



Where All Individuals Shine

WILLIAM AUSTIN INFANT SCHOOL

CURRICULUM PROGRESSION

ALL SUBJECTS

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William Austin Long Term English Progression

	EYFS	Year 1	Year 2
Autumn 1 Key Texts	The Very Hungry Caterpillar Label body parts	Not a box Rosie's Walk Let's Take over the Nursery Senses poetry	Dogger Papaya that Spoke Warning poster Avocado Uncle - poetry
Genres	The Very Hungry Caterpillar Label body parts	Not a box Rosie's Walk Let's Take over the Nursery (Warning tale) Senses poetry (Descriptive)	Dogger - (Losing story) Papaya that Spoke - (Journey story) Warning poster - Non-fiction information text Avocado Uncle - poetry (Repetition)
Writing outcomes	Labels and lists	Cloze activities Simple sentence Warning story	Own losing story Sequel to journey story Poster Repetitive poem
Skills (Vocabulary, grammar and punctuation)	Writing initial sounds Name writing Letter formation LW phonics - Autumn 1 Yr R	Words (CVC using known sounds) Simple sentences Prepositions (across, over, around, past, through, under) Sequencing simple sentences (First, Next, After that, Soon, Finally) <u>Nouns (proper/common?)</u>	Simple sentences joined by 'and' Capital letters and full stops used. Capital letters for proper nouns Explore four sentence types Introduce alternative coordinating conjunctions (or, but) and subordinating conjunctions (if, when) Contractions

	EYFS	Year 1	Year 2
Autumn 2 Key Texts	Titch Triangle Describing Winter	Leaf Man Recount Winter poetry	Beware of the Bears - Non-chronological report
Genres	Titch Triangle Describing Winter	Leaf Man (journey tale) Recount Winter poetry (descriptive/rhyming)	Beware of the Bears - Revenge story Non-chronological report Poetry
Writing outcomes	Lists Simple sentences Describe a character Describe a picture	Own journey tale for Leaf Man Autumn walk recount Group descriptive winter poem	Own fairy tale revenge story Non-chronological report about games children play
Skills (Vocabulary, grammar and punctuation)	Tricky words CVC words Simple sentences Letter formation LW phonics - Autumn 2 Year R	Sequencing simple sentences (Once upon a time, unfortunately, first, next, finally) Capital letters Full stops Spaces between words Verbs- ed suffix past tense, no change to the root word.	Question sentences Sentence writing Expanded noun phrases Apostrophes to show possession (introduce) Subheadings, paragraphs,

William Austin Long Term English Progression

	EYFS	Year 1	Year 2
Spring 1 Key Texts	People who help us - Information Little Red Hen	Lost in the Toy Museum Poetry - On a Wild Wild Walk The Blue Balloon	Sir Charlie Stinky Socks - diary fictional recount Recount- real
Genres	Little Red Hen (Traditional tale)	Lost in the Toy Museum - Finding tale Poetry - On a Wild Wild Walk - Repetition The Blue Balloon - Finding tale	Sir Charlie Stinky Socks - diary fictional recount (journey story) Recount - real events
Writing outcomes	Statement sentences Simple sentences reflecting what Little Red Hen might say.	Write own finding tale Third person and first person opportunities.	Diary entries Character descriptions Predict how to get past the dragon Recount Firefighter visit.
Skills (Vocabulary, grammar and punctuation)	Joining in with repetitive phrases Questions? CVC CVCC/CVCC words Spelling of some taught CE words in line with Little Wandle progression. Full stops Finger spaces	'I' pronoun Verbs - ed suffix past tense, no change to the root word. (consolidate) Un - prefix. Sequence sentences to form simple narratives. Simple sentences Sequence sentences Capital letters, full stops, finger spaces.	Past simple and past progressive Expanded noun phrases Coordinated and subordinate conjunctions Time connective to write about real events with coherence. First person sentences.

	EYFS	Year 1	Year 2
Spring 2 Key Texts	We're Going on a Bear Hunt	The Way Back Home	The Enormous Crocodile 'Quack' said the Billy Goat
Genres	We're Going on a Bear Hunt (journey tale) Bear fact file (information)	The Way Back Home Super Hero City- information	Enormous Crocodile - Beating the monster (trick story) Instructions Poetry - onomatopoeia
Writing outcomes	Statement sentences about bears Postcard writing describing a setting	Write a story Simple statement sentences.	Predict the ending Write own trick the teacher story Instructions on how to trap a crocodile
Skills (Vocabulary, grammar and punctuation)	Repetitive phrases Onomatopoeia Description Simple sentences. CE words CVC, CVCC, CCVC words	Clauses joined by 'and' 'er' added to adjectives without change to root Full stops Capital letters Finger spaces between words Organising writing under subheadings.	Rhyme Alliteration Synonyms for 'said' Onomatopoeia Adverbs (ly suffix) Original story openings Er/est suffixes Time connectives Command/statement/question/exclamation sentences (consolidation)

William Austin Long Term English Progression

	EYFS	Year 1	Year 2
Summer 1 Key Texts	Rascally Cake Gingerbread Man Supertato	Jack and the Beanstalk Star of the Zoo	Polly and the Wolf
Genres	Rascally Cake - Instructions Gingerbread Man (traditional tale-journey tale) Supertato - characterisation	Star of the Zoo - Diary fictional recount Jack and the Beanstalk (traditional tale-rags to riches)	Polly and the Wolf (beating the monster) Newspaper recount Treasures - poetry
Writing outcomes	Command sentences - how to make a biscuit Retell the story - simple sentences Character description simple sentences	Diary writing Innovate traditional tale - something else grows.	Retell a traditional tale story Alternative endings Original beating the monster story.
Skills (Vocabulary, grammar and punctuation)	Verbs CVC/ CCVC, CCVC words CE words spelled correctly Descriptive vocabulary Sequencing vocabulary - First, Next, After that, Finally Simple sentences Capital letters, full stops, finger spaces.	Sequencing simple sentences to form short narrative Joining two clauses with 'and' Full stops Capital letters Finger spaces between words Use adjectives within a simple sentence. Question sentences	Irregular past tense verbs Writing with stamina for different purposes Coherent narratives Write consistently in the same tense. 4 sentence types. Alliteration, Onomatopoeia Repetition Rhyme

	EYFS	Year 1	Year 2
Summer 2 Key Texts	Three Billy Goats	When I grow up	Izzy Gizmo Journey
Genres	Recount-Environment walk Three Billy Goats (Traditional tale- beating the monster)	Explanation - plants When I grow up - poetry Letter writing - persuasive	Explanation Journey - Journey story
Writing outcomes	Recount a real event Create a book about a farm animal that 'beats a monster' Sequence simple sentences.	Explanation about how trees grow. Writing a letter to new Year 2 teacher Write a rhyming story.	Invention explanation text with question subheadings and clear sentences organised into paragraphs. Conversation writing Opening Setting description Own small chapter journey story.
Skills (Vocabulary, grammar and punctuation)	Sequence simple sentences Capital letters/full stops Finger spaces Spell common exception words. Sequencing vocabulary - First, Next, After that, Finally	Statement sentences Question sentences <u>Exclamation marks?</u> Rhyming words Full stops Capital letters Finger spaces between words	Writing with stamina for different purposes Coherent narratives Write consistently in the same tense. 4 sentence types. Past simple and past progressive Expanded noun phrases Coordinated and subordinate conjunctions Time connective to write about real events with coherence.

Spoken language objectives Year 1-6

SL1	Listen and respond appropriately to adults and their peers.
SL2	Ask relevant questions to extend their understanding and knowledge.
SL3	Use relevant strategies to build their vocabulary.
SL4	Articulate and justify answers, arguments and opinions.
SL5	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
SL6	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
SL7	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
SL8	Speak audibly and fluently with an increasing command of Standard English.
SL9	Participate in discussions, presentations, performances, role play, improvisations and debates.
SL10	Gain, maintain and monitor the interest of the listener.
SL11	Consider and evaluate different viewpoints, attending to and building on the contributions of others.
SL12	Select and use appropriate registers for effective communication.

Reading

Word Reading

	Year R		Year 1		Year 2
WR1	Know that letters represent different sounds.	WR1	Pupils should be taught to: □ apply phonic knowledge and skills as the route to decode words	WR1	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and the reading is fluent.
WR2	Read a few individual letters by saying the correct sounds for them.	WR2	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	WR2	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
WR3	Know the sound for each letter of the alphabet. (ELG)	WR3	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	WR3	Read accurately words of two or more syllables that contain the same graphemes as above.
WR4	Begin to read a few digraphs and trigraphs (a group of two or three letters that represent one sound) and say the sounds for them.	WR4	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	WR4	Read words containing common suffixes.
WR5	Say the sound for more than 10 digraphs/trigraphs. (ELG)	WR5	read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	WR5	Read further common exception words noting unusual correspondence between spelling and sound where these occur in the word.
WR6	Blend sounds together to read simple words using phonic knowledge. (ELG)	WR6	read other words of more than one syllable that contain taught GPCs	WR6	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
WR7	Read a few common exception words.	WR7	read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	WR7	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
WR8	Read a simple phrase using phonic knowledge.	WR8	read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	WR8	Re-read these books to build up their fluency and confidence in word reading.
WR9	Read a simple sentence using phonic knowledge.	WR9	re-read these books to build up their fluency and confidence in word reading.		
WR10	Read a simple sentence using phonic knowledge and also include a few common exception words. (ELG)				
WR11	Read a simple book aloud and talk about what they have read.				
WR12	Reread a simple book to demonstrate some fluency.				
WR13	Reread own writing to check it makes sense.				

Comprehension

	Year R		Year 1		Year 2
RC1	Can listen to a short story and remember a few key details, such as characters' names.	RC1	Pupils should be taught to: Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	RC1	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently.
RC2	Can listen to a longer story and remember much of the plot.	RC2	Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences.	RC2	Discussing the sequence of events in books and how items of information are related.
RC3	Engage during story times and show an understanding of what has been read, e.g. answering 'why' questions.	RC3	Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	RC3	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
RC4	Anticipate key events in a story. (ELG)	RC4	Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases.	RC4	Being introduced to non-fiction books that are structured in different ways.
RC5	Recall a few familiar rhymes.	RC5	Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.	RC5	Recognising simple recurring literacy language in stories and poetry.
RC6	Recall some verses from poems and songs.	RC6	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.	RC6	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
RC7	Retell a familiar story with some exact repetition of language but also use some of their own words. (ELG)	RC7	Understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.	RC7	Discussing favourite words and phrases.
RC9	Able to tell a short story or parts of a story.	RC8	Understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.	RC8	Continuing to build up a repertoire of poems learned by heart, appreciating these and reciting some with appropriate intonation to make the meaning clearer.
RC10	Able to tell a long story.	RC9	Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events.	RC9	Understand both the books that they can already read accurately and fluently and those that they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher.
RC11	Engage in conversation about poems and rhymes.	RC10	Understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done.	RC10	Checking that the text makes sense to them as they read and correcting inaccurate reading.
RC12	Engage with and talk about non-fiction books.	RC11	Understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far.	RC11	Making inferences on the basis of what is being said and done.
RC13	Demonstrate an understanding of new vocabulary from books and texts.	RC12	Participate in discussion about what is read to them, taking turns and listening to what others say.	RC12	Answering and asking questions.
RC14	Can use vocabulary from books in different contexts.	RC13	Explain clearly their understanding of what is read to them.	RC13	Predicting what might happen on the basis of what has been read so far.
RC15	Can use new vocabulary in discussions about books and texts. (ELG)			RC14	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
				RC15	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing - Transcription

	Year R		Year 1		Year 2
WT1	Use some of their print and letter knowledge in their early writing	WT1	Spelling (see English Appendix 1) Pupils should be taught to: spell words containing each of the 40+ phonemes already taught	WT1	Pupils should be taught to spell by: Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
WT2	Write some or all of their name	WT2	Spell common exception words	WT2	Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
WT3	Write some letters accurately.	WT3	Spell the days of the week	WT3	Learning to spell common exception words
WT4	Spell words by identifying the sounds and then writing the sound with letter/s.	WT4	Name the letters of the alphabet: naming the letters of the alphabet in order	WT4	Learning to spell more words with contracted forms.
WT5	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	WT5	Name the letters of the alphabet: using letter names to distinguish between alternative spellings of the same sound	WT5	Learning the possessive apostrophe (singular), for example, the girl's book.
WT6	Spell words by identifying sounds in them and representing the sounds with a letter or letters;	WT6	add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs	WT6	Distinguishing between homophones and near homophones
WT7	Write recognisable letters, most of which are correctly formed;	WT7	using the prefix un-	WT7	Add suffixes to spell longer words, e.g. -ment, -ness, -ful, -less, -ly
		WT8	using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	WT8	Apply spelling rules and guidelines, as listed in appendix 1
		WT9	Apply simple spelling rules and guidance, as listed in English Appendix 1	WT9	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
		WT10	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.		

Handwriting

	Year R		Year 1		Year 2
WH1	Form lower-case and capital letters correctly.	WH1	Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly	WH1	Pupils should be taught to Form lower case letters of the correct size relevant to one another.
WH2	Write recognisable letters, most of which are correctly formed;	WH2	begin to form lower-case letters in the correct direction, starting and finishing in the right place	WH2	Start using some of the horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
		WH3	form capital letters	WH3	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
		WH4	form digits 0-9	WH4	Use spacing between words that reflects the size of letters.
		WH5	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.		

Composition

	Year R		Year 1		Year 2
WC1	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	WC1	Pupils should be taught to: □ write sentences by: □ saying out loud what they are going to write about	WC1	Pupils should be taught to Develop a positive attitude towards and stamina for writing by writing narratives about personal experiences and those of others (real and fiction)
WC2	Re-read what they have written to check that it makes sense.	WC2	Composing a sentence orally before writing it	WC2	Develop a positive attitude towards and stamina for writing by writing about real events
WC3	Spell words by identifying sounds in them and representing the sounds with a letter or letters;	WC3	Sequencing sentences to form short narratives	WC3	Develop a positive attitude towards and stamina for writing by writing poetry
WC4	<u>Write simple phrases and sentences that can be read by others.</u>	WC4	Re-reading what they have written to check that it makes sense	WC4	Develop a positive attitude towards and stamina for writing by writing for different purposes.
		WC5	Discuss what they have written with the teacher or other pupils	WC5	Consider what they are going to write about before beginning by planning or saying out loud what they are going to write about
		WC6	Read aloud their writing clearly enough to be heard by their peers and the teacher.	WC6	Consider what they are going to write about before beginning by writing down ideas and/or key words, including new vocabulary.
				WC7	Consider what they are going to write about before beginning by encapsulating what they want to say, sentence by sentence
				WC8	Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.
				WC9	Make simple additions, revisions and corrections to their own writing by re reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
				WC10	Make simple additions, revisions and corrections to their own writing by proofreading to check errors in spelling, grammar and punctuation.
				WC11	Make simple additions, revisions and corrections to their own writing by reading aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, grammar and punctuation

	Year R		Year 1		Year 2
VGP1	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	VGP1	Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by leaving spaces between words	VGP1	Pupils should be taught to Develop their understanding of the concepts set out in English Appendix 2 by: Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.
		VGP2	Joining words and joining clauses using and	VGP2	Learn how to use Sentences with different forms; statement, question, exclamation, command
		VGP3	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	VGP3	Learn how to use expanded noun phrases to describe and specify.
		VGP4	Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	VGP4	Learn how to use the present and past tenses correctly and consistently including the progressive form
		VGP5	Learning the grammar for year 1 in English Appendix 2 .	VGP5	Learn how to use subordination (using if, when, that, or because) and coordination (using or, and or but)
		VGP6	Use the grammatical terminology in English Appendix 2 in discussing their writing.	VGP6	Learn how to use the grammar for year 2 in English Appendix 2 .
				VGP7	Learn how to use some features of written Standard English.

William Austin Infant School - Progression map for Mathematics. Year R to Year 2.

		Unit: Number and Place Value	
Reception		Year 1	Year 2
Counting.	<p><u>Children in Reception will be learning to:</u></p> <ul style="list-style-type: none"> - Count objects, actions and sounds. - Subitise - Link the number symbol (numeral) with its cardinal number value. - Count beyond ten. - Compare Numbers - Understand the 'one more than/one less than' relationship between consecutive numbers. - Explore composition of numbers to 10. - Automatically recall number bonds for numbers 0-5 and some to 10. <p><u>End of Year:</u> <u>Early Learning Goal - Number:</u></p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p><u>Early Learning Goal - Numerical Patterns:</u></p> <ul style="list-style-type: none"> - Verbally count beyond 20 recognising the pattern of the counting system. - Explore and represent pattern within numbers up to 10, including evens and odd, double facts and how quantities can be distribute equally 	<ul style="list-style-type: none"> - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens - Given a number, identify one more and one less. 	<ul style="list-style-type: none"> - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward. - Given a number, identify one more and one less
Comparing Numbers.	<p><u>Children in Reception will be learning to:</u></p> <ul style="list-style-type: none"> - Compare numbers - using the vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'. <p><u>End of Year:</u> <u>Early Learning Goal - Numerical Patterns:</u></p> <ul style="list-style-type: none"> - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. 	<ul style="list-style-type: none"> - Use the language of: equal to, more than, less than (fewer), most, least 	<ul style="list-style-type: none"> - Compare and order numbers from 0 up to 100; use <, > and = signs
Identifying, representing and estimating numbers.		<ul style="list-style-type: none"> - Identify and represent numbers using objects and pictorial representations including the number line. 	<ul style="list-style-type: none"> - Identify, represent and estimate numbers using different representations, including the number line.

William Austin Infant School - Progression map for Mathematics. Year R to Year 2.

Reading and Writing Numbers.		- Read and write numbers from 1 to 20 in numerals and words. (Progression onto within 100 throughout the year but NC statement reflects 20).	- Read and write numbers to at least 50 and then onto 100 in numerals and in words.
Understanding Place Value.			- Recognise the place value of each digit in a two-digit number (tens, ones)

Vocabulary Progression for Number and Place Value.

