



## Year R What makes me so amazing? (Autumn 1) Topic Knowledge Organiser

Knowledge

Skills

Vocabulary

### Knowledge and Skills Progression

#### History

To identify who they are and how they have changed

To identify important people in their own lives and community and be able to talk about them

To identify and explain the roles of themselves and others within a community

#### Geography

To explore their immediate environment with a focus on the natural world

To create a simple map of their local area looking at key features

To explore the natural world using drawings and maps to represent it

### Curriculum Coverage

EYFS—Understanding the world (History Link)

Talk about members of their family and immediate community

Name and describe people who are familiar to them

ELG- Talk about the lives of people around them and their roles in society

EYFS- Understanding the World (Geography link)

Explore the natural world around them

Draw information from a simple map

ELG- Explore the natural world around them and make observations of their immediate environment

### Key Vocabulary

Unique

Family

Community

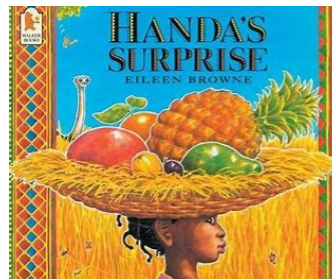
Rights and Rules

Individual

Map

Diwali

Black History Month



### Key Questions

What makes you special?

Who is in your family?

How have you changed?

Where do you live?

Can you describe where your home is?

What do you celebrate at home?

### Nursery- 3 & 4 year olds

Begin to make sense of their own life story

Show interest in different people

Talk about what they see using a wide vocabulary

Use all senses in hands on exploration

### Year 1- History

Changes within living memory

The lives of significant individuals in the past

Significant historical events, people and places in their own locality

### Year 1- Geography

Understand and explain geographical similarities and differences



## Knowledge and Skills Progression

### Science

Where do bears live? Look at the environments around them and discuss and describe

What do bears eat? Look at the diets of bears.

Make observations of bears and draw them discussing their features and that of their environment.

### Geography

Where do bears live? Look at countries from around the world where bears come from and discuss the similarities and differences

Know that there are other countries in the world and start to name them

Know that we live in a country and describe some of the features of my own environment

## Curriculum Coverage

EYFS—Understanding the world (Science Link)

Describe what they see, hear, feel whilst outside

Explore the natural world around them

ELG- Explore the natural world around them, making observations and drawing pictures of animals and plants

EYFS- Understanding the World (Geography Link)

Recognise some environments are different to the one in which they live

Create and understand simple maps

ELG- Know that there are different countries in the world and look at similarities and differences

## Key Vocabulary

Maps

Country

Diet

Habitat

Senses

## Key Questions

Where do bears live?

Where do bears come from?

What do bears eat?

Tell me about how bears look/ move.



## Nursery 3 & 4 year olds

Know that there are different countries in the world and look at similarities and differences

Talk about what they see using a wide vocabulary

Begin to understand the need to respect and care for the natural environment and living things

## Year 1 Geography

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

## Year 1 Science

Identify and describe plants and animals



#### Knowledge and Skills Progression

#### History

Comment on ways of travelling that are used now and comment on pictures of travel from the past

Compare transport from the past and present

Discuss differences and similarities between transport- past/ present

#### Science

Explore different materials

Comment on different materials and their uses

Comment on forces they can feel

Understand and describe materials and forces

#### Curriculum Coverage

EYFS—Understanding the world (History Link)

Comment on images of familiar situations from the past

Compare and contrast characters from stories, including figures from the past

ELG- Know some similarities and differences between now and then

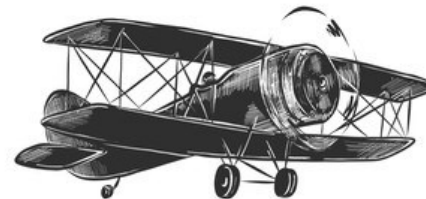
EYFS- Understanding the World (Science Link)

Explore collections of materials with similar/ different properties

Talk about the differences between materials and the changes they notice

Talk about forces they can feel

ELG- Understand some important processes and changes in the natural world around them- changing states



#### **Key Vocabulary**

Vehicles

Transport

Flight

Float

Sink

#### **Key Questions**

How can we get around?

