen in the air to turn food into energy.
S	Sensitivity	Living things can detect changes in their surroundings.
G	Growth	Living things get bigger and grow. 
R	Reproduction	Animals have young. Plants create seeds from which new plants grow.
E	Excretion	Living things get rid of things that they make but don't need.
N	Nutrition	Living things need food/nutrients for energy. 

Habitats



- A habitat is a home environment for plants, animals, and other living things.

- Examples of habitats include:

- Desert; Rainforest;
- Woodland; Ocean;
- Meadow; Seashore.

- Micro-habitats are small, specific home environments, e.g. individual trees, a pond, under a rock, or a pile of logs.

- Habitats contain features that make them suitable to the things that live there, e.g., food, shelter, or temperature.

- Habitats can change over the year & over time, so some animals migrate.



Alive

Lion



Oak Tree



Fallen Leaves



Dead

Bone



Never Been Alive

Phone



Lamp Post