Number and Place Value Vocabulary	Zero Number One, two, three.... to twenty and beyond. Eleven Twelve Teen numbers - thirteen, fourteen... How many? None Count Count on Count back More Less, few Odd Even Pattern Pair Subitise Ones Tens Digit Place Order More, Larger, Bigger, Greater Fewer, fewest, smaller, smallest, least One more One less Compare Order First, second, third.	Same as EYFS, plus: Numbers to 100. Numerals Words One-digit number Two-digit number Teen and ty numbers Forwards Backwards Multiples Multiples of 2, 5 and 10. Equal to More than Less than Most Fewer Identify Represent Calculate One more, ten more One less, ten less	Same as EYFS and Year 1, plus: Ones, tens, hundreds Three-digit number Multiples of 2, 3, 5 and 10. The same as Equivalent to
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**William Austin Infant School - Progression map for Mathematics.
Year R to Year 2.**

Unit: Number - Addition and Subtraction			
	Reception	Year 1	Year 2
Number Bonds.	<p><u><i>Children in Reception will be learning to:</i></u></p> <ul style="list-style-type: none"> - Automatically recall number bonds for numbers 0-5 and some to 10. <p>End of Year: <u><i>Early Learning Goal:</i></u> Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<ul style="list-style-type: none"> - Represent and use number bonds and related subtraction facts within 20. 	<ul style="list-style-type: none"> - Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
Mental Calculation.		<ul style="list-style-type: none"> - Add and subtract one-digit and two-digit numbers to 20, including zero - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. (appears also in Written Methods) 	<ul style="list-style-type: none"> - Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> o a two-digit number and ones o a two-digit number and tens o two two-digit numbers o adding three one-digit numbers - Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
Written Methods		<ul style="list-style-type: none"> - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. (appears also in Mental Calculation) 	
Problem Solving		<ul style="list-style-type: none"> - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	<ul style="list-style-type: none"> - Solve problems with addition and subtraction: <ul style="list-style-type: none"> o Using concrete objects and pictorial representations, including those involving numbers, quantities and measures. o Applying their increasing knowledge of mental and written methods.
Inverse operations, estimating and checking answers.			<ul style="list-style-type: none"> - Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.



Maths Curriculum Overview

**William Austin Infant School - Progression map for Mathematics.
Year R to Year 2.**

Vocabulary Progression for Addition and Subtraction.

Addition and Subtraction Vocabulary	How many? None Count Count on add Addition plus Subtract Subtraction Count back Pattern Subitise Ones Tens Digit More, Larger, Bigger, Greater Less, Fewer, fewest One more One less Number Number line Single digit Answer Doubling Halving Sharing Numbers to twenty Check	Same as EYFS, plus: Numbers to 100. Numerals Words One-digit number Two-digit number Teen and ty numbers Forwards Backwards Equal to Same as More than Less than Most Fewer Identify Represent Calculate One more, ten more One less, ten less Altogether In total Plus Add Addition Subtract Subtraction Minus Difference How many left? Number Sentence	Same as EYFS and Year 1, plus: Ones Tens Hundreds Addend Sum Minuend Subtrahend Difference Inverse Commutative Missing number Estimate Number facts
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**William Austin Infant School - Progression map for Mathematics.
Year R to Year 2.**

Unit: Number - Multiplication and Division.			
	Reception	Year 1	Year 2
Facts	-Numerical patterns <ul style="list-style-type: none"> o Doubling o Halving and sharing o Odds and evens <p><u>End of Year:</u> <u>Early Learning Goal: Numerical Patterns.</u></p> <ul style="list-style-type: none"> - Verbally count beyond 2, recognising the pattern of the counting system. - Explore and represent pattern within numbers up to 10, including evens and odd, double facts and how quantities can be distribute equally. 	- Count in multiples of twos, fives and tens (Linked to number and place value objective)	<ul style="list-style-type: none"> - Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward. (Linked to number and place value objective) - Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
Mental Calculation.			<ul style="list-style-type: none"> - Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
Written Methods			<ul style="list-style-type: none"> - Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.
Problem Solving		<ul style="list-style-type: none"> - Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<ul style="list-style-type: none"> - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.



Maths Curriculum Overview

**William Austin Infant School - Progression map for Mathematics.
Year R to Year 2.**

Vocabulary Progression for Multiplication and Division.

<p>Multiplication and Division Vocabulary</p>	<p>Sharing Doubling Halving Number pattern</p>	<p>Same as EYFS, plus: Odd numbers Even numbers Multiples Twos Fives Tens Number Repeated Addition Multiply Multiplication Times Divide Division Share Shared equally Groups of One step problem Answer Concrete object Pictorial representation Count Equals Write</p>	<p>Same as EYFS and Year 1, plus: Product Arrays Factor Lots of Groups of Multiplication facts Division facts Multiplication tables Calculate Two-step Problems</p>
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Maths Curriculum Overview

William Austin Infant School - Progression map for Mathematics.
Year R to Year 2.

<u>Unit: Number - Fractions.</u>			
	Reception	Year 1	Year 2
Recognising Fractions.		<ul style="list-style-type: none"> - Recognise, find and name a half as one of two equal parts of an object, shape or quantity. - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. 	<ul style="list-style-type: none"> - Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
Equivalence			<ul style="list-style-type: none"> - Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Vocabulary Progression for Fractions.

Fractions Vocabulary		Same as EYFS, plus: Fraction Object Shape Quantity Equal parts One whole Half Quarter	Same as EYFS and Year 1, plus: Two-quarters Three-quarters Thirds Two thirds Equivalent Equivalence
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**William Austin Infant School - Progression map for Mathematics.
Year R to Year 2.**

<u>Unit: Measurement.</u>			
	Reception	Year 1	Year 2
Comparing and Estimating.	<p><u>Children in Reception will be learning to:</u></p> <ul style="list-style-type: none"> - Compare length, weight and capacity. 	<ul style="list-style-type: none"> - Compare, describe and solve practical problems for: <ul style="list-style-type: none"> o lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] o mass/weight [e.g. heavy/light, heavier than, lighter than] o capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] o time [e.g. quicker, slower, earlier, later] - Sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. 	<ul style="list-style-type: none"> - Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ - Compare and sequence intervals of time.
Measuring and Calculating.		<ul style="list-style-type: none"> - Measure and begin to record the following: <ul style="list-style-type: none"> o lengths and heights o mass/weight o capacity and volume o time (hours, minutes, seconds) 	<ul style="list-style-type: none"> - Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
Measuring and Calculating - <u>Money.</u>		<ul style="list-style-type: none"> - Recognise and know the value of different denominations of coins and notes 	<ul style="list-style-type: none"> - Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value - Find different combinations of coins that equal the same amounts of money. - Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
Telling the Time	<ul style="list-style-type: none"> - Talk about Day and Night - Order Key Events in their Daily Routine - Describe when events happen - Begin to Measure time by counting or using timers. 	<ul style="list-style-type: none"> - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. - Recognise and use language relating to dates, including days of the week, weeks, months and years 	<ul style="list-style-type: none"> - Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. - Know the number of minutes in an hour and the number of hours in a day.

**William Austin Infant School - Progression map for Mathematics.
Year R to Year 2.**

Vocabulary Progression for Measure.

<p>Measure Vocabulary</p>	<p>Measure, Measurement, Compare , Solve, Size, Length, Height, Long, Longer, Longest Short, Shorter, Shortest Small, Tall Weight Heavy, Heavier, Heaviest Light, Lighter, Lightest Capacity Full, Empty Object Time Now, Before, Soon, Later, Next Yesterday, Today, Tomorrow Day, Week, Weekend, Month, Year Days of the week Morning, Afternoon, Evening, Night Bedtime, playtime, lunchtime</p>	<p>Same as EYFS, plus: Compare, Estimate Measure Non-Standard Unit of Measure Tall, Taller, Tallest Weigh Balance Scales, Balancing Scales Balanced, Unbalanced Full, Empty, Half full, Half empty, Almost full, Almost empty Time Slower, Faster Calendar Date Clock Analogue Clock Clock Face Second, Minute, Hour Minute Hand, Hour Hand O'clock Half Past Pound (£) £1, £2, £5, £10, £20. Pence (p) 1p, 2p, 5p, 10p, 20p, 50p. Coin Note</p>	<p>Same as EYFS and Year 1, plus: Standard Unit of Measure Centimetre (cm), Metre (m) Ruler, Metre Stick, Measuring Tape Width Distance Mass Weighing Scales Gram (g) Kilogram (kg) Litre (l) Millilitre (ml) Volume Capacity Temperature Thermometer Degrees Celsius (°C) Quarter past, Quarter to Duration Intervals Change</p>
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**William Austin Infant School - Progression map for Mathematics.
Year R to Year 2.**

Unit: Geometry - Properties of Shapes.			
	Reception	Year 1	Year 2
Identifying Shapes and their properties.	<p><i>Children in Reception will be learning to:</i></p> <ul style="list-style-type: none"> - Select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Compose and decompose shapes- recognising a shape can have other shapes within it, just as numbers can. - Continue, copy and create repeating patterns. 	<ul style="list-style-type: none"> - Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> o 2-D shapes [e.g. rectangles (including squares), circles and triangles] o 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres.] 	<ul style="list-style-type: none"> - Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line - Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
Drawing and constructing.	<ul style="list-style-type: none"> - Compose and decompose shapes- recognising a shape can have other shapes within it, just as numbers can. 		
Comparing and classifying.		<ul style="list-style-type: none"> - Compare and sort common 2-D and 3-D shapes and everyday objects 	<ul style="list-style-type: none"> - Compare and sort common 2-D and 3-D shapes and everyday objects

Vocabulary Progression for Shape

Shape Vocabulary		Same as EYFS, plus:	Same as EYFS and Year 1, plus:
	Shape Group Sort, Similarities, Differences, Same, Different 2D 3D Flat Solid Square Triangle Circle Rectangle Side Corner Cylinder Cube Cuboid Cone Sphere Face Pattern	Pentagon Hexagon Octagon Pyramid Prism Face Edge Vertex Vertices	Prism Right Angle Symmetrical Line of Symmetry Fold Mirror Line Reflection

**William Austin Infant School - Progression map for Mathematics.
Year R to Year 2.**

Unit: Geometry – Position and Direction.

	Reception	Year 1	Year 2
Position, direction and movement.		- Describe position, direction and movement, including half, quarter and three-quarter turns.	- Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)
Pattern	- Continue, copy and create repeating patterns.		- Order and arrange combinations of mathematical objects in patterns and sequences. (Including those in different orientations, in patterns and sequences).

Vocabulary Progression for Position and Direction

Position and Direction Vocabulary	Copy Create Repeating Pattern	Same as EYFS, plus: Describe Position Direction Movement Turn Turns Whole Half Quarter Three-quarter Left Right	Same as EYFS and Year 1, plus: Order Arrange Patterns Sequences Rotation Right angles Clockwise Anti-clockwise
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**William Austin Infant School - Progression map for Mathematics.
Year R to Year 2.**

Unit: Statistics.		
	Reception	Year 1
Interpreting, constructing and presenting Data.		<div style="text-align: right;">Year 2</div> <ul style="list-style-type: none"> - Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. - Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. - Ask and answer questions about totalling and comparing categorical data.

Vocabulary Progression for Statistics

Statistics Vocabulary		Year 2: Interpret Construct Pictograms Tally Charts Block Diagrams Table Ask Answer Questions Counting Category Sorting Quantity Totalling Comparing Categorical Data
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William Austin Infant School - Progression map for Mathematics.
Year R to Year 2.

Vocabulary Progression for Reasoning and Problem Solving

Reasoning and Problem Solving Vocabulary	Listen Join in Think Imagine Start from Start with Point to Put Place Change Carry on What comes next? Find Choose Collect Make Build Tell me Explain Show me Count Solve Work out Check	(KS1) Same as EYFS, Plus: Arrange Rearrange Change Separate Continue Repeat Describe Describe the Rule/pattern Predict Record Trace Same Different Odd one out Reason Explain why How do you know? Always, Sometimes, Never Number facts Find all Another way A different way In a different order Investigate
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SCIENCE CURRICULUM OVERVIEW

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Year R	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st	Myself and PWP - Hungry Caterpillar	<ul style="list-style-type: none"> • Changes - tall, taller, big, bigger, grow, changed, differences, similarities • Environment - trees, leaves, plants, flower • Senses - hear, taste, smell, hear, touch • Life Cycle of Butterfly - caterpillar, chrysalis, butterfly, food, crawl, fly • Body parts - hands, head, shoulders, knees, feet, fingers, toes 	<ul style="list-style-type: none"> - I can talk about how I have changed since I was a baby - I can talk about the changes I see in the environment - I can describe what I see, hear and feel whilst outside - I can understand the key features of the life cycle of a butterfly - I can know the names of different body parts 	<p>Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire-fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<ul style="list-style-type: none"> - Able to spot similarities and differences between them and their friends <p>Investigation Tray</p> <ul style="list-style-type: none"> - Explore using senses - Sand and moulds - wet - Playdough and cornflour - Explore different materials freely - Different pasta to make a skeleton - Magnets with magnetic objects - Explore and talk about different forces - Talk about changes
Autumn 2 nd	Seasons - changing weather	<ul style="list-style-type: none"> • Environment - trees, leaves, plants, flower • Senses - hear, taste, smell, see, touch • Materials - soft, hard, fluffy, bendy, not bendy, rough 	<ul style="list-style-type: none"> - I can talk about the changes I see in the environment - I can describe what I see, hear and feel whilst outside - I can talk about the changes in materials 	<p>Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire-fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p>Investigation Tray</p> <ul style="list-style-type: none"> - Magnifying glasses, fir cones and twigs - Talk about what they see - Explore how things work - Magnets with magnetic objects - Ramps and cars - Explore different materials - Pots, soil and seeds - Talk about differences between materials
Spring 1 st	Healthy eating, seasons - changing weather,	<ul style="list-style-type: none"> • Foods - healthy, unhealthy, good for you, bad for you. • Fruits and Vegetables - apples, bananas, pears, oranges, carrots, peas - plus 	<ul style="list-style-type: none"> - I can identify and sort healthy and unhealthy foods - I can identify a range of fruits and vegetables - I know that some foods are unhealthy. 	<p>Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of</p>	<p>Investigation Tray</p> <ul style="list-style-type: none"> - Talk about what they see - Explore how things work - Magnets with magnetic objects - Ramps and cars - Make own dough with flour and water

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	changes of form	any other fruits and vegetables that children can name.		society such as police officers, nurses and fire-fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.	<ul style="list-style-type: none"> - Big teeth, toothbrushes and toothpaste - Fruit and vegetable chopping
Spring 2 nd	Seasons	<ul style="list-style-type: none"> • Seasons - Spring, Autumn, Winter, Summer • Weather - hot, cold, windy, rainy, snow 	<ul style="list-style-type: none"> - I can understand the effects of the changing season - I know there are 4 seasons which have different weathers 	Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire-fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.	<ul style="list-style-type: none"> - Look at different environments - what is the weather like and what animals live there - England, Egypt, Greenland, Australia, Pakistan <p>Investigation Tray</p> <ul style="list-style-type: none"> - Understand effects of changing seasons - Use their senses in a hands-on exploration - Water and whisks - Explore senses - Soap flakes and whisks - Sand and moulds - Frozen shaving foam - Salt dough - make fruits - Water with food colouring and bears - Make a cave with wet sand and stones
Summer 1 st	Changes of form, changes, growing, plants	<ul style="list-style-type: none"> • Plants - leaves, flower, stem, roots, water, sunlight, grow, soil • Environment - trees, leaves, plants, flower • Senses - hear, taste, smell, see, touch 	<ul style="list-style-type: none"> - I am able to know the life cycle of a plant - I can talk about the changes they observe in their environment - I can plant and plant and care for it to help it grow - I can describe what I see, hear and feel whilst outside - I know what is needed to grow a plant 	Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire-fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.	<ul style="list-style-type: none"> - Make toast following instructions - discuss changes in bread and butter - Changes to mixtures once heated - children to make biscuits following instructions - Discuss main parts of a plant and discuss what is needed to make them grow - Which biscuit will dissolve first - gingerbread men - discuss what has happened to them <p>Investigation Tray</p> <ul style="list-style-type: none"> - Cornflour and clay tools

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			<ul style="list-style-type: none"> - I know what can be found outside in my environment and why we need to look after it 	<p>Enriching and widening children's vocabulary will support later reading comprehension.</p>	<ul style="list-style-type: none"> - Explore how things work - sand - sound pebbles and brushes - Use sense for hands on exploration - Magnets - Explore and talk about different forces - Water, bubbles and whisks - Bread/ and toast slices and magnifying glasses - water wheels and lentils
Summer 2 nd	Animals and their habitats	<ul style="list-style-type: none"> • Plants - leaves, flower, stem roots, water, sunlight, grow, soil • Animals - food, water, shelter, fish, fox, owl, camel, pig, cow, sheep • Habitats - sea, woodland, desert, farm, snow • Senses - hear, taste, smell, see, touch 	<ul style="list-style-type: none"> - I can talk about the life cycle of plants and animals and what they need to survive - I can explain that different animals need different things to survive - I can explain which animals, need different things to survive - I can explain which animals live in which habitats - I can describe what I see, hear and feel whilst outside - I can explain that different animals live in different habitats - I can explain why animals live in certain habitats 	<p>Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire-fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<ul style="list-style-type: none"> - Look at a zoo and what animals would you find there - Go on a minibeast hunt and make notes where they were found - Look at minibeasts and describe their habitat - Discuss what animals you find on a farm - Discuss different names between the adult and baby animals found on a farm (cow and calf, pig and piglet, sheep and lamb) <p>Investigation Tray</p> <ul style="list-style-type: none"> - Cornflour and clay tools - Explore how things work - sand - sound pebbles and brushes - Use sense for hands-on exploration - Magnets - Explore and talk about different forces - Water, bubbles and whisks - Bread/ and toast slices and magnifying glasses - water wheels and lentils

SCIENCE CURRICULUM OVERVIEW

Year 1	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st	Animals, including humans	<ul style="list-style-type: none"> Names of animal groups - fish, amphibians, reptiles, birds, mammals. Animal diets - carnivore, herbivore, omnivore Human and animal body parts - e.g neck, arms, elbow, legs, knees, face, eyes, nose, hair, mouth, teeth, hands, feet, tail, wings, feathers, fur, beak, fins, gills Human senses - sight, hearing, touch, smell, taste. Exploring senses - loud, quiet, soft, rough 	<ul style="list-style-type: none"> I can identify, name, draw and label the basic parts of the human body I can say which part of the body is associated with each sense I can identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense I can understand why some drinks are better for your teeth and why some drinks are not good for your teeth 	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Identify, name, draw and label the basics parts of the human body and say which part of the body is associated with each sense.</p> <p>Working Scientifically Statements:</p> <ul style="list-style-type: none"> - Asking questions - Making predictions - Evaluating - Research - Observation over time - Interpreting and communicating results 	<ul style="list-style-type: none"> Label parts of the human body and write why these parts are important Match body parts to their function Senses activity – Feely bag, sight table, taste table, smell, sound Write about difference sense and how they are used Go on a 'sense' hunt Make a sensory board Teeth experiment – eggshells in different liquids.
Autumn 2 nd	Seasonal changes	<ul style="list-style-type: none"> Seasons - Spring, Summer, Autumn, Winter, seasonal change. Weather - e.g sun, rain, snow, sleet, frost, ice, fog, cloud, hot/warm, cold, storm, wind, thunder, weather forecast Measuring weather - temperature, rainfall, wind direction, thermometer, rain gauge 	<ul style="list-style-type: none"> I can describe the weather symbols I can observe and describe weather I can describe the day length in Autumn I can describe and observe weather in Winter I can describe the weather in Winter and know what people do to keep warm and dry I can understand that certain types of weather can be dangerous 	<p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Working Scientifically Statements:</p> <ul style="list-style-type: none"> - Asking questions - Making predictions - Observing and measuring - Recording data - Pattern seeking 	<ul style="list-style-type: none"> Weather worksheet Weather symbol Outside weather recording Weather knowledge sharing Seasonal disc of Autumn Weather report Winter picture brainstorm Describe Winter to an alien Label extreme weather pictures and explain importance of weather forecast