Which materials sink/ float?

What do you feel when... you throw a paper aeroplane/ push a boat into water/ slide the car down the ramp?

#### **Nursery- 3 & 4 year olds**

Begin to make sense of their own life story

Show interest in different people

Explore materials

Talk about forces they can feel

#### **Year 1- History**

Changes within living memory

The lives of significant individuals in the past

Significant historical events, people and places in their own locality

#### **Year 1- Science**

Working Scientifically





#### Knowledge and skills Progression

#### History

Know how I celebrate important events and festivals with my own family

Compare how I celebrate to celebrations in the past using photos and stories

Comment on similarities and differences between the way celebrations happen now and how they happened in the past

#### RE

I can talk about and share the festivals that my family and I celebrate

I know that different people celebrate differently

I know that people celebrate different festivals and am aware of some different cultures and religions

#### Curriculum Coverage

#### EYFS—Understanding the world (History Link)

Talk about members of their family and immediate community

Name and describe people who are familiar to them

**ELG- Talk about the lives of people around them and their roles in society**

#### EYFS- Understanding the World (RE Link)

Recognise that people have different beliefs and celebrate special times in different ways

Continue to develop positive attitudes about the differences between people

**ELG- Know some similarities and differences between different religious and cultural communities in this country**

#### Key Vocabulary

Celebrate

Festival

Bonfire Night

Christmas

Religion

Culture

Remembrance



#### Key Questions

What festivals do you celebrate?

How do you celebrate?

What does your family do at Christmas?

How do other people celebrate Christmas?

What festivals do other people celebrate?

How do other people celebrate?

#### Nursery- 3 & 4 year olds

Begin to make sense of their own life story

Show interest in different people

Continue to develop positive attitudes about the differences between people

#### Year 1- History

Changes within living memory

The lives of significant individuals in the past

Significant historical events, people and places in their own locality

#### Year 1- Geography

Understand and explain geographical similarities and differences



#### Knowledge and Skills Progression

#### History

Make comments and observations based on photographs and drawings of the past

*Jordans Village Shop*

Begin to discuss what characters in stories and images tell us about the past

Compare the past and present and use books, images and other means to help them start to talk about it

#### Geography

Observe and comment on how different environments look using videos, images, maps and first hand experiences

Observe and comment on the similarities and differences between our environment and others. *Jordans Village/ Chalfont St Peter town*

Discuss similarities and differences in environments using observations, maps and geographical language

#### Curriculum Coverage

#### EYFS- Understanding the World (Geography Link)

Recognise some environments are different to the one in which they live

Recognise some similarities and differences between life in our country and others

ELG- Know some similarities and differences between the natural world around them and contrasting environments

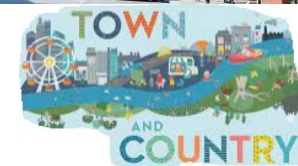
#### EYFS- Understanding the World (History Link)

Compare and contrast characters from stories, including figures from the past

Comment on images of familiar situations from the past

ELG- Know some similarities and differences between now and then

Understand the past through books- settings and characters



#### Key Vocabulary

Near

Far

Past

Present

Country

Town

Jordans Village

Chalfont St Peter

Travel

England

China

Festivals

Celebrate

Chinese

New Year



#### Nursery- 3 & 4 year olds

Know that there are different countries in the world and look at similarities and differences

Begin to make sense of their own life story and family history

#### Year 1- History

Changes within living memory

The lives of significant individuals in the past

Significant historical events, people and places in their own locality

#### Year 1- Geography

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



Jordans School

Year R Which Stories do you love and why? - linked to Animals and Farming (Spring 2) Topic Knowledge Organiser

Knowledge

Skills

Vocabulary

Knowledge and Skills Progression

History

Compare and comment on images and use stories to discuss the past and present.

