



Jordans School

Year 1 Autumn 1

'Owlselves' Topic Knowledge Organiser

Knowledge

Skills

Vocabulary



Knowledge Progression

Transition from Reception Class to Year One

Ourselves—similarities and differences

Ourselves past and present

Growth and Development

Curriculum Coverage

History

Use appropriate terminology such as past, then and now. Sequence simple pictures with my own experiences. Compare historical periods using the terms 'then' and 'now' and identify changes within these different time periods. Give a simple explanation of a consequence to an action specifically, as a result of an event or action of an individual. Obtain ideas about the past from evidence. Write simple sentences to describe an event or period of time.

Geography

Name and locate the world's seven continents and five oceans. Name and locate the four countries and capital cities of the UK. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. To identify seasonal and daily weather patterns in the UK.

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.

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

To use world maps. To use locational and directional language (near, far, left, right) to describe the location of features and routes on a map. To recognise human and physical features.

To use simple fieldwork and observational skills to study the geography of our school and village.

History Skills Progression

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.

Geography Skills Progression

Use information books as a source of information.

Historical Vocabulary

Our own lives, past, then, now, change, similarity, difference, comparison, evidence.

Historical Enquiry

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

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



EYFS

Children talk about past and present events in their own lives and in the lives of family members.

They talk about the features of their own immediate environment and how environments might vary from one another

Year 2

History: Identify similarities and differences between my life and events studied. Recognise that dates are used to identify when events happened in the past. Begin to give simple reasons why changes occurred in the past. Draw simple conclusions and deduce information on the past from pictures and information. Give more than one effect of an event and give simple explanations. Begin to understand that information on the past may differ. Connect ideas and give simple phrases as to why an event occurred. Describe an event using time markers to show structure.

Geography: Identify the characteristics of the four countries in the UK and its surrounding areas. 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. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 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.

To use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop. Use atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at KS1. Use simple compass directions. Use aerial photographs and plan perspectives to recognise landmarks. Devise a simple map. Use and construct basic symbols in a key. 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.



Jordans School

Year 1 Autumn 2

Curious Castles Topic Knowledge Organiser

Knowledge

Skills

Vocabulary



Knowledge Progression

To identify the main parts of a castle.

To explore how castles have changed over time.

To explore the Heraldry of Mediaeval shields.

To explore why castles were built and the significance of William the Conqueror.

To compare food eaten in Mediaeval times to food eaten today.

To explore Mediaeval entertainment.

Curriculum Coverage

History

Use appropriate terminology such as past, then and now. Sequence simple pictures with my own experiences. Compare historical periods using the terms 'then' and 'now' and identify changes within these different time periods. Give a simple explanation of a consequence to an action specifically, as a result of an event or action of an individual. Obtain ideas about the past from evidence. Write simple sentences to describe an event or period of time.

Geography

Name and locate the world's seven continents and five oceans. Name and locate the four countries and capital cities of the UK. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. To identify seasonal and daily weather patterns in the UK.

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.

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

To use world maps. To use locational and directional language (near, far, left, right) to describe the location of features and routes on a map. To recognise human and physical features.

To use simple fieldwork and observational skills to study the geography of our school and village.

History Skills Progression

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.

Geography Skills Progression

Use information books as a source of information.

Historical Vocabulary

Our own lives, past, then, now, change, similarity, difference, comparison, evidence.

Historical Enquiry

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

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

What are the main parts of a castle? How have castles changed since they were first built?

Why were mediaeval shields all different?

Why do we have castles?

Who lived in Medieval castles? What did they eat and what did they do for fun?

Geographical Vocabulary

Continent, country, capital city, physical features, sea, coast, hills, human features, natural, manmade, map, key.

Geographical Enquiry

In which continent is the UK?

Which 4 countries make up the UK?

Where were castles built around the UK?

Can we use a map to locate famous castles in the UK?

EYFS

Children talk about past and present events in their own lives and in the lives of family members.