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		<ul style="list-style-type: none"> • Day length - night, day, daylight 			-
Spring 1 st	Materials	<ul style="list-style-type: none"> • Names of materials - wood, plastic, glass, metal, water, rock, paper, cardboard, rubber, fabric • Properties of materials - hard, shiny, dull, stretchy, rough, smooth, bendy, not bendy, transparent, opaque, waterproof, not waterproof, absorbent, not absorbent, sharp, stiff • Previous vocabulary – object 	<ul style="list-style-type: none"> - I can identify and name a range of everyday materials including wood, plastic, glass, metal and rock. - I can sort man-made and natural materials - I can describe the simple physical properties of a variety of everyday materials - I can compare and group everyday materials by their properties - I can distinguish between an object and the material from which it is made - To predict and test materials 	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Working Scientifically Statements:</p> <ul style="list-style-type: none"> - Asking questions - Recording data - Interpreting and communicating results - Evaluating - Fair testing - Observation over time - Grouping and classifying - Setting up tests - Interpreting and communicating results 	<ul style="list-style-type: none"> - Name and compare materials - Sort natural and man-made materials - Sort materials on table - Name the object, the material it is made from and the properties - Material investigation
Spring 2 nd	Season change	<ul style="list-style-type: none"> • Seasons - Spring, Summer, Autumn, Winter, seasonal change. • Weather - e.g sun, rain, snow, sleet, frost, ice, fog, cloud, hot/warm, cold, storm, wind, thunder, weather forecast • Measuring weather - temperature, rainfall, wind direction, thermometer, rain gauge. • Day length - night, day, daylight 	<ul style="list-style-type: none"> - I can describe how day length varies from winter to spring - I can observe and describe weather associated with spring - I can observe changes across Spring by going on a Spring walk - I can observe and describe how day length varies from Spring to Summer - I can identify and discuss changes across the four seasons 	<p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Working Scientifically Statements:</p> <ul style="list-style-type: none"> - Asking questions - Making predictions - Observing and measuring - Recording data - Pattern seeking 	<ul style="list-style-type: none"> - Observation of trees and clothes people wear in Spring - Weather report activity - Signs of Spring worksheet - Observation of trees and clothes people wear in Summer - Identify and sort pictures according to the correct season
Summer 1 st	Plants and trees	<ul style="list-style-type: none"> • Names of common plants - wild plant, garden plant, evergreen tree, deciduous tree, common flowering plant, weed, grass 	<ul style="list-style-type: none"> - I can identify and discuss parts of a plant and tree - I can classify and name deciduous and evergreen trees 	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p>	<ul style="list-style-type: none"> - Plant sunflowers - Label plant activity - Sort pictures of deciduous and evergreen trees

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		<ul style="list-style-type: none"> • Name some features of plants - e.g flower, vegetable, fruit, berry, leaf/leaves, blossom, petal, stem, trunk, branch, root, seed, bulb, soil • Name of some common types of plants - e.g sunflower, daffodil 	<ul style="list-style-type: none"> - I can identify and name deciduous and evergreen trees - I can identify and name wild and garden plants - I can identify and name garden plants and trees 	<p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Working Scientifically Statements:</p> <ul style="list-style-type: none"> - Asking questions - Making predictions - Observing and measuring - Recording data - Research - Observation over time - Grouping and classifying - Pattern seeking 	<ul style="list-style-type: none"> - Identify different trees by looking at their leaves - Children create their own gardens - Write about trees and plants they have in their garden
Summer 2 nd	Animals, including humans	<ul style="list-style-type: none"> • Names of animal groups - fish, amphibians, reptiles, birds, mammals. • Animal diets - carnivore, herbivore, omnivore • Human and animal body parts - e.g., neck, arms, elbow, legs, knees, face, eyes, nose, hair, mouth, teeth, hands, feet, tail, wings, feathers, fur, beak, fins, gills • Human senses - sight, hearing, touch, smell, taste. • Exploring senses - loud, quiet, soft, rough 	<ul style="list-style-type: none"> - I can ask questions about animals - I can sort and group animals - I can classify animals into groups - I can identify animals in their environment - I can group animals to what they eat 	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Identify, name, draw and label the basics parts of the human body and say which part of the body is associated with each sense.</p> <p>Working Scientifically Statements:</p> <ul style="list-style-type: none"> - Asking questions - Making predictions - Research - Grouping and classifying 	<ul style="list-style-type: none"> - Choose animal outline and write about what they know already - Use a range of sources to answer questions - Sorting and classifying animals - Cut and sort animals into correct classification box - Children to group animals together by mammals, fish, birds and share what is similar - Group animals based on what they eat

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Year 2	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st and Autumn 2 nd	Uses of everyday materials	<ul style="list-style-type: none"> In addition to Year 1 vocabulary Changing shape - squash, bend, twist, stretch Properties of materials - e.g strong, flexible, light, hard wearing, elastic Other - suitability, recycle, pollution 	<ul style="list-style-type: none"> Identify and recognise the use of different materials. Explain properties of different materials. Carry out an investigation and investigate different materials. Investigate how the shape of materials can be changed by different forces. To test and collect data. To investigate the suitability of different materials and their properties. Carry out an enquiry to see which materials are best at keeping things dry. Gather resources, plan and create a new product using materials. Create an advert. 	<p>Identify and compare the suitability 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>Working Scientifically Statements:</p> <ul style="list-style-type: none"> Asking questions Making predictions Setting up tests Recording data Evaluating Fair testing Observation over time 	<ul style="list-style-type: none"> Sort materials and identify materials. Explain why items are made of particular materials. Boat experiment Push, Pull, Twist, Scrunch - experiment Prediction of forces applied to materials. Making umbrella out of paper, shoes out of cardboard and cutlery out of wool. Teddy bear coat - fair testing, prediction. Plan and create a product using other materials. Create an advert for your product.
Spring 1 st and Spring 2 nd	Animals including humans	<ul style="list-style-type: none"> In addition to Year 1 vocabulary Being born and growing - young, offspring, live, young, grow, develop, change, hatch, lay, fly, crawl, talk Young and adult names - e.g lamb and sheep, kitten and cat, duckling and duck Life-cycle stages - baby, toddler, child, teenager, adult, frogspawn, tadpole, froglet, frog Survival and staying healthy - basic needs, survival, food, air, exercise, diet, 	<ul style="list-style-type: none"> Recognise similarities/differences of living things and animals Recognise what humans need to stay alive. Create a human timeline. Sort and classify animals to their offspring. Investigate and measure body parts. Name different body parts and explain their importance. Explore how exercise improves health. Identify and explain the different food groups, 	<p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Working Scientifically Statements:</p> <ul style="list-style-type: none"> Asking questions 	<ul style="list-style-type: none"> Compare what humans and animals need to stay alive Answer questions on what humans need to stay alive. Create a human timeline of key stages. Match offspring to adults and compare needs of adults and offspring. Measuring body parts and scientific questioning of body parts. Label the body and explain the importance of body parts.

SCIENCE CURRICULUM OVERVIEW

		<p>nutrition, healthy, balanced diet, hygiene, germs.</p> <ul style="list-style-type: none"> • Food groups - fruits and vegetables, proteins, dairy and alternatives, carbohydrates, oil and spreads, fats, salt, sugar 	<ul style="list-style-type: none"> - Create a balanced meal - Discuss ways of staying clean. - Recognise the importance of a healthy lifestyle. 	<ul style="list-style-type: none"> - Observing and measuring - Recording data - Interpreting and communicating results - Evaluating - Research - Pattern seeking - Grouping and classifying 	<ul style="list-style-type: none"> - Partake in different exercises and record results. - Write about different food groups - Create a menu of different meals using food groups. - Hygiene comic strip - Healthy lifestyle worksheet.
<p>Summer 1st</p>	<p>Living things and their habitats</p>	<ul style="list-style-type: none"> • Living or dead - living, dead, never living, not living, alive, never been alive, healthy • Habitats (including microhabitats) - depend, shelter, safety, survive, suited, space, minibeast, air • Life processes - movement, sensitivity, growth, reproduction, nutrients, excretion, respiration • Food chain: food sources - food, producer, consumer, predator, prey • Names of habitats and microhabitats - e.g under leaves, woodlands, rainforest, sea shore, ocean, urban, local habitat • Previous vocabulary - senses, carnivore, herbivore, omnivore, seed, water 	<ul style="list-style-type: none"> - I can sort animals to their animal groups - I can compare the similarities and differences of a living and non-living animals - Compare the similarities and differences of a living, non-living animals and never lived - To identify animals' habitats and explain why they live here - To recognise different micro habitats - Understand what a carnivore, herbivore and omnivore is - Understand a food chain and show how animals get their food 	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitat, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Working Scientifically Statements:</p> <ul style="list-style-type: none"> - Asking questions - Observing and measuring - Recording data - Evaluating - Research - Grouping and classifying 	<ul style="list-style-type: none"> - Sort animals to animal groups - Compare living and non-living explaining similarities and differences. - Explain what you know about something that is alive, once alive and never alive - Match habitats and answer questions - Micro-habitat hunt - Sort animals into carnivores, herbivores and omnivores using a Venn diagram - To make a food chain.



SCIENCE CURRICULUM OVERVIEW

Summer 2nd	Plants	<ul style="list-style-type: none"> ● In addition to Year 1 vocabulary ● Growth of plants - germination, shoot, seed dispersal, grow, food store, life cycle, die, wilt, seedling, sapling ● Needs of plants - sunlight, nutrients, light, healthy, space, air ● Name different types of plants - e.g bean, plant, cactus ● Names of different habitats - e.g rainforest, desert ● Previous vocabulary - water, temperature, warm, hot, cold, habitat 	<ul style="list-style-type: none"> - I can recognise the different features of a plant - I can recognise and compare seeds and bulbs - I can understand what a plant needs to grow - I can describe what plants need to grow - I can explain the outcome of a controlled investigation 	<p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><u>Working Scientifically Statements:</u></p> <ul style="list-style-type: none"> - Asking questions - Observing and measuring - Setting up tests - Recording data - Evaluating - Fair testing - Research - Observation over time - Grouping and classifying 	<ul style="list-style-type: none"> - Draw and label a diagram of a plant - Examine seeds and bulbs under a magnifying glass - Write a bean diary - Make predictions on plant condition experiment - Sunflower life cycle - Set of instructions on how to grow a plant
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Year R	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st	Families	<ul style="list-style-type: none"> Family member names, such as mum, dad, brother, sister, aunty, uncle, grandmother, grandfather, cousin. Past, present, before, after, then, now. Older, younger Family, family tree Yesterday, today, tomorrow 	<p>I can talk about my immediate family.</p> <p>I can talk about members of my family who do not live in my house.</p> <p>I can talk about how my family has changed over time.</p> <p>I can compare my family with others and know that all families are different.</p>	<p>- Make connections between the features of their family and other families. (Birth-3)</p> <p>- Notice differences between people. (Birth - 3)</p> <p>- Begin to make sense of their own life-story and family's history. (3/4)</p> <p>- Continue developing positive attitudes about the differences between people (3/4)</p> <p>- Talk about members of their immediate family and community. (Reception)</p> <p>- Name and describe people who are familiar to them. (Reception)</p> <p>- Comment on images of familiar situations in the past. (Reception)</p> <p>- Talk about the lives of the people around them and their roles in society. (ELG)</p>	<p>- Discuss families and find out how our families are all different.</p> <p>- Look at photos of families and explore a family tree.</p> <p>- Read stories about families.</p> <p>- Draw pictures of your family.</p> <p>- Label the family members.</p>
Spring 1 st	People Who Help Us (Exploring how certain professions such as Police and Nurses have changed over time)	<ul style="list-style-type: none"> Past, present, before, after, then, now. A long time ago Old Change, different Photograph, picture 	<p>I can understand that life was different for people in the past.</p> <p>I can understand that jobs have changed due to changes over time.</p> <p>I can compare photographs from the past and present.</p>	<p>- Notice differences between people. (Birth - 3)</p> <p>- Talk about what they see, using a wide vocabulary. (3/4)</p> <p>- Show interest in different occupations. (3/4)</p> <p>- Explore how things work. (3/4)</p> <p>- Continue developing positive attitudes about the differences between people. (3/4)</p> <p>- Comment on images of familiar situations in the past. (Reception)</p> <p>- Compare and contrast characters from stories, including figures from the past. (Reception)</p> <p>- Talk about the lives of the people around them and their roles in society. (ELG)</p> <p>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG)</p> <p>- Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)</p>	<p>Explore photos of Nurses in the past. Children to talk about what they can see and whether they think this is a photo from the present or the past. Discuss what makes them think this. Compare with a recent photo. Children to talk about what is different and how they think the job has changed.</p> <p>Explore photos of Police Officers in the past. Children to talk about what they can see and whether they think this is a photo from the present or the past. Discuss what makes them think this. Compare with a recent photo. Children to talk about what is different and how they think the job has changed.</p>
Spring 2 nd	Toys and household objects of the past.	<ul style="list-style-type: none"> Past, present, before, after, then, now. A long time ago 	<p>I can say whether a toy is new or old.</p>	<p>- Talk about what they see, using a wide vocabulary. (3/4)</p> <p>- Explore how things work. (3/4)</p> <p>- Talk about the differences between materials and changes they notice. (3/4)</p>	<p>- Trip to Wardown House Museum to learn about and explore toys and household objects of the past.</p> <p>- Explore toys from different decades. How have toys changed over time?</p>

		<ul style="list-style-type: none"> • Old, new • Change, different, same • How old? • When I was little • How is it used? 	<p>I can talk about how toys have changed over time.</p> <p>I can understand that toys were different for people in the past.</p> <p>I can say whether a household object is new or old.</p> <p>I can talk about how household objects have changed over time.</p> <p>I can talk about the uses of different household items of the past.</p> <p>I can compare items from the past and present.</p>	<p>- Talk about members of their immediate family and community. (Reception)</p> <p>- Compare and contrast characters from stories, including figures from the past. (Reception)</p> <p>- Talk about the lives of the people around them and their roles in society. (ELG)</p> <p>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG)</p> <p>- Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)</p>	<p>Think about which toys you would like to play with and why?</p> <p>- Explore household objects from the past. Experience using these objects for their intended purposes. Why did people use these objects? What do we use instead?</p> <p>- Match toys to 'new' or 'old'</p> <p>- Match objects to 'new' or 'old'.</p> <p>- Write a report about household objects of the past. What does it look like? What is it used for? How do you use it?</p>
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Year 1	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st	All About Me topic Family and comparing school now and then	<ul style="list-style-type: none"> • Past and present • Family • William Austin • Historian • Chalk board • Whiteboards 	<p>I can explain who is in my family. I can explain who William Austin was.</p> <p>I can compare my school experience to what school was like for my parents.</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Significant historical events, people and places in their own locality.</p>	<ul style="list-style-type: none"> • Linking to Year R - Discuss who is in their family and create family tree. • Why is our school called William Austin? Who was William Austin? • School now and then – comparing school now to school for their parents and grandparents.
Autumn 2 nd	Half Term Topic- Changes and Patterns <ul style="list-style-type: none"> • (Geography Focus) 				
Spring 1 st	Half Term Topic: Travel and Transport Linking to Luton History with car manufacturing, airport and train station.	<ul style="list-style-type: none"> • Change, past, present, future • Invention • Carriage • Petrol car • Electric car • Steam engine • Railway • Motor 	<p>I can find out the different ways in which travel and transport has changed from past to present.</p> <p>I can find out about how cars have changed since they were invented.</p> <p>I can find out about George Stephenson's life and inventions.</p>	<p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<ul style="list-style-type: none"> • Sort transport for oldest to newest on a timeline. • Old and New Car Comparison Activity: Children use the Old and New Car Comparison Activity Sheet to identify differences between the cars.

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		<ul style="list-style-type: none"> • Transport • Travel • George Stephenson • Wright Brothers 	<p>I can understand how trains changed people's lives in the 19th century.</p> <p>I can find out about the different ways that humans have tried to fly throughout history.</p> <p>I can find out about the Wright brothers and the invention of the aeroplane.</p> <p>I can compare travel and transport of the past, present and future.</p>	<p>Significant historical events, people and places in their own locality.</p>	<ul style="list-style-type: none"> • Design and label a train. • Wright Brothers Role Play • Design your own transport vehicle which could be used in the future.
Spring 2 nd	<p>Half Term Topic: United Kingdom (Geography focus topic)</p> <p>History Link- Learning about Luton</p>	<ul style="list-style-type: none"> • Luton, • Hatters • Factory • Wardown Park • The Mall • Airport • Train Station 	<p>I can explain why Luton was famous.</p> <p>I can discuss places of historical interest in my town.</p>	<p>Significant historical events, people and places in their own locality.</p>	<ul style="list-style-type: none"> • All about Luton activity – describing areas of interest in Luton • Discussing the Luton Town FC badge and why they are called the 'Hatters'.
Summer 1 st	<p>Half Term Topic: Animals (Science Focussed Topic)</p>				
Summer 2 nd	<p>Half Term Topic: Plants</p> <p>History: Kings and Queens.</p> <p>Cross curricular links</p> <p>Royal parks and science topic of growing plants.</p> <p>King Charles 3rd and love of gardening and plants.</p> <p>Healthy heating and medieval banquet.</p> <p>DT making fruit bowls - royal banquets.</p>	<ul style="list-style-type: none"> • King • Queen • Royal • Monarch • Queen Elizabeth, Queen Victoria, King Richard • Medieval • Banquet • Coronation 	<p>I can explain the role of the Monarchy in the U.K</p> <p>I can find out and compare the lives of Queen Victoria and Queen Elizabeth.</p> <p>I can name some significant monarchs</p> <p>I can explain what food would have been at a medieval banquet and compare it to King Charles 3rd Coronation banquet.</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria.</p> <p>Significant historical events, people and places in their own locality.</p>	<ul style="list-style-type: none"> • The role of the monarch • Significant British Monarchs (Queen Victoria, Queen Elizabeth and King Charles 3rd) • Comparing Queen Elizabeth 1st and Queen Victoria • Medieval Royal Banquets – Comparing Richard 3rd's Coronation banquet and King Charles 3rd. – Designing a medieval coronation banquet.