Give some similarities and differences between now and then

Geography

Talk about the environment around them using first hand knowledge

Compare the environment to others seen in books and images

Science

Explore the effects of season on animals and make links to the natural world.

Curriculum Coverage

**EYFS- Understanding the World (Geography Link)**

Recognise some environments are different to the one in which they live

Recognise some similarities and differences between life in our country and others

ELG- Know some similarities and differences between the natural world around them and contrasting environments

**EYFS- Understanding the World (History Link)**

Compare and contrast characters from stories, including figures from the past

Comment on images of familiar situations from the past

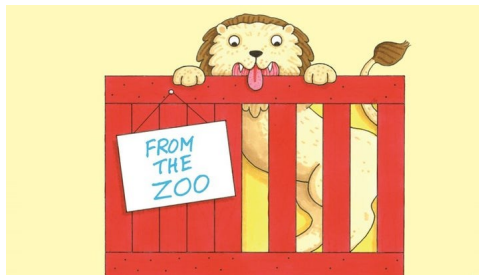
ELG- Know some similarities and differences between now and then

Understand the past through books- settings and characters

**EYFS- Understanding the World (Science Link)**

ELG- Explore the effect of changing seasons on the natural world around them e.g. weather, plants, animals etc.

Understand some important processes and changes in the natural world around them- Seasons



**Key Vocabulary**

Past

Present

Future,

Same

Different.

Seasons

Man made

Natural

**Nursery- 3 & 4 year olds**

Know that there are different countries in the world and look at similarities and differences

Begin to make sense of their own life story and family history

**Year 1- History**

Changes within living memory

The lives of significant individuals in the past

Significant historical events, people and places in their own locality

**Year 1- Geography**

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

**Year 1- Science**

Working Scientifically Materials



Jordans School

Year R Which Super Power is yours? Who helps us? (Summer 1) Topic Knowledge Organiser

Knowledge

Skills

Vocabulary

Curriculum Coverage

**EYFS- Understanding the World (History Link)**

Compare and contrast characters from stories, including figures from the past

Comment on images of familiar situations from the past

ELG- Know some similarities and differences between now and then

Understand the past through books- settings and characters

Talk about the lives of people in society and compare with the change in roles from the past

Knowledge and Skills Progression

History

Compare and comment on images and use stories to discuss the past and

Give some similarities and differences between now and then

Talk about the life of a significant individual linked to stories and differences between the past and pre-



**Key Vocabulary**

Past

Present

Future,

Same

Different.

Help

Heroes

Superpowers

**Nursery- 3 & 4 year olds**

Begin to make sense of their own life story and family history

**Year 1- History**

Changes within living memory

The lives of significant individuals in the past

Significant historical events, people and places in their own locality





**Jordans School**

Year R What's that commotion in the ocean? (Summer 2) Topic Knowledge Organiser

Knowledge

Skills

Vocabulary

Knowledge Progression

**Geography**

Explore and make observations of the world around them using all of their senses

Start to use maps (own and other images) to discuss environments e.g. blue is sea

Explore the environment and use correct vocabulary to make observations about the plants and animals from the sea

**Science**

Talk about plants and animals and understand the need for care and respect when looking after them

Talk about the natural world including life cycles

Curriculum Coverage

**EYFS- Understanding the World (Geography link)**

Explore the natural world around them

Draw information from a simple map

ELG- Explore the natural world around them and make observations of their immediate environment

Explore the natural world around them, making observations and drawing pictures of animals and plants

**EYFS- Understanding the World (Science Link)**

ELG- Explore the natural World and discuss plants and animals

**Key Vocabulary**

Life Cycle

Ocean

Sea Creatures

Coral

Pirates



**Nursery- 3 & 4 year olds**

Talk about what they see using a wide vocabulary  
Use all senses in hands on exploration