They talk about the features of their own immediate environment and how environments might vary from one another

Year 2

History: Identify similarities and differences between my life and events studied. Recognise that dates are used to identify when events happened in the past. Begin to give simple reasons why changes occurred in the past. Draw simple conclusions and deduce information on the past from pictures and information. Give more than one effect of an event and give simple explanations. Begin to understand that information on the past may differ. Connect ideas and give simple phrases as to why an event occurred. Describe an event using time markers to show structure.

Geography: Identify the characteristics of the four countries in the UK and its surrounding areas. 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. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 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.

To use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop. Use atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at KS1. Use simple compass directions. Use aerial photographs and plan perspectives to recognise landmarks. Devise a simple map. Use and construct basic symbols in a key. 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.



Jordans School

Year 1 Spring 1

Wonderful World Topic Knowledge Organiser

Knowledge

Skills

Vocabulary



Knowledge Progression

To identify the 7 continents of the world.

To identify and locate the continent of Asia. To explore Japan's plants/ecosystem and focusing on the Cherry Blossom Trees.

To identify and locate the continent of Asia. To explore Chinese New Year identifying similarities and differences to New Years in the UK.

To identify and locate the continent of Asia. To research the Massai Tribe from Kenya and Tanzania.

To identify and locate the continent of South America. To explore deforestation identifying the physical and human features created.

To identify and locate the continent of South America. To explore Brazil's carnival and creating costumes for our own carnival.

Curriculum Coverage

History

Use appropriate terminology such as past, then and now.

Give simple explanation of a consequence to an action specifically a result of an event or action of an individual.

Obtain ideas about the past from pictures.

Geography

To name and locate the world's seven continents and five oceans. To name, locate and identify characteristics of the four countries.

To recognise human and physical features.

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.

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

To use world maps.

Historical Vocabulary

Past, then, now, ancient, change, indigenous, similarity, difference, comparison, evidence.

Historical Enquiry

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

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

Geographical Vocabulary

Continent, ocean, country, capital city, Northern Hemisphere, Southern Hemisphere, Equator, Physical features, human features, natural, manmade, map, key.

Geographical Enquiry

Where are the 7 continents and 5 oceans? What physical features can we find in each continent? Which human features can we find in each continent? Where is the equator? Which animals live in each continent? Where do we live in the world? Which direction should we travel to get to the next continent?

History Skills Progression

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.

Geography Skills Progression

Use information books as a source of information. Learn the names of some places. Create maps and use keys.



EYFS

Children talk about past and present events in their own lives and in the lives of family members.

They talk about the features of their own immediate environment and how environments might vary from one another



Year 2

History: Identify similarities and differences between my life and events studied. Recognise that dates are used to identify when events happened in the past. Begin to give simple reasons why changes occurred in the past. Draw simple conclusions and deduce information on the past from pictures and information. Give more than one effect of an event and give simple explanations. Begin to understand that information on the past may differ. Connect ideas and give simple phrases as to why an event occurred. Describe an event using time markers to show structure.

Geography: Identify the characteristics of the four countries in the UK and its surrounding areas. 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. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 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.

To use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop. Use atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at KS1. Use simple compass directions. Use aerial photographs and plan perspectives to recognise landmarks. Devise a simple map. Use and construct basic symbols in a key. 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.



Jordans School

Year 1 Spring 2

Spectacular Space Topic Knowledge Organiser

Knowledge

Skills

Vocabulary



Knowledge Progression

To identify and order the eight planets in the Solar System.

To investigate the evolution of telescopes and what they can show us.

To identify human and physical features from satellite images.

To investigate the history of space travel.

To research and recount the Moon Landing of 1969.

To recreate what astronauts eat in space.

Curriculum Coverage

History

Use appropriate terminology such as past, then and now.

To compare historical periods using the terms 'then' and 'now' and identify changes within these different time periods.

Give simple explanation of a consequence to an action specifically a result of an event or action of an individual.

To write simple sentences to describe an event or period of time.

Obtain ideas about the past from pictures.

Geography

To name and locate the world's seven continents. To name, locate and identify characteristics of the four countries.

To recognise human and physical features.

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.