Year 2	Topic	Vocab	I can statements	National Curriculum	Activities
Autumn 1 st	Nurses	<ul style="list-style-type: none"> Nurses, health, medicine, look after, infection, medical, hospital, disease, cholera, clean, supplies. Timeline, past, present, future. Problem, solution The First World War, Crimean War, wounded Lamp 	<ul style="list-style-type: none"> I can tell you some of the key events in Mary Seacole's life I can explain how Mary Seacole helped soldiers I can tell you how Mary Seacole improved nursing I can talk about the key events of Florence Nightingale's life. I can explain how Florence Nightingale helped soldiers. I can talk about how Florence Nightingale changed nursing. I can talk about how Florence Nightingale changed people's views of women. I can talk about ways in which nursing was different in the past. I can talk about some challenges that nurses of the past had to face. I can talk about nursing within our NHS. 	<p>Pupils should know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Pupils should understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>Pupils should gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<ul style="list-style-type: none"> Introduction to the History of Nursing - Children to write what they know about Nursing. Problem matching - Children to match the problem with the solution and the Historical nurse who solved the problem. Mary Seacole timeline activity. Mary Seacole reading comprehension. The First World War and Edith Cavell True and False statements. Learning about Nurses of the present and the NHS.
Spring 1 st	The Great Fire of London	<ul style="list-style-type: none"> Oven, ember, spark, fire Electricity, heating, lighting, cooking Thomas Farriner Bakery 1666, 2 September Pudding Lane, London Different, the same Buildings, material, wooden 	<ul style="list-style-type: none"> I can tell you when the Great Fire of London happened. I can tell you how the Great Fire of London started. I can tell you who was there when the fire started. I can tell you how the fire spread. I can tell you how we know what happened during this time. 	<p>Pupils should understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>Pupils should understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>	<ul style="list-style-type: none"> Learn facts about The Great Fire of London. The Great Fire of London quiz. Reading Samuel Pepys Diary. Learn timeline of events. Write own Diary entry about The Great Fire of London. Pretend to be the King or Queen and make a list of the changes you need to make to London as it is rebuilt. How would you rebuild London?

		<ul style="list-style-type: none"> • Spread, windy, close together, quickly, put out. • Sources, paintings, diary recounts, maps, newspaper articles, information, secondary resources. • Samuel Pepys • Firefighters, buckets, leather, fire break, destroyed. • Timeline, hundreds of years ago. 	<ul style="list-style-type: none"> • I can tell you how London was rebuilt after The Great 	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	
Summer 2 nd	Seaside	<ul style="list-style-type: none"> • Seaside, beach, coastline, pier, cliffs, port, island, surrounded. • Past, present, today, a long time ago, then, now. • Postcard • 1900's, Victorian times. • Sea-bathing • Bathing machines • Traditional • Why, how, compare. • Fact file. • Ice cream, fish and chips, sandcastles, water. 	<ul style="list-style-type: none"> • I can tell you what the Seaside is. • I can tell you that that Seaside has changed over time and some of the ways in which it has changed since the Victorian Era. • I can make a fact file. • I can sort photos of the Seaside from the past and present. 	<p>Pupils should understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<ul style="list-style-type: none"> • Sort pictures of seaside holidays from the past and present into the right box to say whether they are photos of today or long ago. • Make non-fiction fact file about the Seaside. • Making puppets. • Seaside quiz. • Write a postcard from a Seaside holiday.

Year R	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st	<ul style="list-style-type: none"> Myself <p>Explore the new school environment.</p> <p>Seasonal change – Begin to learn about autumn and the signs of autumn.</p>	school, toilets, coats, office, medical room, hall, dinner, Headteachers office, Year R classrooms, autumn, seasons, leaf, yellow, brown, orange, cold, dark	<ul style="list-style-type: none"> - I can observe and describe the geography of my school. - I can observe and describe the weather associated with autumn - I can observe and describe the changes caused by the autumn season. 	Explore their setting Draw information from a simple map Understand the effect of changing seasons on the natural world around them	<ul style="list-style-type: none"> - Look and explore a simple map of the school. - Walk around the new school environment. - Introduce different areas in the classroom. - An autumn walk around school - Discuss autumn and the changes that happen during the season.
Autumn 2 nd	<ul style="list-style-type: none"> Shape and measure <p>Seasonal change – Begin to learn about winter and the signs of winter.</p>	<ul style="list-style-type: none"> Season, weather, cold, snow, rain, winter, frost, ice. 	<ul style="list-style-type: none"> - I can observe the changes in seasons. - I can observe the changes in winter. - I can look for signs of winter. 	Understand the effects of changing seasons on the natural world around them.	<ul style="list-style-type: none"> - Discuss the changes in season and introduce the season winter. - A winter walk around school, looking for signs of winter.
Spring 1 st	<ul style="list-style-type: none"> Health and Self Care 				
Spring 2 nd	<ul style="list-style-type: none"> Environments, countries and bears. <p>England and comparing different countries to England.</p> <p>Seasonal change – learn about the spring and how it is different to summer.</p>	<ul style="list-style-type: none"> Country, England, capital city, money, pound, London, weather, sunny, snowy, rainy, windy, cold, warm, season, spring, map, Egypt, desert, animals, environment, Greenland, animal, beach, Pakistan. 	<ul style="list-style-type: none"> - I can observe the changes in seasons. - I can observe the changes in spring. - I can name the country that I live in. - I can name different countries around the world. - I can locate countries on a map. - I can identify the key features of a country. - I can understand how countries have different types of weathers and compare it to this country. - I can recognise the differences and similarities between this country and other countries - I can draw information from a simple map. 	Know there are different countries in the world and talk about the difference they have experienced or seen in photos Draw information from a simple map Recognise similarities and differences between life in this country and in other countries Recognise some environments that are different to the one they live Know there are different countries in the world and talk about the difference they have experienced or seen in photos	England and seasons <ul style="list-style-type: none"> - Look at the country England – capital city, famous buildings, money and weather. - Discuss the 4 seasons and discuss spring and how it is different to winter. - Look at the environment forest and what lives there. Egypt <ul style="list-style-type: none"> - Compare the desert in Egypt to the country Egypt. - Compare how the country is different or the same as to where we live. Greenland <ul style="list-style-type: none"> - Look at the environment (snow) in Greenland. - Compare how the country is different or the same as to where we live. Australia <ul style="list-style-type: none"> - Discuss weather, flag, landmarks, animals etc.

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					<ul style="list-style-type: none"> - Look at the environment beach. - Locate it on the map and discuss how long it would take to get there. <p>Pakistan</p> <ul style="list-style-type: none"> - Look at the country Pakistan, how is it the same/different to where we live?
Summer 1 st	<ul style="list-style-type: none"> • Gingerbread Man and instructions. 				
Summer 2 nd	<ul style="list-style-type: none"> • Animals and mini-beasts 				

Geography Curriculum Overview

Year 1	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st	<ul style="list-style-type: none"> Our World - Geography of the school. 	<ul style="list-style-type: none"> Landmarks, map, route, directions, left, right, forwards, backwards, human features, physical features. 	<ul style="list-style-type: none"> - I can observe and describe the geography of my school. - I can use simple fieldwork and observation skills to study the geography of our school and its school grounds. - I can use aerial photographs to explore the school and the area surrounding it. - I can identify and place key features on a map. - I can plan a route and give directions. 	<p><u>Geographical skills and fieldwork -</u></p> <p>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> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Collage/junk modelling of street landmarks.</p> <p>Walk around the school noticing key features. Then place the key features on a map.</p> <p>Plan a route to the Year 2 Playground. Give directions forward, backwards, left, right. Describe and plot landmarks found on route.</p>
Autumn 2 nd	<ul style="list-style-type: none"> Patterns and Changes - Seasonal and weather patterns in the United Kingdom. 	<ul style="list-style-type: none"> Seasons, winter, autumn, summer, spring, weather, sunny, rainy, windy, stormy, snowy, cloudy, misty, foggy, day length. 	<ul style="list-style-type: none"> - I can name the four seasons. - I can observe and describe the weather associated with the different seasons. - I can observe and describe the changes caused by the seasons. - I can use simple fieldwork observation skills to explore the changes caused by the change of seasons. - I can understand how day length varies across the seasons. - I can monitor daily weather patterns. 	<p><u>Geographical skills and fieldwork</u></p> <p>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> <p><u>Human and Physical Geography</u></p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Discuss and name the different seasons.</p> <p>Observe and describe weather associated with the different seasons and how day length varies. Focus on current season – Autumn.</p> <p>Describe changes taking place – what do we need to wear? Design an 'autumn' outfit.</p> <p>Walk around the local area to explore what is happening to the trees and plants.</p> <p>Focus on changes within Winter. What do we expect to happen to our surroundings in winter? Make a prediction. What might we need to wear in Winter?</p> <p><u>Science</u> Learn about the different seasons - main focus autumn and winter. How day length varies and monitoring the weather.</p>
Spring 1 st	<ul style="list-style-type: none"> Travel and Transport – History focus. 				

Geography Curriculum Overview

Spring 2nd	<ul style="list-style-type: none"> United Kingdom - Name, locate and identify the key characteristics in the United Kingdom 	<ul style="list-style-type: none"> United Kingdom, country, map, globe, capital city, England, Northern Ireland, Scotland, Wales, Edinburgh, Cardiff, London, Belfast, sea, English Channel, North Sea, Celtic Sea, Ariel photograph, Luton, Countryside, city, town, village, house. 	<ul style="list-style-type: none"> - I can name the town that I live in and its key features. - I can compare our town Luton to a countryside. - I can identify and name the four countries in the UK. - I can locate the UK and the countries in the UK on a map. - I can name and identify the capital cities in the UK. - I can identify the capital cities on a map. - I can identify the key features of the countries in the UK. - I can observe aerial view photographs. 	<p><u>Geographical skills and Fieldwork</u></p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>identify seasonal and daily weather patterns in the United Kingdom</p> <p><u>Locational Knowledge</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Luton</p> <p>Identify key places in Luton and label them. Compare the town of Luton to the countryside</p> <p>United Kingdom</p> <p>Learn about the location of the four countries. Locate the countries on a map.</p> <p>Capital Cities</p> <p>Name and identify the four capital cities in the UK. Identify the cities on a map.</p> <p>Exploring the UK</p> <p>Explore the key features of the countries in the UK. Observe aerial view photographs.</p> <p>Surrounding Seas</p> <p>Explore the surrounding seas around the UK.</p>
Summer 1st	Plants – Labelling and classifying trees in the local environment	<ul style="list-style-type: none"> Map, trees, soil, ground, school, north, south, east, west, near, far, left, right. 	<ul style="list-style-type: none"> - I can name the four seasons. - I can observe and describe the weather associated with the different seasons. - I can observe and describe the changes caused by the seasons. - I can use simple fieldwork observation skills to explore the changes caused by the change of seasons. - I can understand how day length varies across the seasons. - I can monitor daily weather patterns. 	<p><u>Geographical skills and fieldwork -</u></p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds</p>	<p>Focus on changes within spring and summer. What do we expect to happen to our surroundings in summer? Make a prediction. What might we need to wear in summer?</p> <p>Plan a route around Whipsnade Zoo.</p>
Summer 2nd	Animals - Explore weather features and growth in Summer.	<ul style="list-style-type: none"> Seasons, winter, autumn, summer, spring, weather, sunny, rainy, windy, stormy, snowy, cloudy, misty, foggy, day length. 	<ul style="list-style-type: none"> - I can observe aerial photographs. - I can use simple fieldwork and observational skills to study the geography around the school. - I can use simple compass direction and directional language. 	<p><u>Human and physical geography</u></p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Explore trees in the local school environment and plot it on a map.</p> <p>Label and classify trees in the local environment</p>

Year 2	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1st	<ul style="list-style-type: none"> People who make a difference – History focus. 				
Autumn 2 nd	<ul style="list-style-type: none"> The Gambia 	<ul style="list-style-type: none"> Compass, directions, atlases, map, globe, United Kingdom, England, Northern Ireland, Wales, Scotland, sea, ocean, Irish Sea, English Channel, Atlantic ocean, Celtic sea, North Sea, Pacific ocean, Indian ocean, Arctic ocean, continents, Asia, Africa, North America, South America, Antarctica, Europe, Australia, Gambia, Banjul, human features, physical features, temperature, climate. 	<ul style="list-style-type: none"> - I can name, locate and identify key characteristics of the four countries in the United Kingdom and its surrounding seas. - I can name and locate the world's seven continents and five oceans. - I can name and locate the world's continents on a map. - I can recognise and name countries next to the equator and locate them on an atlas. - I can locate Gambia on a map and discuss its key features. - I can discuss the human and physical features of Gambia. - I can recognise the similarities and differences between Gambia and Luton. - I can use climate graphs to compare the climate and temperature of the UK and Gambia. - I can compare the living conditions of Gambia and the UK. 	<p>Locational knowledge Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge 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</p> <p>Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>	<ul style="list-style-type: none"> Recap learning from Year 1 - Label the countries, cities and the seas in the UK. Label the continents of the world and the 5 oceans. Name the countries near to the equator. Use 'Google Earth' to look at continents. Find them in atlases and on globes. Locate Gambia on a map-introduce key facts discussing the images and comparing it to their locality. Discuss physical and human features. Compare the differences of Gambia to Luton. Discuss UK climate. Explore the climate/temperature in Gambia (Banjul) and the UK (London) – explore at the differences by looking at the climate graphs. Explore the living conditions/ lifestyle of Gambia. Discuss the differences to UK and their own living conditions.
Spring 1 st	<ul style="list-style-type: none"> Great Fire of London-History Focus 				
Spring 2 nd	<ul style="list-style-type: none"> Roald Dahl – History focus 				
Summer 1st	<ul style="list-style-type: none"> Window 	<ul style="list-style-type: none"> Luton, aerial view, map, human features, physical features, grass, town, tree, building, hill, soil, symbols, key, near, far, right, left. 	<ul style="list-style-type: none"> - I can use Google Earth to explore the aerial view of my school. - I can identify physical and human features in my local area. 	<p>Human and physical geography Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea,</p>	<ul style="list-style-type: none"> Look at aerial views of the school from Google Earth. Visit the playground and label the various features,

Geography Curriculum Overview

			<ul style="list-style-type: none"> - I can name and label the physical and human features in my local area. - I can create a map of my local environment using basic symbols and a key. 	<p>ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Geographical skills and fieldwork</u></p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>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>	<p>talking about their relative positions</p> <ul style="list-style-type: none"> • Describe the view from their classroom window using noun phrases and different sentence types. • Children start creating a map of their local environment (i.e. playground) using basic symbols and a key.
Summer 2 nd	<ul style="list-style-type: none"> • Seaside 	<ul style="list-style-type: none"> • United Kingdom, beach, seaside, coast, map, atlas, north, south, east, west, direction, key, key features, human features, physical features, beach, coast, cliff, sea, ocean, weather, sunny, summer, city, town, village, port, harbour, shop. 	<ul style="list-style-type: none"> - I can describe the key features of a seaside/coast in the UK. - I can explore maps and discuss what the symbols may mean. - I can describe direction using north, south, east and west. - I can use a map to locate beaches in the UK. - I can use an atlas to explore the key features of a beach in the UK. - I can create my own key to plot features of a beach in the UK - I can discuss and sort physical and human features of a seaside in the UK. 	<p><u>Human and physical geography</u></p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Geographical skills and fieldwork</u></p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<ul style="list-style-type: none"> • Explore key features of a seaside. What is a seaside and where do you find them? Look at features of the coast. • Explore maps and discuss what the symbols may mean. • Revise directions – north, south, east, and west. • Create their own key to plot features of the UK seaside, using atlases. • Discuss and sort physical and human features of a seaside.

Art and Design Curriculum Overview

<u>Year R</u>	<u>Topic</u>	<u>Vocabulary</u>	<u>I can statements</u>	<u>National Curriculum</u>	<u>Activities</u>
Autumn 1 st	Myself	Names of facial features - eyes, nose, mouth, hair, ears, skin tone colour names, paint brush, paint pot, wipe, paint Names of different materials e.g. paper, ribbon, card, foil, sting, art straws, lollipop sticks,	I can remember the words to a range of songs. I can give meaning to the marks I made. I can make up a story using the Small World. I can join different materials. I can show different emotions in my drawings and paintings. I can play instruments to express my feelings and ideas. I can use large movements to paint and make marks I can use one handed tools and equipment,	Explore colour (3-4) Remember and sing entire songs (3-4) Explore paint using brushes (B-3) Show different emotions in their drawings (3/4) Create closed shapes to represent objects (3/4) Remember and sing songs (3/4) Sing the melodic shape moving melody, such as up and down, down and up) of familiar songs (3/4) Explore different materials and use them to make different things. (3/4) Explore and use a variety of artistic effects to express ideas (rec) Explore and engage in music making (rec)	Large scale Elmer Decorate biscuit with smarties to look like patchwork like Elmer. Paint self-portraits to show different emotions: paint 2 faces - 1 happy and 1 sad. Transient art with leaves, twigs, stones Leaf friend picture Role Play - home corner Music – Charanga – Me
Autumn 2 nd	Shape and measure	Sing, actions, once upon a time, names of different materials like paper, card, fabric, string, foil, tissue paper, names of colours, mixing, textures,	I can sing and do actions for Christmas songs as part of the year group. I can develop storylines in pretend play. I can develop my own ideas and choice of materials to make a final product. I can explore different materials freely. I can explore colour and colour mixing. I can join different materials and explore different textures. I can use a comfortable grip with good control when holding pens and pencils.	Explore colour & colour mixing (3/4) Remember and sing entire songs (3/4) Listen attentively, move to and talk about music, expressing feelings and response (rec) Play instruments with increasing control to express their feelings. (3/4) Explore, use and refine a variety of artistic effects (rec) Respond to what they have heard , expressing their thoughts and feelings (3/4) Engage in music making & perform in groups (rec) Sing the melodic shape of familiar songs (3/4) Join different materials and explore textures (3/4)	Colour mixing - fireworks mix 5 different colours on a rocket. 2D shape abstract art work - same shape but different sizes. Christmas cards Charanga Autumn 2 - My Stories Christmas songs/play
Spring 1 st	People Who Help Us and Keeping Healthy	Fire engine, hand print, paint, collage, name of collage materials - art straws, match sticks, noodles, foil, paper, paint	I can use a variety of instruments to perform to others. I can use role play to show how people help us. I can use resources to create my own props. I can construct with a purpose in mind, using a variety of resources.	Explore, use and refine a variety of artistic effects to express ideas (rec) Explore colour (3/4) Move and talk about music, expressing their feelings and responses (rec)	Fire engine or police car hand print. Children to choose own way of putting on ladder & lights. Collage with red & yellow feathers Little Red Hen (children to choose how long legs are of hen, beak etc) Adult directed activity - drama/role play Charanga – Everyone
Spring 2 nd	Environments and countries	Names of paint techniques - print, stamp, paint, stroke, cut, rip, tear,	I can work in a group to create a piece of artwork collaboratively. I can use a range of resources to create my own props to aid role play. I can plan, evaluate and change where necessary.	Listen attentively, move to and talk about music, expressing their feelings responses. Explore, use and refine a variety of artistic effects (rec)	Create a forest scene using different media to create the trees etc Mother's Day cards Aboriginal art Charanga – Our World