**Year 1- Geography**

Understand and explain geographical similarities and differences

Name and locate the world's oceans

Discuss maps and aerial photographs

**Year 1- Science**

Identify and describe plants and animals





## 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.



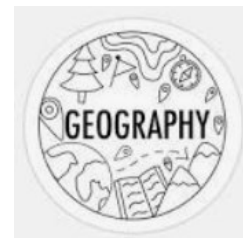
|   | EYFS   | Y1  | Y2  |
|---|--|---|---|
| <b>Chronological Awareness</b>                        | To compare and contrast characters from stories, including figures from the past.  | <p>To sequence simple pictures within my own experiences.</p> <p><i>Ourselves / Our School /Our Village</i></p> <p><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><b>Castles</b></p> <p>When were castles built? What were they for?</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><i>Intrepid Explorers</i></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>   |
| <b>Knowledge and Understanding</b>                    | <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>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</i></p> |
| <b>Vocabulary</b>                                     | 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>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,</i></p>                                     |
| <b>Understanding Historical Concepts</b>              | <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>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>   |
| <b>Organise, Evaluate and Communicate Information</b> | <p>Comment on images of familiar situations in the past.</p> <p>Show &amp; 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>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>  |



## Geography

Pupils will develop:

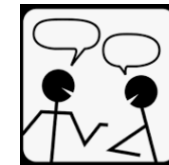
- Knowledge about the world, the United Kingdom and their locality.
- Basic subject-specific vocabulary relating to human and physical geography.
- Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.



|  | EYFS  | Y1  | Y2   |
|--|---|---|--|
| <b>Locational Knowledge</b>                | <p>Topics: <b>Places</b>, <b>Celebrations</b>, <b>Underwater</b>.</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: <b>Jordans Village</b>, <b>Charming Coastlines</b>, <b>Wonderful World</b>.</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: <b>Intrepid Explorers</b>, <b>Best of British</b>, <b>Weather</b>.</p> <p>To identify the characteristics of the four countries and capital cities of the UK and its surrounding areas.</p>   |
| <b>Place Knowledge</b>                     | <p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this</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>   |
| <b>Human &amp; Physical Geography</b>      | <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>   |
| <b>Geographical Skills &amp; Fieldwork</b> | <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> |

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



## 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.

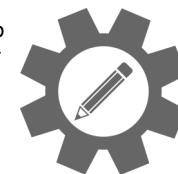


|   | EVFS   | Y1   | Y2   | Suggested Artists   | Y R Activities linked to topic   |
|---|--|--|--|---|--|
| <u>Drawing</u><br>(pencil, charcoal, inks, chalk, pastels, ICT software)                | <ul style="list-style-type: none"> <li>-Begin to use a variety of drawing tools</li> <li>- Use drawings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