Historical Vocabulary

Past, then, now, change, development, similarity, difference, comparison, evidence.

Historical Enquiry

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

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

Who have telescopes developed? Who invented the telescope?

How have vehicles changed through out history? How has space travel changed? What will space travel be like in the future?

Geographical Vocabulary

Continent, country, capital city, physical features, sea, coast, hills, human features, natural, manmade, map, satellite image.

Geographical Enquiry

Which continent could this be? What human features can you identify? What physical features can you identify?

History Skills Progression

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.

Geography Skills Progression

Use information books as a source of information.

EYFS

Children talk about past and present events in their own lives and in the lives of family members.

They talk about the features of their own immediate environment and how environments might vary from one another

Year 2

History: Identify similarities and differences between my life and events studied. Recognise that dates are used to identify when events happened in the past. Begin to give simple reasons why changes occurred in the past. Draw simple conclusions and deduce information on the past from pictures and information. Give more than one effect of an event and give simple explanations. Begin to understand that information on the past may differ. Connect ideas and give simple phrases as to why an event occurred. Describe an event using time markers to show structure.

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To use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop. Use atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at KS1. Use simple compass directions. Use aerial photographs and plan perspectives to recognise landmarks. Devise a simple map. Use and construct basic symbols in a key. 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.



Jordans School

Year 1 Summer 1

Dinosaur Discovery Topic Knowledge Organiser

Knowledge

Skills

Vocabulary



Knowledge Progression

To find out how long ago dinosaurs lived.

To find out where dinosaurs lived and what conditions they needed to survive.

To explore how we know dinosaurs existed.

To find out how fossils are formed.

To explore the life and findings of Mary Anning.

To use map skills to locate Dinosaur fossils in the local area.

Curriculum Coverage

History

Use appropriate terminology such as past, then and now. Awareness of events beyond living memory that are significant nationally or globally. Recall the lives of significant individuals in the past who have contributed to national and international achievements. Give simple explanation of a consequence to an action specifically a result of an event or action of an individual. Write simple sentences to describe an event or period of time.

Geography

Use locational and directional language (near, far, left, right) to describe the location of features and routes on a map. Recognise human and physical features. Use simple fieldwork and observational skills to study the geography of their school.

Historical Vocabulary

Past, present, then, now, evidence., Jurassic, MYA (millions of years ago), timeline and museum.

Historical Enquiry

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

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

Geographical Vocabulary

natural habitat, map, coast, ocean, sea, mountains, hill and volcano.

Geographical Enquiry

Where in the world did dinosaurs live? What kind of habitats did they live in? Where are fossils found? How are fossils formed? Where is the Jurassic Coast?

History Skills Progression

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.

Geography Skills Progression

Use information books as a source of information.



EYFS

Children talk about past and present events in their own lives and in the lives of family members.

They talk about the features of their own immediate environment and how environments might vary from one another



Year 2

History: Identify similarities and differences between my life and events studied. Recognise that dates are used to identify when events happened in the past. Begin to give simple reasons why changes occurred in the past. Draw simple conclusions and deduce information on the past from pictures and information. Give more than one effect of an event and give simple explanations. Begin to understand that information on the past may differ. Connect ideas and give simple phrases as to why an event occurred. Describe an event using time markers to show structure.

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To use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop. Use atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at KS1. Use simple compass directions. Use aerial photographs and plan perspectives to recognise landmarks. Devise a simple map. Use and construct basic symbols in a key. 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.



Jordans School

Year 1 Summer 2

Charming Coastlines Topic Knowledge Organiser

Knowledge

Skills

Vocabulary



Knowledge Progression

To explore British seashores.

To compare the past and present British seashores.

To explore the history of lighthouses and the life of Grace Darling.

To explore and compare coastlines from around the world.

To create Seaside puppets.

To make ice lollies. To design and construct a miniature seaside.

Curriculum Coverage

History

Use appropriate terminology such as past, then and now. Compare historical periods using the terms 'then' and 'now' and identify changes within these different time periods. Give a simple explanation of a consequence to an action specifically, as a result of an event or action of an individual. Obtain ideas about the past from evidence. Write simple sentences to describe an event or period of time.