Art and Design Curriculum Overview

			<p>I can manipulate materials to achieve a planned effect.</p> <p>I can move and talk about music.</p> <p>I can use the role play to act out a story.</p>		
Summer 1 st	<p>Instructions</p> <p>The Gingerbread Man</p>	<p>Roll, pat, features for the Gingerbread man, modelling clay.</p>	<p>I can use what I have learned about media and materials in an original way and explain my choices.</p> <p>I can select appropriate resources and adapt work where necessary.</p>	<p>Safely use and explore a variety of material's tools and techniques (ELG)</p> <p>Share their creations, explaining the process they have used (ELG)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas. (rec)</p>	<p>Adult led creative activity - joining/adapting - free choice of what</p> <p>Music – Charanga – Big Bear Funk</p> <p>Paint or collage a picture of their new cake.</p> <p>Create a new superhero vegetable.</p> <p>Make own Gingerbread man using model magic.</p>
Summer 2 nd	<p>Animals and Minibeasts</p>	<p>Names of different animals and minibeasts. Names of places where animals live – farm, zoo, in the wild.</p> <p>Names of patterns on animals and minibeasts bodies – stripes, patches, spots etc.</p> <p>Names of animal and minibeast body parts – wings, horn, tail, mane, legs, ears, eyes, trunk, etc.</p>	<p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</p> <p>I can return to and build on my previous learning, refining ideas and developing my ability to represent them.</p> <p>I can create collaboratively, sharing ideas, resources, and skills.</p>	<p>Children sing songs and dance. (ELG)</p> <p>Sing a range of well-known nursery rhymes and songs (ELG) They represent their own ideas, thought and feelings through role play. (ELG)</p> <p>Use a variety of tools and techniques, experimenting with colour and texture. (ELG)</p> <p>Safely use and explore a variety of materials, tools and techniques. (ELG)</p>	<p>Father's Day card</p> <p>Music – Charanga – Reflect, Rewind and Replay</p> <p>Songs about zoo animals, farm, mini beasts, 5 Little Ducks, Baa Baa Black Sheep, Mary Had a little Lamb</p> <p>Year group assembly songs</p> <p>Paint or collage their chosen minibeast</p> <p>Create a bridge from construction for the goats (DT)</p> <p>Create a troll face using different materials</p> <p>Draw/paint dinosaur of your own choice</p>

Year 1	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st	My World	<p>Portrait, names of the different features on a face, proportions, mix, names of paint colours for different skin tones – Light, fair, pale, medium, dark brown, deep.</p>	<p>I can practise drawing the features of a face.</p> <p>I can draw the features of a face in proportions.</p> <p>I can draw a portrait of a partner.</p> <p>I can mix colours to create different skin tones.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Practise drawing the features of a face.</p> <p>Look at and draw features of a face in proportions.</p> <p>Practise mixing colours to create skin tones to paint self-portraits.</p> <p>Add features to painted self-portraits.</p>
Autumn 2 nd	DT				
Spring 1 st	DT				
Spring 2 nd	United Kingdom	<p>Line drawings, wax crayons, acrylic paint, names of different tools,</p>	<p>I can explore and talk about the work of a local artist.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. 	<p>Children to look at work by Peter Hopper and create a wax crayon coloured background in preparation for their own version of his work.</p> <p>Children to plan a line drawing of a place in Luton.</p>

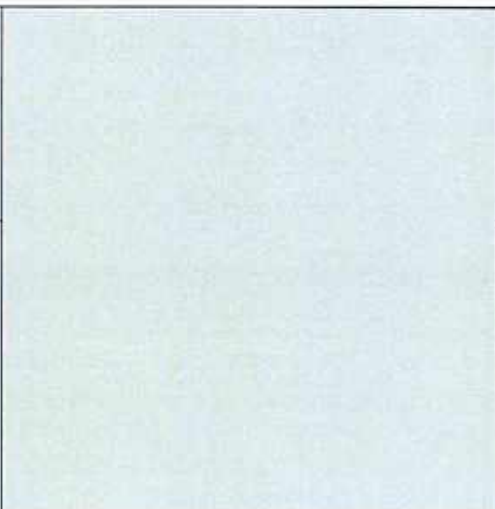
			<p>I can create my own version of an artist's work by creating lines to represent drawings.</p> <p>I can use a range of art and design techniques to create a line drawing on a local place.</p>	<ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To know 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. 	<p>Cover coloured background with black acrylic paint and score line drawing of a place in Luton from plan. Make Mother's Day cards.</p>
Summer 1 st	DT				
Summer 2 nd	Growth	<p>Henri Matisse, paintings, names of different fruit, shapes, colours and patterns, plan, design, names of different tools, clay, mould, evaluate</p>	<p>I can look at work by Henri Matisse and discuss the paintings thinking about the shapes, colours and patterns I can see.</p> <p>I can look closely at examples of fruit bowls.</p> <p>I can plan my own fruit bowl and thinking about - What shape will the bowl be? What fruit will I use? Will the bowl have a pattern?</p> <p>I can use a range of tools to design and make my fruit bowl smooth on the outside.</p> <p>I can use a range of tools to design and make patterns on my fruit bowl.</p> <p>I can evaluate my work.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space 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. 	<p>Children to plan their own version of a fruit bowl using the planning template.</p> <p>Children to use the clay to make a fruit bowl by rolling the clay into a ball and using their thumbs to make a hole in the middle. Children to use the kidney shaped tool to make the outside of the bowl smooth and the tools to create patterns on the fruit bowl.</p> <p>Children to paint their fruit bowls. Encourage children to mix the paints to make the colours they need when necessary.</p>

Year 2	Topic	Vocab	I can statements	National Curriculum	Activities
Autumn 1 st	People Who Made a Difference - Nurses	Colours of the rainbow – red, orange, yellow, green, blue indigo, violet; names of hot and cold colours, graffiti, murals, names of different mediums: dot paint, smudging, shading, water colours, compare, evaluate.	<p>I can say the names of the colours of the rainbow in order.</p> <p>I can name some hot and cold colours.</p> <p>I can use the work I have created to develop and share my ideas, experiences, and imagination.</p> <p>I can explore a wide range of techniques</p> <p>I can use different materials to create pieces of work.</p> <p>I can explore and talk about the similarities and differences between the works of a range of artists.</p> <p>I can evaluate pieces of artwork that I and others have created.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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 	<p>Look at the rainbow and consider the colours. Explore hot and cold colours.</p> <p>Create a rainbow using different mediums for the 7 colours - dotting paint, smudging chalk, watercolour paint, shading using a pencil, rubbing for texture using crayons, mark making using a colouring pencil, felt tips.</p> <p>Explore graffiti/murals and how this was used as a way of expression during lockdown.</p> <p>Look at the Banksy piece of art from Southampton hospital and Rachel List, and compare and respond with opinions and reasons.</p> <p>Draw a self-portrait and colour the background either hot or cold colours.</p> <p>Colour the portrait cold or hot colour (opposite to those used in the background).</p> <p>Verbal evaluation of art work through class discussions using knowledge in their analysis.</p>
Autumn 2 nd	DT				
Spring 1 st	The Great Fire of London.	Sculptor, shades, tints, shading, media, tones, mixing colours, background, skyline, hot/cold colours	<p>I can look at and discuss pieces of artwork from the past linked to an important event.</p> <p>I can explore the works of modern artists and the shades of colours and media they have used.</p> <p>I can create a piece of artwork using shades and tints of one colour.</p> <p>I can explore and talk about paint, shades, and tones by mixing colours.</p> <p>I can use what I learned about colours to create a background.</p> <p>I can build on my work by adding details to the background I created.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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. 	<p>Explore old art of the Great Fire of London and share their opinions.</p> <p>Share modern sculptor/artist David Best - share 2016 project.</p> <p>Explore colour and media.</p> <p>Create a hot or cold picture using only shades and tints of one hue (colour) + black and white</p> <p>Paint a background to represent the Fire of London</p> <p>Drawing a skyline of London onto their fiery skies - adding black acrylic detail.</p>
Spring 2 nd	DT				
Summer 1 st	The view from our window.	2Paint a Picture, background, scenery, shades of colour, shapes, impressionist, impressionism, Monet, Degas, Renoir, watercolour, light, pointillist, pointillism,	<p>I can use 2Paint a Picture to create art.</p> <p>I can make decisions on colour and texture.</p> <p>I can consider the composition of a picture- things that are closer, further away.</p> <p>I can recreate impressionism art.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Create artwork of an imaginary view from a window using 2Paint a Picture.</p> <p>Explore impressionist style artwork by Monet, Degas and Renoir.</p> <p>Recreate impressionism art using the impressionism tool on 2Paint a Picture.</p> <p>Explore the work of pointillist artists such as Seurat.</p>

		<p>blurring, image, Seurat, Signac, abstract, emotions, straight lines, primary colours, Mondrian, repeating patterns, surrealist art, stamp, Magritte.</p>	<p>I can recreate pointillist art. I can recreate abstract art. I can recreate surrealist art.</p> <p>I can look at and discuss the work of other artists. I can create my own piece of artwork using a technique I have explored. I can evaluate my creations and talk about my favourite techniques. I can explore and talk about the similarities and differences between the work of a range of artists.</p>	<ul style="list-style-type: none"> 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. 	<p>Recreate pointillist art using the Pointillism tool on 2Paint a Picture. Observe artwork by Piet Mondrian Create abstract artwork using the lines tool on 2Paint a Picture. Observe artwork by William Morris. Create own artwork using the patterns tool on 2Paint a Picture. Explore surrealist artwork by Magritte. Create own artwork using the eCollage function in 2Paint a Picture.</p>
Summer 2 nd	DT				

DT Curriculum Overview

Year R	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st	Myself	Names of different materials e.g. paper, ribbon, card, foil, sting, art straws, lollipop sticks, paint etc. Working with food: Biscuit, Smarties, decoration, wash hands, hygiene, edible Autumn: leaf/ leaves, twigs, glue, stick, join	I can give meaning to the marks I make. I can use scissors to cut out. I can join different materials. I can use different equipment to create different effects e.g. using a paintbrush when painting to create strokes. I can use large movements to paint and make marks. I can use one handed tools and equipment. I can join materials using different methods e.g. using glue. I can experiment with colour and design. I can use what I know about hygiene to decorate rich tea biscuits.	ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.	Each child to have a square and paint to make large scale Elmer for the class. Decorate rich tea finger biscuit with smarties like Elmer. Transient art with leaves /twigs when out on Autumn Walk in groups. Leaf friend picture.
Autumn 2 nd	Shape and measure	Names of different materials like paper, card, fabric, string, foil, tissue paper etc. Names of colours Different textures or materials: soft, smooth, rough, hard Sewing: needle, thread, join, attach, fix	I can develop my own ideas and choice of materials to make a final product. I can explore different materials freely. I can explore colour and colour mixing. I can join different materials and explore different textures. I can use a comfortable grip with good control when holding pens and pencils.		2D shape abstract art work- same shape but different size Christmas cards Sewing - Christmas calendars
Spring 1 st	People who help us and Keeping Healthy	Fire engine: hand print, paint, collage, Names of collage materials: art straws, match sticks, noodles, foil, paper, paint, feathers	I can use resources to create my own props. I can make a choice about the materials I would like to choose. I can choose how long/short I want the parts of my creation to be. I can construct with a purpose in mind, using a variety of resources.		Fire engine or police car hand print. Children to choose own way of putting on ladder & lights. Collage with red & yellow feathers Little Red Hen (children to choose how long legs are of hen, beak etc)
Spring 2 nd	Environments and countries	Names of paint techniques: print, stamp, paint, stroke, cut, rip, tear. Materials: paper, card, tissue paper, felt	I can use a range of resources to create my own props to aid role play. I can plan, evaluate and change my idea where necessary. I can manipulate materials to achieve a planned effect. I can use different media to create different designs.		Create a forest scene using different media to create the trees etc Mother's Day cards

<p>Summer 1st</p>	<p>Instructions The Gingerbread Man</p>	<p>Roll, pat, features for the Gingerbread man, modelling clay.</p>	<p>I can use what I have learnt about media and materials in an original way and explain my choices. I can mould materials in different ways to create the desired effect. I can select appropriate resources and adapt work where necessary.</p>		<p>Paint or collage a picture of their new cake. Create a new superhero vegetable. Make own Gingerbread man using model magic.</p>
<p>Summer 2nd</p>	<p>Animals and Minibeasts</p>	<p>Names of different animals and minibeasts. Names of places where animals live – farm, zoo, in the wild. Names of patterns on animals and minibeasts bodies – stripes, patches, spots etc Names of animal and minibeast body parts – wings, horn, tail, mane, etc.</p>	<p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings. I can return to and build on my previous learning, refining ideas and developing my ability to represent them. I can use my knowledge of different materials to choose appropriately to create my desired effect. I can create collaboratively, sharing ideas, resources, and skills.</p>		<p>Father's Day card Paint or collage their chosen minibeast Create a troll face using different materials Draw/paint dinosaur of your own choice</p>

Year 1	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 2 nd	Patterns and changes (Pitta Pizzas – Food and Nutrition)	Healthy, unhealthy, grate, pitta, pizza, plant, bridge, claw, fruit, vegetable, originate, grow, seed, chop, slice	<p>I can look at how pizzas are created and use the design ideas to design my own pizza.</p> <p>I can discuss how fruit and vegetables are healthy.</p> <p>I can say where some foods come from.</p> <p>I can think of interesting ways to decorate my food.</p> <p>I can create a design for my pitta pizza and select the ingredients I would like to choose.</p> <p>I can describe differences between some food groups (i.e. sweet, fruit, vegetable etc).</p> <p>I can wash my hands & prepare my food on a clean surface.</p> <p>I can describe the textures of foods.</p> <p>With some support, I can cut, peel and grate safely.</p> <p>I can evaluate my pizza once I have made it against what I designed.</p>	<p>Design, Make and Evaluate</p> <p>Food and Nutrition Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>	<p>Explore a range of pizza designs</p> <p>Explore where food comes from</p> <p>Discuss how the fruit and vegetables are healthy</p> <p>Make pitta pizzas</p> <p>Use knives safely</p> <p>See how the food changes once cooked</p> <p>Evaluate the pizza against the design</p>
Summer 1 st	Animals (Pencil Case – Textiles)	popper, join, saw, needle, thread, material, fabric paint, animal design	<p>I can explore existing pencil cases and describe their use.</p> <p>I can generate ideas for my pencil case design and draw the design.</p> <p>I can choose suitable textiles for my product.</p> <p>I can identify the equipment I will be using to join my product.</p> <p>With some support, I can measure, cut and join textiles to make a product.</p> <p>I can evaluate my pencil case once I have made it based on what I designed.</p>	<p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p>Explore a range of existing pencil cases</p> <p>Explain the use of pencil cases</p> <p>Design a pencil case using animal patterns</p> <p>Cut fabric to make a pencil case</p> <p>Draw the design on the fabric</p> <p>Paint the fabric</p> <p>Join the fabric together by sewing</p> <p>Join the popper to the fabric</p> <p>Evaluate the pencil case based on the design criteria</p>
Summer 2 nd	Growth (Clay pot - Materials/Structures)	Clay, mould, join, coil, push, tools,	<p>I can explore pots that exist and describe their use.</p> <p>I can design a purposeful clay pot that is appealing based on design criteria.</p> <p>I can create a design of my product by drawing it.</p> <p>I can say which materials I will be using.</p> <p>I can use tools to shape and join clay.</p> <p>I can evaluate my product once I have created it.</p> <p>I can suggest ways to make the product stronger.</p>	<p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p>	<p>Explore a range of existing clay pots</p> <p>Explain the use of clay pots</p> <p>Design a clay pot</p> <p>Make clay pot using clay in a coil design or push design</p> <p>Evaluate clay pot based on the design criteria</p>

Year 2	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 2 nd	<p>People who make a difference</p> <p>(Fruit salad using fruit found in The Gambia - Food and Nutrition)</p>	<p>Oranges, mangoes, bananas, pineapples, seeds, import, climate, tropical, grow, fruit Chop, slice, peel, skin, flesh, mix, cup</p> <p>Words to describe the fruit: chewy, slimy, slippery, sugary, bitter, soft, sweet, crunchy, sour, juicy, smooth</p>	<p>I can describe the ingredients and the importance of a varied diet.</p> <p>I can understand the climate that tropical fruits grow in.</p> <p>I can relate food to eat well plate and understand that there are different groups of foods.</p> <p>I can describe the importance of having 'five a day.'</p> <p>I can choose the fruits I would like to use for the fruit salad.</p> <p>I can explain hygiene and how keep the area I am preparing food hygienic.</p> <p>I can cut, peel and grate with increasing confidence.</p> <p>I can evaluate my fruit salad after I have created it and describe what I would keep the same/ change next time.</p>	<p>Design, Make & Evaluate</p> <p>Food and Nutrition</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p>	<p>Understand where different fruits come from and the tropical climate in which certain fruits must grow.</p> <p>Explore how we receive the fruit through importation.</p> <p>Discuss the importance of a varied diet and relate fruit to the eat well plate.</p> <p>Explore different fruits and describe their tastes.</p> <p>Decide the fruits that will be used for the fruit salad.</p> <p>Use knives safely to peel and cut the fruit into smaller pieces.</p> <p>Evaluate the fruit salad by stating what could be kept the same/changed next time.</p>
Spring 2 nd	<p>Roald Dahl</p> <p>(Puppets - Textiles and mechanisms)</p>	<p>Glove puppets – felt, needle, wool, glue, googly eyes, sequins, buttons, scissors, gem stones. Fabric, pipe cleaners, card, small wooden sticks, lolly pop sticks</p> <p>Pop up puppet – wooden dowel, saw, fabric, model magic, glue, cup, googly eyes, sequins, buttons, scissors, gem stones, fabric, pipe cleaners, card, small wooden sticks, lollipop sticks.</p>	<p>I can explore existing puppets and describe their use.</p> <p>I can design my own puppet based on a list of design criteria and identify the items I will need to create it.</p> <p>I can create a design of my product and use the design to make the product.</p> <p>I can select from a range of appropriate tools and equipment to make my puppet.</p> <p>I can use materials of the correct size.</p> <p>I can describe some different characteristics of materials.</p> <p>I can join materials in different ways using appropriate methods e.g. measuring, cutting, sticking and sewing.</p> <p>I can evaluate my product based on the design I had initially created and against the design criteria of creating a puppet.</p> <p>I can use my own ideas to try to make a product stronger.</p>	<p>Design</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>explore and evaluate a range of existing products</p>	<p>Explore a range of existing puppets and describe their use.</p> <p>Design the puppet I am making and choose the materials needed to create it.</p> <p>Make the puppet by joining it using appropriate methods.</p> <p>Evaluate the puppets against the design criteria and state how it could be made better/stronger.</p>

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				evaluate their ideas and products against design criteria	
Summer 2 nd	Seaside (Seaside vehicles - Mechanisms)	Vehicles, levers, sliders, wheels, axles, box, wooden dowling, paint, wheels, saw, split pins, scissors, paper, masking tape, glue, ruler	I can explore different levers, slides, wheels and axels. I can explore how structures can be made stronger and more stable. I can understand how to use wheels and axles in my product. I can design my product based on a design criteria. I can select from and use a wide range of materials and components, including construction materials according to their characteristics. I can select and use different tools to join the vehicle I am creating. I can evaluate my vehicle after I have created it against a design criteria and describe how it can be made better/stronger next time.	Design, Make & Evaluate 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.	Explore a range of existing vehicles (toys) Explain the use of the vehicles and explain how they move using the different mechanisms. Design a vehicle using the design criteria and select appropriate materials to make it. Make the vehicle ensuring that the mechanism is working. Evaluate the vehicle based on the design criteria and describe how it can be made stronger.