## 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   | YR Topic Activities   |
|---------------------|--|--|--|---|
| Design              | Understands that different media can be combined to create new effects.<br>They select and use technology for particular purposes.   | To describe the features of the product I am designing and making.<br>To describe what the product will be used for.<br>To generate and develop ideas by talking and drawing.  | To model ideas by exploring with a variety of materials and other products.<br>To discuss why the features of the product are suitable for my users.<br>To use a design plan to help create a product.<br>To use, develop and communicate my ideas using information and communication technology where appropriate. | Making collages of eyes and faces<br>Vehicles 3D<br>Making firework models<br>Creating Rangoli patterns using different materials   |
| Make                | Manipulates materials to achieve a planned effect.<br>Constructs with a purpose in mind, using a variety of resources.<br>Uses simple tools and techniques competently and appropriately<br>Selects appropriate resources and adapts work where necessary. | To select from a range of tools and equipment to perform practical tasks.<br>To select from, and use, a range of materials and components e.g. construction, material, textiles and ingredients.<br>To use tools safely.<br>To measure, mark, cut and shape materials appropriately. | To discuss why I use tools for certain purposes.<br>To discuss the benefits of using certain materials.<br>To use finishing techniques.  | Making Christmas decorations<br>Autumn collage<br>Winter collage<br>Cooking linked to different topics<br>Large scale obstacle courses with crates<br>Creating animal homes<br>Making a 3D farm map<br>Designing and making marble runs<br>Making an aquarium |
| 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.<br>To talk about what I am making and why.   | To discuss the materials used for existing products and recognise why.<br>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.<br>To build a structure and explain why I have used certain materials.<br>To investigate what different mechanisms could do to my product.  | To discuss how to make my structures stronger.<br>To make my structure stronger by adding or changing materials.<br>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.<br>To know which foods are bad for me.<br>To know how to prepare simple dishes safely and hygienically, without using a heat source.<br>To know how to use techniques such as cutting, peeling and grating.                                 | To know where different food types come from.<br>To prepare dishes that are balanced and healthy.<br>To know how to prepare simple dishes safely and hygienically, without using a heat source.<br>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  | YR Topic Activities   |
|---------------------------------|--|--|---|---|
| <b>Performance Vocal</b>        | 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.   | Songs and music relating to all of our topics including:<br>Ourselves,<br>transport,<br>fireworks,<br>Diwali,<br>Christmas,<br>Countries and cities,<br>space,<br>farm animals,<br>Julia Donaldson,<br>pets,<br>pirates<br>and Sealife. |
| <b>Performance Instrumental</b> | Makes up rhythms.  | To use a range of percussion instruments correctly.<br>To keep a steady beat and copy simple rhythm patterns.  | To use the correct technique for a range of percussion instruments.<br>To choose and play patterns with increasing confidence.  |   |
| <b>Improvising Composing</b>    | Represent own ideas, thoughts and feelings through music, dance, role play and stories | To choose, create and order sounds for different purposes.<br>To choose, create and remember higher and lower sound patterns and simple rhythmic patterns.<br>To invent symbols to represent sounds.           | To choose, create and order sounds to show simple contrasts.<br>To choose, create and remember higher and lower sound patterns and rhythmic patterns.<br>To invent symbols to represent sounds.   |   |
| <b>Listening Understanding</b>  | Uses movement to express feelings.<br>Creates movement in response to music.           | To respond to changes in character through movement, words or pictures.<br>To talk about music heard with appropriate vocabulary, giving opinions.<br>To listen with concentration to live and recorded music. | To respond to changes in mood through movement, words or pictures.<br>To give opinions, justifying musical ideas with appropriate vocabulary.<br>To listen with concentration and understanding to a range of high-quality live and recorded music. |   |



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  | YR Topic Activities  |
|-------------------|---|---|---|--|
| <b>Movement</b>   | <p>Experiment with different ways of moving.<br/>Jump off an object and land appropriately.<br/>Travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Show good control and co-ordination in large and small movements.</p> <p>Move confidently in a range of ways, safely negotiating space.</p> | <p>To run, jump, throw and catch.</p> <p>To develop balance, agility and co-ordination.</p> <p>To move confidently and safely in their own and general space, using change of speed and direction.</p> <p>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.</p> <p>To recognise and describe what a body feels like during different types of activity.</p> <p>To improve the way they coordinate and control their bodies and a range of equipment.</p> <p>To apply running, jumping, throwing, catching, balance, agility and coordination skills to a range of activities.</p> | <b>Gymnastics</b>  |
| <b>Team Games</b> | <p>Show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Play co-operatively, taking turns with others.</p> <p>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.</p> <p>To communicate with my team mates.</p>   | <b>Multi-skills</b><br><br><b>Golf</b><br><br><b>Hockey</b><br><br><b>Football</b>                                     |
| <b>Dance</b>      | <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Begins to build a repertoire of songs and dances.</p>  | <p>To copy simple dances.</p> <p>To watch, copy and describe what they and others have done.</p>  | <p>To perform a dance that has been learned or created.</p>   | <b>Movement to music</b><br><br><b>Songs &amp; Actions</b><br><br><b>Sequenced moves</b><br><br><b>Country Dancing</b> |