Geography

Name and locate the four countries of the UK. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. 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. Use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop. Recognise human and physical features.

Historical Vocabulary

Past, then, now, change, similarity, difference, comparison, evidence.

Historical Enquiry

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

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

Geographical Vocabulary

Country, sea, seaside, coast, beach, cliff, location, Physical features, human features, natural, manmade, map, key.

Geographical Enquiry

What are the 4 countries of the UK? Where are beaches located? What physical features can we see? Which human features can we see?

History Skills Progression

Recognise the difference between past and present in their own and other lives. They know and recount episodes from stories about the past.

Geography Skills Progression

Use information books as a source of information. Learn the names of some places.



EYFS

Children talk about past and present events in their own lives and in the lives of family members.

They talk about the features of their own immediate environment and how environments might vary from one another



Year 2

History: Identify similarities and differences between my life and events studied. Recognise that dates are used to identify when events happened in the past. Begin to give simple reasons why changes occurred in the past. Draw simple conclusions and deduce information on the past from pictures and information. Give more than one effect of an event and give simple explanations. Begin to understand that information on the past may differ. Connect ideas and give simple phrases as to why an event occurred. Describe an event using time markers to show structure.

Geography: Identify the characteristics of the four countries in the UK and its surrounding areas. 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. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 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.

To use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop. Use atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at KS1. Use simple compass directions. Use aerial photographs and plan perspectives to recognise landmarks. Devise a simple map. Use and construct basic symbols in a key. 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.



Jordans

History

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.
- Questioning skills to help understand key features of events.
- An understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.



	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>a 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>To explore the Heraldry of Mediaeval shields.</p> <p>To explore why castles were built and the significance of William the Conqueror.</p> <p>To compare food eaten in Mediaeval times to food eaten today.</p> <p>To explore Mediaeval entertainment.</p> <p>To explore how we know dinosaurs existed.</p> <p>To explore the life and findings of Mary Anning.</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>To find out why Florence Nightingale went to Scutari and what hospital conditions were like when she got there.</p> <p>To identify similarities and differences between medical care now and in Victorian times.</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>Castles, medieval, kings, queens, past, then, now, change, similarity, difference, comparison, evidence.</p> <p>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</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>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</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>To explore how castles have changed over time.</p> <p>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...?</p> <p>To explore the time that dinosaurs roamed the Earth and to discover the steps that led to their extinction.</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>Talking about similarities and differences between each other and our families.</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>To plan and hold a medieval banquet- contrasting what life was like for kings and queens and their servants in the past.</p> <p>To write fact file sentences, describing different dinosaurs and the period of time they lived on Earth.</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.



	EYFS	Y1	Y2
Locational Knowledge	<p>Topics: Places, Celebrations, Underwater.</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: Jordans Village, Charming Coastlines, Wonderful World.</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: Intrepid Explorers, Best of British, Weather.</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 plants.</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 the geography of the school..</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> <p>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 environment.</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	<ul style="list-style-type: none"> * Facing your audience/person you are talking to * Facial Expression * Eye Contact * Posture * Clarity of pronunciation 	<ul style="list-style-type: none"> * Maintaining eye-contact * Using gestures to convey meaning * Pace of Speaking * Tonal Variation 	<ul style="list-style-type: none"> * Expressive Gestures * Voice Projection
<u>Linguistic</u> Vocabulary Language	<ul style="list-style-type: none"> * Appropriate Vocabulary Choices 	<ul style="list-style-type: none"> * Register -modifying speech according to audience * Grammar 	Rhetorical Techniques such as: Metaphor Humour Irony
<u>Cognitive</u> Content Structure Clarifying & Summarising Self-Regulation Reasoning	<ul style="list-style-type: none"> * Choice of Content -to convey meaning & intention * Structure & Organisation of talk * Seeking Information & Clarification through Questioning * Summarising 	<ul style="list-style-type: none"> * Building on the Views of Others * Time Management 	<ul style="list-style-type: none"> * Give Reasons to Support Views * Critically Examining Ideas & Views Expressed * Summarising
<u>Social & Emotional</u> Working with Others Listening & Responding Confidence in Speaking	<ul style="list-style-type: none"> * Guiding or Managing Interactions * Turn-Taking 	<ul style="list-style-type: none"> * Listening Actively & Responding Appropriately 	<ul style="list-style-type: none"> * Taking Account of the Level of Audience Understanding * Giving Additional Information- if audience need clarification/context * Self Assurance * Liveliness & Flair