Computing Curriculum Overview

Year R	Topic	Vocabulary	I can statements	EYFS Framework /Links to National Curriculum areas	Activities
Autumn 1 st	<ul style="list-style-type: none"> Myself 	<ul style="list-style-type: none"> Keyboard, letters, type, Chromebook, screen, delete, spacebar, forward, backwards, go, turn, left, right, undo, erase, save. 	<p>I can tell you what a keyboard is and how to locate relevant keys.</p> <p>I can tell you what a mouse is and use basic mouse skills, such as moving and clicking.</p> <p>I can use a simple online paint tool to create digital art.</p> <p>I can use devices with care.</p>	<p>EYFS Framework Fine motor skills: Use a range of tools Begin to show accuracy and care when drawing. Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>National Curriculum Links Key Stage 1 Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Understand what algorithms are.</p>	<ul style="list-style-type: none"> Using a keyboard to write name. Beebots Making faces on Purple Mash
Autumn 2 nd	<ul style="list-style-type: none"> Shape and Measure 	<ul style="list-style-type: none"> Keyboard, letters, type, Chromebook, screen, delete, spacebar, forward, backwards, go, turn, left, right, undo, erase, save. 	<p>I can use a mouse to make the cursor move around the computer screen where I want it to go.</p> <p>I can use a mouse accurately to click and drag objects on the screen.</p> <p>I can use a laptop touchpad.</p> <p>I can select colours when painting on the computer.</p> <p>I can use a computer to draw with different widths of pens.</p> <p>I can try the different tools that I can draw with on the computer.</p> <p>I can use the erase button.</p> <p>I can plan a route for a toy vehicle.</p> <p>I can make a floor robot move.</p> <p>I can control the forwards, backwards and rotation of a floor robot one step at a time.</p> <p>I can use devices with care.</p>	<p>Fine motor skills: Use a range of tools Begin to show accuracy and care when drawing. Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>National Curriculum Links Key Stage 1 Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Understand what algorithms are.</p>	<ul style="list-style-type: none"> Creating digital firework pictures Using beebots to retell a story
Spring 1 st	<ul style="list-style-type: none"> People Who Help Us and Keeping us Healthy 	<ul style="list-style-type: none"> Keyboard, letters, type, Chromebook, screen, delete, spacebar, forward, backwards, go, 	<p>I can use a mouse to make the cursor move around the computer screen where I want it to go.</p> <p>I can use a mouse accurately to click and drag objects on the screen.</p> <p>I can use a laptop touchpad.</p> <p>I can find all the letters of the alphabet on a keyboard.</p> <p>I can put spaces between words in my typed work.</p>	<p>Fine motor skills: Use a range of tools Word reading Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society</p>	<ul style="list-style-type: none"> Researching Online How does equipment help us

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		<ul style="list-style-type: none"> turn, left, right, undo, erase, safe. Search engine, technology, safe search, computer, laptop, tablet, mouse, speakers, phone, Alexa. 	<p>I can talk about what technology is used at home. I can talk about what technology is used outdoors. I can talk about what technology is used in the world around me. I can use devices with care.</p>	<p>National Curriculum Links Key Stage 1 Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	
Spring 2 nd	<ul style="list-style-type: none"> Countries and the past 	<ul style="list-style-type: none"> screen, delete, spacebar, forward, backwards, go, turn, left, right, undo, erase, save. 	<p>I can select colours when painting on the computer. I can use a computer to draw with different widths of pens. I can try the different tools that I can draw with on the computer. I can use the erase button. I can plan a route for a toy vehicle. I can make a floor robot move. I can control the forwards, backwards and rotation of a floor robot one step at a time. I can use a touchscreen device purposefully. I can use devices with care.</p>	<p>Fine motor skills: Use a range of tools Begin to show accuracy and care when drawing. Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>National Curriculum Links Key Stage 1 Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Understand what algorithms are.</p>	<ul style="list-style-type: none"> Using beebots to retell a story Using iPad and 2paint to draw a setting
Summer 1 st	<ul style="list-style-type: none"> Instructions and Traditional Tales 	<ul style="list-style-type: none"> Keyboard, letters, type, Chromebook, screen, delete, spacebar, forward, backwards, go, turn, left, right, undo, erase, safe search engine, technology, safe search, computer, laptop, tablet, mouse, speakers, phone, Alexa. 	<p>I can use a mouse to make the cursor move around the computer screen where I want it to go. I can use a mouse accurately to click and drag objects on the screen. I can click the correct mouse button to play games on the computer. I can use a touchscreen device purposefully. I can use devices with care.</p>	<p>Fine motor skills: Use a range of tools Begin to show accuracy and care when drawing. Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>National Curriculum Links Key Stage 1 Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<ul style="list-style-type: none"> Busythings- Gingerbread Man

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				<p>Recognise common uses of information technology beyond school. Use technology safely and respectfully</p>	
<p>Summer 2nd</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • screen, delete, spacebar, forward, backwards, go, turn, left, right, undo, erase, safe safe search. 	<p>I can use devices with care. I can get to the Purple Mash page on my device at school and at home. I can login to Purple Mash and Mini Mash using my username and password. I can save work in my own folder when I am using Purple Mash. I can talk about what photos show. I can take photos using a digital device. I can use a touchscreen device purposefully. I can find all the letters of the alphabet on a keyboard. I can use a laptop touchpad I can use a mouse accurately to click and drag objects on the screen.</p>	<p><u>EYFS Framework</u> Fine motor skills: Use a range of tools Begin to show accuracy and care when drawing. Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge The Natural World Explore the natural world around them, making observations and drawings of animals and plants.</p> <p>National Curriculum Links Key Stage 1 Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully</p>	<ul style="list-style-type: none"> • Research zoo animals • Espresso - Label farm animals • Purple Mash - Farm pairs • Espresso - Label farm animals • Take photos of Minibeasts from hunt • Purple Mash - Create own minibeast • Research dinosaurs on laptops

Year 1	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st	<ul style="list-style-type: none"> Online Safety Exploring Purple Mash – Digital Literacy 	<ul style="list-style-type: none"> Log in, log out, avatar, my work, username, password, notification, home page, 2dos, tools, save, topics. 	<p>I can keep my password private.</p> <p>I can tell you what personal information is.</p> <p>I can create an avatar and know what it is used for.</p> <p>I can save my work and begin to understand ownership of online work.</p> <p>I can tell an adult when I see something unexpected or worrying online.</p> <p>I can talk about why it's important to be kind and polite.</p> <p>I can recognise an age appropriate website.</p> <p>I can agree and follow sensible e-Safety rules.</p>	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<ul style="list-style-type: none"> Learning to log in safely. Exploring features of Purple Mash. Using topic area of Purple Mash
Autumn 2 nd	<ul style="list-style-type: none"> Grouping and Sorting – Computer Science Pictograms – Information Technology 	<ul style="list-style-type: none"> Sort, criteria 	<p>I can talk about the different ways in which information can be shown.</p> <p>I can use technology to collect information, including photos, video and sound.</p> <p>I can sort different kinds of information and present it to others.</p> <p>I can add information to a pictograph and talk to you about what I have found out.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<ul style="list-style-type: none"> Sorting items offline Sorting items online Understanding data in pictures Collecting data Using
Spring 1 st	<ul style="list-style-type: none"> Maze Explorers – Computer Science Safer Internet Day 	<ul style="list-style-type: none"> Direction, challenge, arrow, undo, rewind, forward, backwards, right turn, left turn, debug, instructions, algorithm. 	<p>I can give instructions to my friend and follow their instructions to move around.</p> <p>I can describe what happens when I press buttons on a robot.</p> <p>I can press the buttons in the correct order to make my robot do what I want.</p> <p>I can describe what actions I will need to do to make something happen and begin to use the word algorithm.</p> <p>I can begin to predict what will happen for a short sequence of instructions.</p> <p>I can begin to use software/apps to create movement and patterns on a screen.</p> <p>I can use the word debug when I correct mistakes when I program.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>	<ul style="list-style-type: none"> Using directional keys and beginning to explore algorithms. Safer Internet Day activities
Spring 2 nd	<ul style="list-style-type: none"> Animated Story Books – Information Technology 	<ul style="list-style-type: none"> Animation, e-book, font, file, sound effect, image, display board. 	<p>I can be creative with different technology tools.</p> <p>I can use technology to create and present my ideas.</p> <p>I can use the keyboard or a word bank on my device to enter text.</p> <p>I can save information in a special place and retrieve it again.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<ul style="list-style-type: none"> Using 2create a story app Drawing and creating using Chromebook Adding animations and sounds Learning to copy and paste
Summer 1 st	<ul style="list-style-type: none"> Coding – Computer Science and Information Technology 	<ul style="list-style-type: none"> Action, algorithm, background, code, command, 	<p>I can give instructions to my friend and follow their instructions to move around.</p> <p>I can describe what happens when I press buttons on a robot.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<ul style="list-style-type: none"> Giving and follow instructions Create programmes using block code

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		<p>debug, event, execute, input, instructions, object, output, run, scale, sound, code window, when clicked, scene.</p>	<p>I can press the buttons in the correct order to make my robot do what I want. I can describe what actions I will need to do to make something happen and begin to use the word algorithm. I can begin to predict what will happen for a short sequence of instructions. I can begin to use software/apps to create movement and patterns on a screen. I can use the word debug when I correct mistakes when I program.</p>	<p>Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<ul style="list-style-type: none"> Use event, action and object code blocks
<p>Summer 2nd</p>	<p>Different types of technology – Digital Literacy</p> <ul style="list-style-type: none"> Lego Builders 	<ul style="list-style-type: none"> Technology Instruction, algorithm, computer, programme, debug 	<p>I can recognise the ways we use technology in our classroom. I can recognise ways that technology is used in my home and community. I can use links to websites to find information. I can begin to identify some of the benefits of using technology. I can give instructions to my friend and follow their instructions to move around. I can describe what happens when I press buttons on a robot. I can press the buttons in the correct order to make my robot do what I want. I can describe what actions I will need to do to make something happen and begin to use the word algorithm. I can begin to predict what will happen for a short sequence of instructions. I can begin to use software/apps to create movement and patterns on a screen. I can use the word debug when I correct mistakes when I program.</p>	<p>Recognise common uses of information technology beyond school Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<ul style="list-style-type: none"> Create and follow instructions Continue to build on algorithm knowledge by understanding importance of code order Debugging programmes

Year 2	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st	<ul style="list-style-type: none"> Coding – Computer Science 	<ul style="list-style-type: none"> Action, algorithm, background, code, command, debug, event, execute, input, instructions, object, output, run, scale, sound, code window, when clicked, scene, design mode, collision, button, nesting, predict, properties, timer, test, text. 	<p>I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions.</p> <p>I can tell you the order I need to do things to make something happen and talk about this as an algorithm.</p> <p>I can program a robot or software to do a particular task.</p> <p>I can look at my friend's program and tell you what will happen.</p> <p>I can use programming software to make objects move.</p> <p>I can watch a program execute and spot where it goes wrong so that I can debug it.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>	<ul style="list-style-type: none"> Creating algorithms Using collision detection code block Debugging
Autumn 2 nd	<ul style="list-style-type: none"> Online Safety – Digital Literacy 	<ul style="list-style-type: none"> Search, email, sharing, attachment, digital footprint, internet, display board. 	<p>I can explain why I need to keep my password and personal information private.</p> <p>I can describe the things that happen online that I must tell an adult about.</p> <p>I can talk about why I should go online for a short amount of time.</p> <p>I can talk about why it is important to be kind and polite online and in real life.</p> <p>I know that not everyone is who they say they are on the Internet.</p>	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<ul style="list-style-type: none"> Searching and sharing Email Digital Footprint
Spring 1 st	<ul style="list-style-type: none"> Effective Searching – Digital Literacy and Information Technology Questioning - Digital Literacy and Information Technology 	<ul style="list-style-type: none"> Internet, search, search engine. Pictogram, question, collate, binary tree, database. 	<p>I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder.</p> <p>I can make and save a chart or graph using the data I collect.</p> <p>I can talk about the data that is shown in my chart or graph.</p> <p>I am starting to understand a branching database.</p> <p>I can tell you what kind of information I could use to help me investigate a question.</p>	<p>Recognise common uses of information technology beyond school</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<ul style="list-style-type: none"> Understanding the internet and search engines Searching the internet Sharing knowledge of effective searching - leaflet
Spring 2 nd	<ul style="list-style-type: none"> Making Music - Information technology 	<ul style="list-style-type: none"> Bpm, composition, digitally, instrument, music, tempo, soundtrack, volume. 	<p>I can tell you why I use technology in the classroom.</p> <p>I can tell you why I use technology in my home and community.</p> <p>I can identify benefits of using technology including finding information, creating and communicating.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<ul style="list-style-type: none"> Using computer programmes to sequence music To upload files

<p>Summer 1st</p>	<ul style="list-style-type: none"> • Creating Pictures - Information Technology 	<ul style="list-style-type: none"> • Impressionism, pointillism, save, create, paint, tools, template, share, display board. 	<p>I can use technology to organise and present my ideas in different ways. I can use the keyboard on my device to add, delete and space text for others to read. I can tell you about an online tool that will help me to share my ideas with other people. I can save and open files on the device I use.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<ul style="list-style-type: none"> • Explore 2paint a picture • Create art using digital technologies
<p>Summer 2nd</p>	<ul style="list-style-type: none"> • Presenting Ideas – Information Technology 	<ul style="list-style-type: none"> • Technology, concept map, quiz, presentation, node, animation, narrative, audience, non-fiction. 	<p>I can tell you why I use technology in the classroom. I can tell you why I use technology in my home and community. I am starting to understand that other people have created the information I use. I can identify benefits of using technology including finding information, creating and communicating. I can talk about the differences between the Internet and things in the physical world. I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. I can make and save a chart or graph using the data I collect. I can talk about the data that is shown in my chart or graph. I am starting to understand a branching database. I can tell you what kind of information I could use to help me investigate a question.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<ul style="list-style-type: none"> • Presenting information in different digital ways • Using appropriate software to present information such as importing pictures, files and creating quizzes.

Online Safety Overview

Year R	Topic	Vocabulary	I can statements	National Curriculum
Autumn 1 st	No Online Safety specific planning in Autumn 1 st to allow for children to settle into school and learn routines for learning before introducing Online Safety.			
Autumn 2 nd	<ul style="list-style-type: none"> Self-Image and Identity Online Relationships 	Online, offline, image, relationships, communicate	<ul style="list-style-type: none"> I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. I can recognise some ways in which the internet can be used to communicate. 	<ul style="list-style-type: none"> Responses and Reactions Online Scenarios Keeping in touch
Spring 1 st	<ul style="list-style-type: none"> Online reputation Online Bullying Safer Internet Day 	Information, online, reputation, behaviour, emotions, kind, unkind, angry, happy, sad, worried, SMART rules, safety, safe, meet, ask, reliable and tell	<ul style="list-style-type: none"> I can identify ways that I can put information on the internet. I know what the word 'information' means I know what 'online' means. I understand that I can put information online for others to see. I can describe ways that some people can be unkind online. I can say what being 'unkind online' means to me and give specific examples/ways that people can be unkind through technology and the internet. I can recognise differences between kind and unkind behaviours. I can offer examples of how this can make others feel! I can give examples of unkind behaviours online. I can name different emotions that someone may feel in their online experiences. I can recognise that being unkind online can make them feel less pleasant emotions (such as angry, upset, worried and sad). 	<ul style="list-style-type: none"> Keep me informed Spot the difference Vote with your feet

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Spring 2nd	<ul style="list-style-type: none"> Managing Online Information 	Information, online, emotions, devices, iPad, laptops, computer, mobiles, tablets	<ul style="list-style-type: none"> I can offer examples of how this can make others feel I can give examples of unkind behaviours online. I can name different emotions that someone may feel in their online experiences. I can recognise that being unkind online can make them feel less pleasant emotions (such as angry, upset, worried and sad). I can talk about how to use the internet as a way of finding information online. I can talk about how I use the internet to find things out. I can identify devices I could use to access information on the internet. 	<ul style="list-style-type: none"> When and what
Summer 1st	<ul style="list-style-type: none"> Health, well-being and lifestyle Privacy and Security 	Health, lifestyle, wellbeing, privacy, technology, rules, personal information, address, trust	<ul style="list-style-type: none"> I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can identify and name examples of my own personal information. I can name people I trust and why. 	<ul style="list-style-type: none"> Which rules are fair? What are your rules? Personal or Private game
Summer 2nd	<ul style="list-style-type: none"> Copyright and Ownership 	Copyright, ownership, work, belong, digital, create	<ul style="list-style-type: none"> I can recognise that objects and work belong to me. I can demonstrate how and why I own my own digital work I can explain why digital work belongs to me. 	<ul style="list-style-type: none"> Whose is this? Guess the file.