## 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 &amp; Confidence</u><br/>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.<br/>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 &amp; Self-Care</u><br/>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>Aiming High</u><br/>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.<br/><u>It's my Body</u><br/>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><br/>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.<br/><u>Safety First</u><br/>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><br/>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><br/>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.<br/><u>In a TEAM</u><br/>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><br/>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.<br/><u>Growing Up</u><br/>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 &amp; Communities</u><br/>Show interest in the lives of people who are familiar to them. Remember 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.<br/>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><br/>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.<br/><u>Britain</u><br/>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><br/>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.<br/><u>Respecting Rights</u><br/>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><br/> <b>Past and Present</b><br/>         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.<br/> <b>People, Culture and Communities</b><br/>         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><br/> <b>Listening, Attention and Understanding</b><br/>         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.<br/> <b>Speaking</b><br/>         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 &amp; Festivals</u><br/>         Christmas<br/>         Easter<br/>         Diwali<br/>         Eid<br/>         Hanukkah<br/>         Chinese New Year</p> | <p><u>Caring for Others</u><br/>         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.<br/>         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 &amp; Dark</u><br/>         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 &amp; Rituals</u><br/>         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 &amp; God</u><br/>         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><br/>         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><br/>         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> |

### 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 powering the machines and using the devices connected to them, they will practice their skill using the mouse/keyboard by launching software such as spreadsheets and learning how to save and open files. They will develop their understanding of algorithms, becoming able to design their own programmes and identifying the steps needed to debug errors.

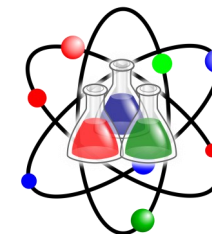
|                                       | EYFS   | Y1  | Y2  |
|---------------------------------------|--|---|---|
| <b>Computing systems and networks</b> | <p>To use technology safely and respectfully.<br/>Understand where to go for help/support when the child has concerns on the internet or other online technologies.<br/>To know to keep their personal information private.<br/>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.<br/>To understand how technology helps us in different ways.<br/>To become familiar with the main parts of a computer device.<br/>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.<br/>To consider how to use different forms of IT safely, in a range of different environments.<br/>To think about the choices that are made when using information technology, and the responsibility associated with those</p>   |
| <b>Creating media</b>                 | <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"> <li>taking a photograph with a camera or tablet</li> </ul>  | <p>To use freehand tools, line and shape tool for digital painting.<br/>To recreate artwork using tools.<br/>To become familiar with a word processor and using a keyboard.<br/>To use different tools within a word processor.<br/>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.<br/>To discover what constitutes good photography composition and put this into practice, including concepts of light and focus.<br/>To use simple image editing and understand that images can be changed for a purpose.<br/>To use a device to create and refine musical patterns.</p>  |
| <b>Programming</b>                    | <ul style="list-style-type: none"> <li>searching for information on the internet</li> <li>playing games on the interactive whiteboard</li> <li>exploring an old typewriter or other mechanical toys</li> <li>using a remote controlled car</li> <li>watching a video clip</li> </ul>   | <p>To consider the direction of command buttons when using floor robots.<br/>To gain the language used to give precise directions.<br/>To program a floor robot to perform simple movements: forwards, backwards and turns.<br/>To be able to plan routes before writing a program.<br/>To become familiar with coding blocks on Scratch Jr.<br/>To use and create sprites and backgrounds.<br/>To use simple algorithms to program movement.</p> | <p>To consider the language used to give instructions and follow and give instructions.<br/>To understand the importance of sequences when ordering instructions.<br/>To use logical reasoning to make predictions.<br/>To design, create, and test a mat for a floor robot.<br/>To program more complex movements for a floor robot.<br/>To explore that a sequence of commands, on Scratch Jr., has an 'outcome'.<br/>To use Scratch Jr. to create animations and simple programs/applications.</p> |
| <b>Data and information</b>           |  | <p>To understand that objects have different labels that can be used to group them.<br/>To group objects based on what they are and that they can be described in different ways.<br/>To classify and group objects based on their properties.</p>  | <p>To understand the importance of organising data effectively for counting and comparing.<br/>To become familiar with a pictogram.<br/>To think about the importance of effective data collection and methods.<br/>To think about the ways in which objects can be grouped by</p>  |