Jordans School

Art & Design

- * 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	Y1 Activities linked to topic
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	-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	-Extend the variety of drawings tools - Explore different textures - Observe and draw landscapes - Observe patterns - observe anatomy (faces, limbs)	-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	Drawing self portraits (Aut 1) Dinosaur drawings (Summer 1)
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	- Experimenting with and using primary colours - Naming - mixing (not formal) - Learn the names of different tools that bring colour - Use a range of tools to make coloured marks on paper	-Name primary colours - mixing of colours - Find collections of colour - applying colour with a range of tools	-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,	Self portraits (Aut 1) Shield painting (Aut 2) Creating rainforest art (Spring 2)
Texture (textiles, clay, sand, plaster, stone)	- Handling, manipulating and enjoying using materials - Sensory experience - Simple collages - simple weaving	-Weaving - collage - Sort according to specific qualities - how textiles create things	-Overlapping and overlaying to create effects - Use large eyed needles - running stitches - Simple appliqué work - Start to explore other simple stitches - collage	Linda Caverley, Molly Williams, William Morris, Gustav Klimt	Diwali Rangoli (Aut 1) Easter weaving (Spring 2) Footprints in the sand (Summer 2)
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	- Handling, feeling, enjoying and manipulating materials - Constructing - Building and destroying - Shape and model	- Construct - Use materials to make known objects for a purpose - Carve - Pinch and roll coils and slabs using a modelling media - Make simple joins	-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,	Self portraits using natural materials (Aut 1)
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	-Rubblings - Print with variety of objects - Print with block colours	-Create patterns - Develop impressed images - Relief printing	-Print with a growing range of objects - Identify the different forms printing takes	Picasso, Dan Mather, Andy Warhol	Dinosaur imprints (Summer 1)
Pattern (paint, pencil, textiles, clay, printing)	-Repeating patterns - irregular painting patterns - Simple symmetry	- Awareness and discussion of patterns - repeating patterns - symmetry	-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,	Self portraits (Aut 1) Diwali Rangoli (Aut 1) Aboriginal art (Spring 2)

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

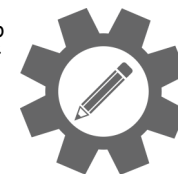
- * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- * select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

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

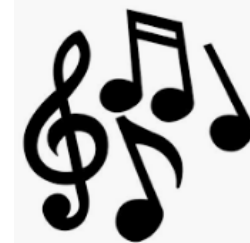


	EYFS	Y1	Y2	Y1 Topic Activities
Design	Understands that different media can be combined to create new effects. They select and use technology for particular purposes.	To describe the features of the product I am designing and making. To describe what the product will be used for. To generate and develop 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.	Shields (Autumn 2) Onion Bhajis & raita (Spring 1)
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.	Sydney Opera House (Spring 2) Dinosaur skeletons (Summer 1)
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.	Onion Bhajis & raita (Spring 1)

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.

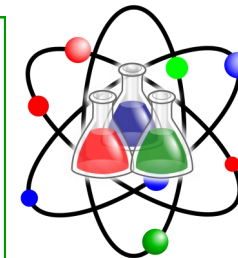


	EYFS	Y1	Y2	Y1 Topic Activities
Performance Vocal	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.	To sing songs, rounds and chants building rhythm and melody.	To sing songs, rounds and chants and use simple vocal patterns as accompaniments.	Expressing ourselves (Autumn 1) Christmas play songs (Autumn 2) Music around the World (Spring) Dinosaur raps (Summer 1)
Performance Instrumental	Play instruments with increasing control to express their feelings and ideas. Sing in a group or on their own, increasingly matching the pitch and following the melody.	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.	
Improvising Composing	Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Create their own songs or improvise a song around one they know. Explore and engage in music making and dance, performing solo or in groups	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.	
Listening Understanding	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.	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.	