Online Safety Overview

Year 1	Topic	Vocabulary	I can statements	National Curriculum
Autumn 1st	Settling in time into new Year Group. Keeping safe online covered through PSHE class sessions.			
Autumn 2nd	<ul style="list-style-type: none"> Online Relationships 	<ul style="list-style-type: none"> Offline, online, permission, technology, communicate, internet, video, pictures, games, 	I can give examples of when I should ask permission to do something online and explain why this is important.	<ul style="list-style-type: none"> Who do you know? Let's design Feelings scenarios and what could be done resource What do you like to do online sheet
Spring 1st	<ul style="list-style-type: none"> Online Reputation Online Bullying Safer Internet Day 	<ul style="list-style-type: none"> Reputation, information, hobbies, sharing, personal, private, trusted, SMART rules, safe, meet, ask, reliable, tell. 	<p>I can recognise that information can stay online and could be copied.</p> <p>I understand that information that is shared online can stay there for a very long time</p> <p>I know that information can be copied off the internet</p> <p>I understand that information about me can be copied by others</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p> <p>I know that I should not share my personal information online. I can name different types of personal information that can be shared (photos, text, video)</p> <p>I can name 3 adults that can help me if I am unsure about information I want to share.</p> <p>I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>Recognise that certain behaviours online can upset others.</p> <p>Give examples of behaviours that are unlikely to upset others.</p> <p>Give examples of behaviours that can make others feel more pleasant emotions (e.g. happy, satisfied, proud, etc.)</p>	<ul style="list-style-type: none"> How long has the information been online? Fact finding OK and not OK to share
Spring 2nd	<ul style="list-style-type: none"> Managing Online Information and Health, Well-being and Lifestyle. 	<ul style="list-style-type: none"> Keywords, search engine, navigate, tabs, voice activated, technology, guide. 	<p>I can use simple keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need.</p> <p>I can explain what voice activated searching is and how it might be used and know it is not a real person.</p> <p>I can explain the difference between things that are imaginary, made up, or 'make believe and things that are true or real.</p> <p>I can explain why some information I find online may not be real or true.</p> <p>I can explain simple guidance for using technology in different environments and settings.</p> <p>I can say how those rules/guides can help anyone accessing online technologies.</p>	<ul style="list-style-type: none"> Keyword Captain Tech talk and truth Explaining effective strategies Changing the rules

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Summer 1st	<ul style="list-style-type: none"> Privacy and Security 	<ul style="list-style-type: none"> Privacy, passwords, information, accounts, devices, rules, private. 	<p>I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by private and keeping things private.</p> <p>I can describe and explain some rules for keeping personal information private.</p> <p>I can explain how some people may have devices in their home connected to the internet and give examples.</p>	<ul style="list-style-type: none"> Password are key Strong and poor passwords Making choices What could you say?
Summer 2nd	<ul style="list-style-type: none"> Copyright and Ownership 	<ul style="list-style-type: none"> Content, work, ownership, belonging. 	<p>I can recognise that content on the internet may belong to other people.</p> <p>I can describe why other people's work belongs to them.</p>	<ul style="list-style-type: none"> Whose is it? Guess The file

Year 2	Topic	Learning Objectives	I can statements	Activities
Autumn 1 st	<ul style="list-style-type: none"> Self-Image and Identity 	<ul style="list-style-type: none"> I can explain how other people may look and act differently online and offline. I can give examples of issues and online that might make someone feel sad, worried, uncomfortable or frightened. I can give examples of how they might get help. 	<p>I know that people can choose different pictures online to what they actually look like.</p> <p>I can explain why someone might want to change their appearance online.</p> <p>I can describe ways in which people might make themselves look different online.</p> <p>I can recognise issues online that might make me feel sad and worried uncomfortable or frightened.</p> <p>I know who I can go to for help.</p> <p>I know how to ask for help.</p>	<ul style="list-style-type: none"> Create/update avatar- Purple Mash How going online makes me feel sheet.
Autumn 2 nd	<ul style="list-style-type: none"> Online Relationships 	<ul style="list-style-type: none"> I can give examples of how people might communicate with people online that they don't know offline I can explain who I should ask before I share things online I can describe different ways to ask for, give, or deny my permission online. I explain why I have a right to say no or I will ask someone. I can explain who can help me if I feel under pressure. I can explain how it may make others feel if I do not ask permission before sharing something online. I can explain why I should always ask a trusted adult before clicking yes, agree or accept online. 	<p>I am able to describe how you might send a message to someone.</p> <p>I can list ways people use technology to talk.</p> <p>I can name risks in talking to someone online that I do not know.</p> <p>I understand what consent means</p> <p>I can give examples of when I might need to ask for help online.</p> <p>I can say where to find support.</p> <p>I can understand what the word permission means and give examples of asking for permission.</p> <p>I know when to say no</p>	<ul style="list-style-type: none"> Who, how and why activity sheet (whole class) Who are our trusted adults? Permission activity (whole class) Class discussion from planning
Spring 1 st	<ul style="list-style-type: none"> Online Reputation Online Bullying Safer Internet Day 	<ul style="list-style-type: none"> I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect. I can explain why anyone who experiences bullying is not to blame I can talk about how anyone experiencing bullying can get help. 	<p>I know how to find information online</p> <p>I can find information online that is older than I am</p> <p>I understand that information can stay online for a really long time.</p> <p>I understand what the definition of bullying is</p> <p>I can apply this definition to online behaviour</p> <p>I can provide simple examples of what online bullying can look like</p> <p>I can give examples of bullying and where this can happen</p>	<ul style="list-style-type: none"> Personal information word search Public or private (class discussion) Bullying scenario activity (whole class)

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<p>Spring 2nd</p>	<ul style="list-style-type: none"> Managing Online Information 	<ul style="list-style-type: none"> I can use simple keywords in search engines. I can explain what voice activated searching is and how it might be used and know it is not a real person. I can explain simple guidance for using technology in different environments and settings. 	<p>I can use keywords in search engines I can describe and demonstrate how to get help from a trusted adult I can demonstrate how to navigate a simple webpage to get information I need I can explain what voice activated searching is and how it might be used I can explain the difference between things that are made up and real I can say why information I find online might not be true</p>	<ul style="list-style-type: none"> Exploring keywords Tech, Talk and Truth role play Changing the rules PowerPoint
<p>Summer 1st</p>	<ul style="list-style-type: none"> Health, Wellbeing and Lifestyles Privacy and Security 	<ul style="list-style-type: none"> I can explain simple guidance for using technology. I can say how rules and guides can help anyone access online technology. I can explain how passwords can be used to protect information. I can explain and give examples of what is meant by private and keeping things private. I can describe and explain some rules for keeping personal information private I can explain how some people may have devices connected to the internet. 	<p>I can discuss rules around my own use of technology and why they are important I can identify health and wellbeing issues that technology can impact I can explain how to reduce the impact of these issues when using technology I can explain ways that parents/guardians can help me to manage my use of technology. I know the physical health risks around using technology for a long time. I can identify the features of an effective password I can say why we need to use passwords.</p>	<ul style="list-style-type: none"> Explaining different strategies Changing the rules Passwords are key Strong passwords Making choices Connected homes
<p>Summer 2nd</p>	<ul style="list-style-type: none"> Copyright and Ownership 	<ul style="list-style-type: none"> I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them. 	<p>I can identify digital content that belongs to me I can describe why content on the internet belongs to others.</p>	<ul style="list-style-type: none"> Scavenger hunt Bingo cards

<u>Year R</u>	<u>Topic</u>	<u>Vocabulary</u>	<u>I can statements</u>	<u>National Curriculum</u>	<u>Activities</u>
Autumn 1 st	Me!	Pulse, rhythm, explore, high, low, sounds, voice, glockenspiel, clap	<p>I know that we can move with the pulse of the music.</p> <p>I know that a performance is sharing music.</p> <p>I can sing or rap nurse rhymes and simple songs from memory.</p> <p>I can sing a large repertoire of songs.</p> <p>I can create my own song, or improvise a song around one I know.</p> <p>I can listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>I can enjoy listening to the music and responding to different speeds through dancing or other movement</p> <p>I can find the pulse in different ways and show this through actions e.g. marching, jumping, moving</p> <p>I can play a 1-note pattern in time with the pulse</p>	<p>Three to Four Year Olds</p> <ul style="list-style-type: none"> Listen with increased attention to sounds. Create their own songs, or improvise a song around one they know. Understand how to listen carefully and why listening is important. Learn new vocabulary. Learn rhymes, poems and songs. Play instruments with increasing control to express their feelings and ideas. 	<p>Main Songs: Pat-a-Cake 1, 2, 3, 4, 5 Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p> <p>Explore and Create: Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>Games Track: Find the pulse.</p> <p>Copy Cat Rhythm Games: Copy - clap the rhythm of names.</p> <p>High and Low games: Explore high sounds using voices and glockenspiels.</p>
Autumn 2 nd	My Stories	Pulse, rhythm, high, low, pitch, pattern, note, clap	<p>I know that the words of songs can tell stories and paint pictures.</p> <p>I can sing along with a pre-recorded song and add actions.</p> <p>I can sing along with the backing track.</p> <p>I can remember and sing entire songs.</p> <p>I can respond to what they have heard, expressing their thoughts and feelings.</p> <p>I can enjoy listening to the music and responding to different speeds through dancing or other movement</p> <p>I can find the pulse in different ways and show this through actions e.g. marching, jumping, moving</p> <p>I can play a 1-note pattern in time with the pulse</p> <p>I can copy back the rhythms of phrases in the song</p>	<p>Three to Four Year Olds</p> <ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings. 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. Play instruments with increasing control to express their feelings and ideas. <p>Reception</p> <ul style="list-style-type: none"> Listen attentively. Move to and talk about music, expressing their feelings and responses Learn rhymes, poems and songs. 	<p>Main Songs: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Explore and Create: Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>Games Track: Find the pulse as one of the characters from the songs.</p> <p>Copy Cat Rhythm Games: Copy-clap the rhythms of small phrases from the songs.</p> <p>High and Low games: Explore high pitch and low pitch in the context of the songs.</p>

					Year R Christmas Performance
Spring 1 st	Everyone!	Pulse, rhythm, high, low, pitch, melodic patterns, note, clap	<p>I can perform any of the nursery rhymes or songs adding a simple instrumental part. I know that songs have sections.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. I can enjoy listening to the music and responding to different speeds through dancing or other movement</p> <p>I can find the pulse in different ways and show this through actions e.g. marching, jumping, moving I can play a 1-note pattern in time with the pulse I can copy back the rhythms of phrases in the song I can copy sounds I can hear to distinguish high-pitched from low-pitched sounds.</p>	<p>Reception</p> <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Combine different movements with ease and fluency. Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<p>Main Songs: Wind The Bobbin Up Rock-A-Bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes</p> <p>Explore and Create: Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>Games Track: Invent ways to find the pulse.</p> <p>Copy Cat Rhythm Games: Copy-clap some rhythms of phrases from the songs.</p> <p>High and Low games: Explore high pitch and low pitch in context of the songs.</p>
Spring 2 nd	Our World	Pulse, clap, high, low, pitch, melodic patterns, note	<p>I can record the performance to talk about. I can create collaboratively, sharing ideas, resources and skills.</p> <p>I can enjoy listening to the music and responding to different speeds through dancing or other movement</p> <p>I can find the pulse in different ways and show this through actions e.g. marching, jumping, moving I can play a 1-note pattern in time with the pulse I can copy back the rhythms of phrases in the song I can copy sounds I can hear to distinguish high-pitched from low-pitched sounds. I can add actions or substitute a word in some sections.</p>	<p>Reception</p> <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Watch and talk about dance and performance art, expressing their feelings and responses. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to build on their previous learning, refining ideas and developing their ability to represent them. 	<p>Main Songs: Old MacDonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p>Explore and Create: Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>Games Track: Find the pulse and show others your ideas.</p> <p>Copy Cat Rhythm Games: Copy-clap some rhythms of phrases from the songs.</p> <p>High and Low games:</p>

					Explore high pitch and low pitch using the images from the songs.
Summer 1 st	Big Bear Funk	Pulse, clap, beat, pitch, note, notes, C, D, E	<p>I can find the pulse.</p> <p>I can use large-muscle movements to wave flags and streamers.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>I can play instruments with increasing control to express my feelings and ideas.</p> <p>I can sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>I can enjoy listening to the music and responding to different speeds through dancing or other movement</p> <p>I can find the pulse in different ways and show this through actions e.g. marching, jumping, moving</p> <p>I can play a 1-note pattern in time with the pulse</p> <p>I can copy back the rhythms of phrases in the song</p> <p>I can copy sounds I can hear to distinguish high-pitched from low-pitched sounds.</p> <p>I can add actions or substitute a word in some sections.</p> <p>I can choose one of the songs or rap and perform it with any actions I have created</p>	<p>Reception</p> <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Combine different movements with ease and fluency. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. 	<p>Main Songs: Big Bear Funk</p> <p>Explore and Create: Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>Games Track: Find a funky pulse.</p> <p>Copy Cat Rhythm Games: Copy-clap 3 or 4 word phrases from the song.</p>
Summer 2 nd	Reflect, Rewind and Replay	Revise existing	<p>I can listen with increased attention to sounds.</p> <p>I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>I can enjoy listening to the music and responding to different speeds through dancing or other movement</p> <p>I can find the pulse in different ways and show this through actions e.g. marching, jumping, moving</p> <p>I can play a 1-note pattern in time with the pulse</p> <p>I can copy back the rhythms of phrases in the song</p> <p>I can copy sounds I can hear to distinguish high-pitched from low-pitched sounds.</p> <p>I can add actions or substitute a word in some sections.</p> <p>I can choose one of the songs or rap and perform it with any actions I have created</p> <p>I can listen back to the performance.</p>	<p>Reception</p> <ul style="list-style-type: none"> Combine different movements with ease and fluency. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. <p>ELG</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music. 	<p>Main Songs: Compose with the Song Big Bear Funk. Compose with the Song Baa Baa Black Sheep Compose with the Song Twinkle Twinkle Little Star Compose with the Song Incy Wncy Spider Compose with the Song Rock-A-Bye Baby Compose with the Song Row Row Row your boat</p> <p>Explore and Create: Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>Games Track: Revise existing</p> <p>Copy Cat Rhythm Games: Revise existing</p> <p>High and Low games: Revise existing Year R End of Year Performance</p>

Year 1	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st	How can we make friends sing together? Introducing Beat	Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, friends	<p>I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>I can demonstrate some basic understanding of musical style.</p> <p>I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <p>I can copy back simple rhythmic patterns.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Musicianship Option: Understanding Music Improvise Together</p> <p>Listen and Respond and Singing: Find the beat. 1-2-3-4-5 Head, Shoulders, Knees and Toes Shapes We Talk To Animals We Are Together and Rondo Alla Turca</p> <p>Singing: Find the Beat 1-2-3-4-5 Head, Shoulders, Knees and Toes Shapes We Talk To Animals We Are Together or revisit a song of your choice</p> <p>Playing: Play instrumental parts</p> <p>Improvising and Composing: Improvise Together Improvise with the Song Compose with the Song Create a Graphic Score: A Musical Up And Down Journey</p> <p>Perform: Perform and share what has taken place in the lesson</p>
Autumn 2 nd	How does music tell stories about the past? Adding Rhythm & Pitch	Pulse, Rhythm, Pitch, history	<p>I can recognise some band and orchestral instruments</p> <p>I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>I can demonstrate some basic understanding of musical style.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. 	<p>Musicianship Options: Understanding Music Improvise Together</p> <p>Listen and Respond: Twinkle, Twinkle, Little Star In The Orchestra Daisy Bell (Bicycle Built For Two) Dancing Dinosaurs</p>

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			<p>I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)</p> <p>I can join in sections of the song e.g. chorus</p>	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high quality live and recorded music 	<p>Rock-a-bye Baby I'm a Little Teapot and Sleigh Ride</p> <p>Singing: Twinkle, Twinkle, Little Star In The Orchestra Daisy Bell (Bicycle Built For Two) Dancing Dinosaurs Rock-a-bye Baby I'm a Little Teapot or revisit a song of your choice</p> <p>Playing: Play instruments parts</p> <p>Improvising and Composing: Improvise Together Improvise with the Song</p> <p>Performing: Perform and share what has taken place in the lesson</p> <p>Year 1 Christmas Performance</p>
Spring 1st	<p>How does music help us to understand our neighbours? Combining Pulse Rhythm and Pitch</p>	<p>Pulse, Rhythm, Pitch</p>	<p>I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>I can demonstrate some basic understanding of musical style.</p> <p>I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)</p> <p>I can demonstrate an understanding of the importance of posture and technique when performing.</p> <p>I can demonstrate an understanding of the basic concepts of improvisation and composition</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p>Musicianship Options: Understanding Music Improvise Together</p> <p>Listen and Respond: Days of the Week Name Song Cuckoo Upside Down Hush Little Baby Who took the Cookie? And the Planets</p> <p>Singing: Days of the Week Name Song Cuckoo Upside Down Hush Little Baby Who took the Cookie? or revisit a song of your choice</p> <p>Playing: Play instruments parts</p> <p>Improvising and Composing: Improvise Together</p>

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					<p>Improvise with the Song Compose with the Song Create a Graphic Score: Walking in Space</p> <p>Performing: Perform and share what has taken place in the lesson</p>
Spring 2 nd	How does music make the world a better place? Introducing Tempo & Dynamics	Pulse, Tempo, Dynamics	<p>I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both and learning.</p> <p>I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>I can demonstrate some basic understanding of musical style.</p> <p>I can demonstrate an understanding of the importance of posture and technique when performing.</p> <p>I can demonstrate an understanding of the basic concepts of improvisation and composition.</p> <p>I can begin to understand where music fits in the world.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Musicianship Options: Understanding Music Improvise Together</p> <p>Listen and Respond: If you're happy and you know it Sing me a song Sparkle Rhythm in the way we walk Big Bear Funk Baby Elephant and Cinderella</p> <p>Singing: If you're happy and you know it Sing me a song Sparkle Rhythm in the way we walk Big Bear Funk Baby Elephant or revisit a song of your choice</p> <p>Playing: Play instruments parts</p> <p>Improvising and Composing: Improvise Together Improvise with the Song</p> <p>Performing: Perform and share what has taken place in the lesson</p>
Summer 1 st	What songs can we sing to help us through the day? Having Fun with Improvisation	Pulse, Beat, instruments, tempo, quiet, loud, style	<p>I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both and learning.</p> <p>I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>I can demonstrate some basic understanding of musical style.</p> <p>I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <p>I can add actions to the song.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>Musicianship Options: Understanding Music Improvise Together</p> <p>Listen and Respond: Getting Dressed Dress Up Brush Our Teeth Get Ready Up and Down</p>

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				high quality live and recorded music	<p>Star Light, Star Bright and Sonata</p> <p>Singing: Getting Dressed Dress Up Brush Our Teeth Get Ready Up and Down Star Light, Star Bright and Sonata or revisit a song of your choice.</p> <p>Playing: Play instruments parts</p> <p>Improvising and Composing: Improvise Together Improvise with the Song Compose with the Song</p> <p>Performing: Perform and share what has taken place in the lesson</p>
Summer 2 nd	How does music connect us with the environment? Explore sound and create a story	Pulse, Clapping, Listening, Singing, Rapping, Dancing, Improvising, Composing, Performing	<p>I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both and learning.</p> <p>I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>I can demonstrate some basic understanding of musical style.</p> <p>I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <p>I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)</p> <p>I can demonstrate an understanding of the importance of posture and technique when performing.</p> <p>I can demonstrate an understanding of the basic concepts of improvisation and composition</p> <p>I can communicate the meaning of the song</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>Musicianship Options: Understanding Music Improvise Together</p> <p>Listen and Respond: The Bear went over the Mountain In the Sea Alice the Camel Ten green bottles Zootime Shell be coming 'Round the Mountain and Pink Panther Theme</p> <p>Singing: The Bear went over the Mountain In the Sea Alice the Camel Ten green bottles Zootime She'll be coming 'Round the Mountain and Pink Panther Theme or revisit a song of your choice</p> <p>Playing: Play instruments parts</p> <p>Improvising and Composing:</p>