## 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   | EYFS ACTIVITIES   |
|--|--|---|--|---|
| <b>Working Scientifically</b>                                    | <p>To begin to sort objects by their own criteria.</p> <p>To explore and observe the world around them.</p>  | <p>Ask simple questions and understand they can be answered in different ways. .</p> <p>To observe closely.</p> <p>To perform simple tests.</p> <p>To identify and classify</p> <p>To use their observations to suggest answers to questions.</p> <p>Gather and record data to help answer questions.</p>   | <p>Ask simple questions and understand they can be answered in different ways. .</p> <p>To observe closely.</p> <p>To perform simple tests.</p> <p>To identify and classify</p> <p>To use their observations to suggest answers to questions.</p> <p>Gather and record data to help answer questions.</p>  | <p>Using magnifying glasses to observe nature area</p> <p>Creating Autumnal potions</p> <p>Creating planks for transport and discuss gravity</p> <p>Observe bugs and discuss characteristics</p> <p>Rotting fruit observations and how changes take place over time.</p> <p>RAF museum</p>  |
| <b>Plants</b>  | <p>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;</p> | <p>Identify and name some common wild and garden plants, including deciduous and evergreen.</p> <p>Identify and describe the basic structure of a variety of flowering plants including trees.</p>  | <p>To observe and describe how seeds and bulbs grow.</p> <p>To find out and describe how plants need water, light and a suitable temperature to grow.</p>  | <p>Planting seeds for vegetable patch (lettuce and kale)</p> <p>Planting some common garden plants and flowers</p> <p>Labelling parts of the body</p>   |
| <b>Animals including humans</b>                                  |  | <p>Identify the name of a variety of animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of animals.</p> <p>Identify, name, draw and label parts of the human body and say which part of the body is associated with each sense.</p> | <p>Notice that animals have offspring that grow into adults.</p> <p>Find out about and describe the basic needs of animals—water, food, air.</p> <p>Describe the importance of exercise, a balanced diet and hygiene.</p>  | <p>Hogshaw Farm Trip -Observations and discussions on animals including reptiles and birds as well as mammals.</p> <p>Creating Clay Fish</p> <p>Experiments linking to hibernation</p> <p>Visit the Aquarium in the Summer to observe different types of fish.</p> <p>Lessons to compare animal habitats.</p> <p>Hibernation experiments linked to 'Bears' topic</p> <p>Creating boxes and dens for animals getting ready for Winter.</p> |
| <b>Everyday Materials</b>  | <p>Understand some important processes and changes in the natural world around them, including changing states of matter</p>   | <p>Identify what material an object is made of.</p> <p>Identify and name a variety of materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe some physical properties of a variety of materials.</p> <p>Compare and group materials depending on their physical properties.</p>  | <p>Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>  | <p>Cooking activities- how liquid can turn into a solid.</p> <p>Experiments of floating and sinking</p> <p>Exploring ice- hiding polar bears inside, changing states of matter</p> <p>Transparent materials- comparing and contrasting</p> <p>Life cycles of animals such as chicks, frogs and butterflies. (Butterfly Kit)</p> <p>Observations of Frogspawn</p>  |
| <b>Seasonal Changes Y1 Living Things and Their Habitats (Y2)</b> | <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>  | <p>Observe across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>  | <p>Explore and compare the difference between things that are living, dead, never been alive.</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</p> | <p>Handa's Surprise- comparing and contrast of weather.</p> <p>Go on Autumn, Winter and Spring walks.</p> <p>Sorting clothes- what to wear in different seasons</p>   |