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



	EVFS	Y1	Y2
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.
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.
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.
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.
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.



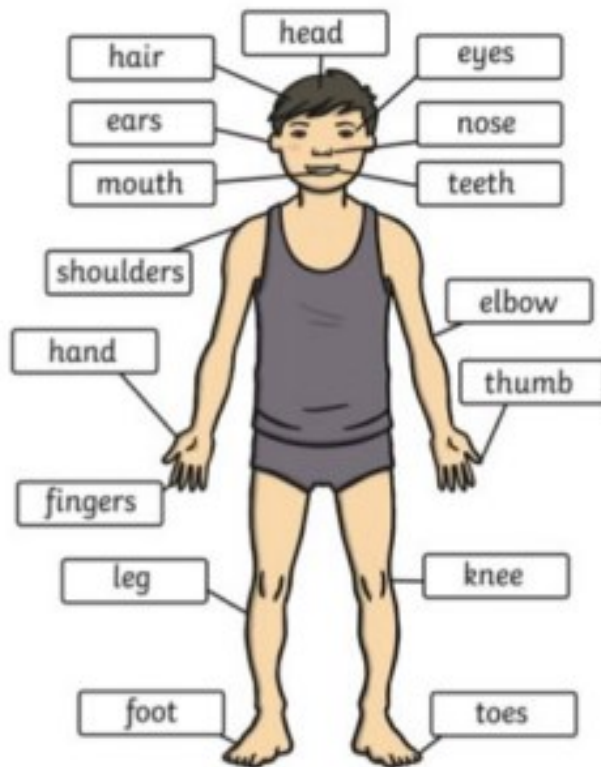
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SCIENCE


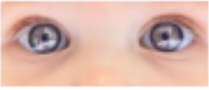



Autumn 1

The Human Body and our Senses

Parts of the human body



The 5 senses

Hearing	Sight	Touch	Smell	Taste
				
Ears	Eyes	Fingers, hands, feet	Nose	Tongue

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 choices</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 	<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"> searching for information on the internet playing games on the interactive whiteboard exploring an old typewriter or other mechanical toys using a remote controlled car watching a video clip 	<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 important 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>

PE

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	Y1 Topic Activities
Movement	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling walking, jumping, running, hopping, skipping, climbing. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.	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.	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.	Multi-skills Athletics Curling
Team Games	Start taking part in some group activities which they make up for themselves, or in teams. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	To participate in team games respecting the people on the team and other teams.	To develop simple tactics for attacking and defending. To communicate with my team mates.	Hockey Football
Dance	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, co-ordination and agility.	To copy simple dances. To watch, copy and describe what they and others have done.	To perform a dance that has been learned or created.	Country Dancing Festival with local schools -Gay Jordans routine -Circassian Circle -Chiltern Line Dance

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'.



	EYFS	Y1	Y2
Health & Well-Being	<p><u>Self-Awareness & Confidence</u></p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. See themselves as a valuable individual. See themselves as a valuable individual.</p> <p><u>Health & Self-Care</u></p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p><u>5 Ways to Well-Being</u></p> <p>Mr Men/Little Miss Characters to demonstrate the importance of Give Be Active Keep Learning Connect Take Notice</p> <p><u>Aiming High</u></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p>	<p><u>Be Yourself</u></p> <p>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></p> <p>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></p> <p>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></p> <p>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 people's 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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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>People & Communities</u></p> <p>Continue developing positive attitudes about the differences between people. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Talk about members of their immediate family and community. Name and describe people who are familiar to them . Describe events in some detail</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>Celebrations & Festivals</u></p> <p>Christmas Easter Diwali Eid Hanukah</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. 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>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>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>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>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>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>