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					<p>Improvise Together Improvise with the Song Compose with the Song</p> <p>Performing: Perform and share what has taken place in the lesson</p> <p>Year 1 End of Year Performance</p>
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Year 2	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st	How does music help us to make friends? Exploring Simple Patterns	Friends, Tempo	<p>I can use body percussion, instruments and voices</p> <p>I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>I can demonstrate some basic understanding of style of music.</p> <p>I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)</p> <p>I can demonstrate an understanding of the importance of posture and technique when performing.</p> <p>I can demonstrate an understanding of the basic concepts of improvisation and composition</p> <p>I can introduce the performance.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 interrelated dimensions of music. 	<p>Musicianship Options: Baseline Quiz Understanding Music Improvise Together</p> <p>Listen and Respond: Music is in my Soul Bolero Hey Friends! Eye Of the Tiger Hello! Bolero</p> <p>Singing: Music is in my Soul Bolero Hey Friends! Eye Of the Tiger Hello! Bolero revisit a song of your choice</p> <p>Playing: Play instruments parts</p> <p>Improvising and Composing: Improvise Together Improvise with the Song Compose with the Song Create a Graphic Score: Friendship</p> <p>Performing: Perform and share what has taken place in the lesson</p>

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Autumn 2 nd	How does music teach us about the past? Focus on Dynamics and Tempo	Dynamics, Tempo, clapping, listening, singing, rapping, dancing, playing, improvising, composing, performing	<p>I can move and dance confidently</p> <p>I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>I can demonstrate some basic understanding of style of music.</p> <p>I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <p>I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)</p> <p>I can demonstrate an understanding of the importance of posture and technique when performing.</p> <p>I can recognise some band and orchestral instruments</p> <p>I can introduce the performance.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 interrelated dimensions of music. 	<p>Musicianship Options: Baseline Quiz Understanding Music Improvise Together</p> <p>Listen and Respond: Sparkle in the sun For the Beauty of the Earth Listen Fascinating Rhythm The Orchestra Song For the Beauty of the Earth</p> <p>Singing: Sparkle in the sun For the Beauty of the Earth Listen Fascinating Rhythm The Orchestra Song For the Beauty of the Earth revisit a song of your choice</p> <p>Playing: Play instruments parts</p> <p>Improvising and Composing: Improvise Together Improvise with the Song Compose with the Song Create a Graphic Score: Friendship</p> <p>Performing: Perform and share what has taken place in the lesson</p> <p>Year 2 Christmas Performance</p>
Spring 1 st	How Does Music Make the World a Better Place? Explore Feeling Through Music	Tempo, clapping, listening, singing, rapping, dancing, playing, improvising, composing, performing	<p>I can demonstrate an understanding and appropriate use of musical language (including basic music elements), from both prior and new learning.</p> <p>I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>I can demonstrate some basic understanding of style of music.</p> <p>I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>Musicianship Options: Baseline Quiz Understanding Music Improvise Together</p> <p>Listen and Respond: Rainbows Maple Leaf Rag Hands, Feet, Heart Let's Twist Again</p>

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			<p>I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)</p> <p>I can demonstrate an understanding of the importance of posture and technique when performing.</p> <p>I can start to talk about where music might fit into the world</p>	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the interrelated dimensions of music. 	<p>All Around the World</p> <p>Singing: Rainbows Hands, Feet, Heart All Around the World revisit a song of your choice</p> <p>Playing: Play instruments parts</p> <p>Improvising and Composing: Improvise Together Improvise with the Song Compose with the Song Create a Graphic Score: Rainbows</p> <p>Performing: Perform and share what has taken place in the lesson</p>
Spring 2 nd	How Does Music Teach Us about Our Neighbourhood? Inventing a Musical Story	Clapping, listening, singing, rapping, dancing, playing, improvising, composing, performing	<p>I can demonstrate an understanding and appropriate use of musical language (including basic music elements), from both prior and new learning.</p> <p>I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>I can demonstrate some basic understanding of style of music.</p> <p>I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <p>I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)</p> <p>I can demonstrate a good singing posture</p> <p>I can sing to communicate the meaning of the words</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 interrelated dimensions of music. 	<p>Musicianship Options: Baseline Quiz Understanding Music Improvise Together</p> <p>Listen and Respond: Helping Each Other Piano Trio In a Minor Op.150 1. Allegro The Music Man Swing Time: The Way you look Tonight Let's Sing Together</p> <p>Singing: Helping Each Other The Music Man Swing Time: The Way you look Tonight Let's Sing Together Revisit a song of your choice</p> <p>Playing: Play instruments parts</p> <p>Improvising and Composing: Improvise Together Improvise with the Song Compose with the Song Create a Graphic Score: Instruments</p>

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					Performing: Perform and share what has taken place in the lesson
Summer 1st	How Does Music Shape Our World? Music that Makes you Dance	Clapping, listening, singing, rapping, dancing, playing, improvising, composing, performing	<p>I can demonstrate an understanding and appropriate use of musical language (including basic music elements), from both prior and new learning.</p> <p>I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>I can demonstrate some basic understanding of style of music.</p> <p>I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <p>I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)</p> <p>I can demonstrate an understanding of the importance of posture and technique when performing.</p> <p>I can demonstrate an understanding of the basic concepts of improvisation and composition</p> <p>I can introduce the performance.</p>	Pupils should be taught to: <ul style="list-style-type: none"> • 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 interrelated dimensions of music. 	<p>Musicianship Options: Baseline Quiz Understanding Music Improvise Together</p> <p>Listen and Respond: I Wanna Play in a Band Flying Theme From E.T The Extra-Terrestrial Music is all around Moon river Saying Sorry</p> <p>Singing: I Wanna Play in a Band Flying Theme From E.T The Extra-Terrestrial Music is all around Moon River Saying Sorry Revisit a song of your choice</p> <p>Playing: Play instruments parts</p> <p>Improvising and Composing: Improvise Together Improvise with the Song Compose with the Song</p> <p>Performing: Perform and share what has taken place in the lesson</p>
Summer 2nd	<ul style="list-style-type: none"> • How Does Music Connect Us With The Environment? Exploring Improvisation 	Clapping, listening, singing, rapping, dancing, playing, improvising, composing, performing	<p>I can demonstrate an understanding and appropriate use of musical language (including basic music elements), from both prior and new learning.</p> <p>I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>I can demonstrate some basic understanding of style of music.</p> <p>I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <p>I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)</p>	Pupils should be taught to: <ul style="list-style-type: none"> • 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 interrelated dimensions of music. 	<p>Musicianship Options: Understanding Music Improvise Together</p> <p>Listen and Respond: The Sunshine Song No More Dinosaur Four White Horses Que Llueva, Que Llueva Down by the Bay</p> <p>Singing: The Sunshine Song No More Dinosaur</p>

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			<p>I can demonstrate an understanding of the importance of posture and technique when performing.</p> <p>I can practise, rehearse and share a song that has been learned in the lesson</p>		<p>Four White Horses Que Llueva, Que Llueva Down by the Bay Revisit a song of your choice</p> <p>Playing: Play instruments parts</p> <p>Improvising and Composing: Improvise Together Improvise with the Song</p> <p>Performing: Perform and share what has taken place in the lesson</p> <p>Year 2 End of Year Performance</p>
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Year R	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st	<p>New Beginnings</p> <p><i>NSPCC Class Assembly</i> <u>Separate planning</u></p> <p><i>Oct – Walk to school Month.</i></p> <p><i>Values Education</i> Happiness Caring Respect</p>	<p>Circle game Concentrate Hear See Think Speak</p> <p>Belonging Class Group School World People Different</p> <p>Feelings Happy Sad Excited Scared Comfortable Uncomfortable Behave Calm Special</p> <p>Relationships with others Share Take turns Join Kind New Visiting Please Thank you</p> <p>Classroom Setting</p> <p>Separate Vocabulary for <i>NSPCC Class Assembly</i></p> <p><i>Values</i> Happiness Caring Respect</p>	<p>Belonging</p> <ul style="list-style-type: none"> I know I belong to my class/group. I know the people in my class/group. I like belonging to my group/class/school. I know that people in my group/class like me. I like the ways we are all different. <p>Feelings</p> <ul style="list-style-type: none"> I can tell if I am happy or sad. I can let you know if I feel happy, excited, sad or scared. I know that it is OK to have any feelings but that it is not OK to behave in any way we like (if it hurts other people). I know some ways to calm myself down when I feel scared or upset. I know that everybody in the world has feelings. <p>Relationships with others</p> <ul style="list-style-type: none"> I can tell you something special about me I can share in a group. I can take turns in a group. I can join in with other children playing a game. I know how to be kind to people who are new or visiting the classroom. I know what to do in my classroom/setting. 	<p>H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H16. about ways of sharing feelings, a range of words to describe feelings H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings, and how to ask for it H21. to recognise what makes them special H22. to recognise the ways in which we are all unique R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others</p> <p><i>NSPCC Class Assembly</i> R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R15. how to respond safely to adults they don't know ** R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also, when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do, and which may make them unsafe ** R20. what to do if they feel unsafe or worried for themselves or others, who to ask for help and vocabulary to use when asking for help.</p>	<p>Start every session - One-minute Mindful breathing https://www.youtube.com/watch?v=gLbK0o9Bk7Q Weekly circle games. Children consider the skills they use during a circle activity – use eyes (to see) etc Circle games this half term will help children get to know each other and understand their own feelings. e.g., How do you feel today? Guess who? Pass the teddy. Finish every session by linking our Values to lesson content. Autumn term – our core values of Happiness, Caring and Respect.</p> <p>Activities to get to know each other. E.g., Use a puppet to ask children questions about themselves. My favourite colour/food/toy/book is I have a brother/sister. If children do not wish to speak encourage them to pass the puppet on or speak to an adult quietly. Adults share also.</p> <p>Activities to become familiar with our classroom environment. E.g., hide the teddy. Explain our class rules to a visiting puppet etc. Sequence a school day. Take a visiting puppet on a tour of our classroom.</p> <p>Activities to understand our feelings. e.g., Sorting feelings - comfortable and uncomfortable feelings. The four feelings to focus on this term are: happy, excited, scared (or frightened) and sad. Pass a mirror to help children recognise their own features when they are excited/ sad. Children practise recognising feelings and explain how they know.</p> <p>Explore each of the four focus feelings separately. Children show each feeling with their faces and bodies. Introduce the sign for each feeling. What can we do if we're feeling sad? E.g., play with a friend, talk to an adult. I can see you look excited because your eyes are sparkly.</p> <p>Introduce sharing, take turns and kindness. Link to our core Value of Caring. Use puppets or adults to role play different scenarios. Remind children of the language to be used please/thank you etc. Link this to the Value of Respect.</p>

<p>Autumn 2nd</p>	<p>Getting on and Falling Out</p> <p><i>Friendship week (Anti bullying week)</i> Separate planning</p> <p><i>Road Safety week</i> Separate planning</p> <p><i>Values Education</i></p>	<p>Friend Emotions signs facial expressions How we are feeling inside Feeling sorry Take turns Class rules School rules Make up Falling out Angry Unkind Bullying Behaviour</p> <p>Values Education</p>	<ul style="list-style-type: none"> I know how to be friendly. I can express my feelings. I can take turns when I play a game. I can say sorry when I have been unkind. I can wait for my turn to say something in the classroom. I can ask for help when I am stuck. I can share a toy. I can think of ways to sort things out when we don't agree. I can tell when I am feeling angry. I can tell when other people are angry. 	<p>importance of keeping trying until they are heard</p> <p>R6. about how people make friends and what makes a good friendship (Ongoing theme)</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>H14. how to recognise what others might be feeling</p> <p>R23. to recognise the ways in which they are the same and different to others</p>	<p>One-minute Mindful breathing https://www.youtube.com/watch?v=gLbK0o9Bk7Q</p> <p>Ongoing Themes – What can we do if we feel lonely in the playground or in class? Consider good choices when playing with others.</p> <p>Circle games- Pass a smile quickly around the circle. I think a friend is someone who...?</p> <p>Activity – Thinking about friendship. What does a friend do? A friend is someone who ... How can we show friendship? I can name some friends in my class. Friendship song. Link to Values of Caring, Respect Happiness etc</p> <p>Use emotion balls/cards/pictures to continue to practise recognising different feelings and changing facial features for different emotions – happy, sad, angry, frustrated. How does each emotion make us feel inside? How can we help someone who is feeling sad?</p> <p>Introduce the sign for feelings sorry. What does the word mean? When would you use it? If we are unkind to someone, how does it make them feel? Ask children what they should do if someone was not being nice? Who could help them? Remind children of the class and school rules and the Values of Kindness/ Caring/Respect.</p> <p>Share a role play scenario where good friends fall out. Consider how to resolve the situation. What emotions might they be feeling and how does their behaviour affect someone else.</p>
<p>Spring 1st</p>	<p>Going for goals! Knowing myself - Setting a goal - Planning to reach a goal - Persistence</p> <p><i>Values Education</i></p>	<p>Younger Older Learning Goal Set Achieve Planning Focus Attention Sustain Important</p>	<ul style="list-style-type: none"> I can do more things now than I could when I was younger. I know I will be able to do more things when I am older I know we are all good at different things I can tell you what I like doing and learning I can try new things in my learning I can tell you what a goal is I can set a goal for myself. 	<p>H24. how to manage when finding things difficult</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>L14. that everyone has different strengths</p>	<p>One-minute Mindful breathing https://www.youtube.com/watch?v=gLbK0o9Bk7Q</p> <p>Quiet Reflection Time - Ask children what they have done today. How did you achieve it? What did you do? Did anyone help you? What would you like to achieve tomorrow? (Every lesson)</p> <p>Knowing myself - I can do more things now than I could when I was younger. I know I will be able to do more things when I am older.</p> <p>Show children a baby doll and ask them to think about themselves and what they were like when they were a baby. What could they do by themselves? What can they do now? Ask children to think about when they get older what will they be able to do then?</p>

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			<ul style="list-style-type: none"> I can tell you what I want to achieve and how I am going to do so Planning to reach a goal - I can say what I am going to do next I can focus my attention and start a task. I can sustain my attention. I can work hard to achieve my goal. I know that working hard is important to reach my goal. 		<p>Circle game - Focus on children being able to do different things which makes us unique. Ask children how it feels when they have finished an activity? Explain to the children it is ok to make mistakes. You can try again until you achieve what you set out to do. Show children a magic wand and explain that a goal is sometimes like a wish. Pass around a magic wand and ask the children to wish for something they want to achieve. Write a list on the smartboard (save a version). Ask children how these wishes could be achieved? Show children a puppet and explain to them that the puppet is going to learn something new today. This is his/her learning goal. Model the puppet reaching his/her goal. Ask children how the puppet may feel. Children recap on their own 'learning goals' (the wishes recorded earlier).</p> <p>Planning to reach a goal - I can say what I am going to do next.</p> <p>Show the class pictures of themselves taking part in child-initiated activities within the classroom. Ask children what they were trying to achieve in each area? Did they achieve their goal? How did they do it? How did they know they had finished? Did they have any help? Did anyone give up? Why?</p> <p>Persistence - I can focus my attention and start a task. I can sustain my attention. I can work hard to achieve my goal. I know that working hard is important to reach my goal.</p> <p>Share the story of the Hare and the Tortoise. Who persisted and did not give up? Who achieved their goal? Why did they achieve it? What did they do? Talk about supporting each other within the classroom. Telling our friends, they are doing well and to keep trying. This helps to motivate our friends. Helping each other is showing the Value of kindness.</p>
Spring 2 nd	Good to be me <i>Values Education</i>	Likes Dislikes Reasons Feelings Proud Showing proudness Excited Happy Stand up for Quiet Relax	<ul style="list-style-type: none"> I can tell you the things I like doing and the things I don't like doing I can say how I feel when I am feeling proud I can tell when I am feeling excited I can tell or show how I feel when I am excited I can say and show you when I am feeling excited 	H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H16. about ways of sharing feelings, a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	<p>One-minute Mindful breathing https://www.youtube.com/watch?v=gLbK0o9Bk7Q</p> <p>Quiet Reflection Time - Ask children what they have done today. How did you achieve it? What did you do? Did anyone help you? What would you like to achieve tomorrow? (Every lesson)</p> <p>Circle game - Mirror to the bottom of a small and colourful box. Explain that there is something very important and special in the box and that you want each person to look carefully inside to see what it is. Show children the visual timetable in the class. Ask the children to talk to the person next to them about</p>

			<ul style="list-style-type: none"> I can tell or show what feeling proud looks like I can show I'm proud and happy I can say what I need. I can stand up for my own needs and rights without hurting others 	<p>H19. to recognise when they need help with feelings, that it is important to ask for help with feelings, and how to ask for it</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>R23. to recognise the ways in which they are the same and different to others</p>	<p>what they like doing and the things they don't. Is there a reason why they like some activities better than others?</p> <p>Ask the children what the word proud mean? How do you show proudness? How does your body feel if you are proud? Share a story about being proud.</p> <p>Circle game - Introduce the sign for feelings excited - adult to model excitement to children. Adult to model excitement with a sad/angry/upset/tired voice. Ask children if the feeling of being excited fits with these voices. Identify what doesn't fit - wrong face, wrong body language, wrong voice etc.</p> <p>How do they feel when they are excited? Tummy feels funny/feeling happy/ cannot wait for a surprise to arrive.</p> <p>Circle game - Play 'Feelings Swap Shop' and ask the children to swap places if they feel happy/ sad/ excited/ angry/ tired.</p> <p>Discuss how you feel when you are excited e.g., tummy feels funny, feeling happy, cannot wait for a surprise to arrive etc.</p> <p>Talk about how it feels to be still and quiet.</p> <p>How does your body feel when you are happy?</p> <p>Think about times in the day when we are quiet and still. Why do we have to be quiet?</p> <p>How we speak to others: Look at a scenario. Ask children to decide which way is a better way of speaking to another child. Model with the use of puppets.</p> <p>Give it to me! Or Can I have it please?</p> <p>I want it! Please can I have it after you have finished?</p> <p>My turn first! Let's take turns. You can go first.</p> <p>You can't play. You can have a turn next.</p>
<p>Summer 1st</p>	<p>Relationships Walk to school Week</p> <p>Values Education</p>	<p>Feelings Emotions Sorry Calm down Empathy Good choice Bad choice Stroppy</p> <p>Fair Unfair</p> <p>Worried Frightened</p>	<ul style="list-style-type: none"> I can tell when I am feeling sad or angry. I can show someone when I am feeling sad, angry or happy. I can tell you how it feels when things are unfair. I can tell you how I feel if I am missing someone or have lost someone or something I care about. I am beginning to understand that if someone leaves me they can still love me. I can remember someone I care about even if they are not there. 	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>One-minute Mindful breathing https://www.youtube.com/watch?v=gLbK0o9Bk7Q</p> <p>Quiet Reflection Time- Ask children what they have done today. How did you achieve it? What did you do? Did anyone help you? What would you like to achieve tomorrow? (Every lesson)</p> <p>Ask children why we say sorry? What does sorry mean? Explain to the children sorry is feeling bad after an action or event. We feel empathy and realise how our own action has affected someone else.</p> <p>Should we say sorry if we do not mean it? Why do we need to calm down sometimes?</p> <p>Share the story of Stroppy Stan. Ask the children if there are times when they feel stroppy? Why do they feel like that? Is it because they are tired, hungry or</p>

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		<p>Upset Facial expression Falling out</p> <p>Disappointed</p>	<p>I can talk about how I can feel better when I am feeling sad or am missing someone.</p> <ul style="list-style-type: none"> I can tell you what is fair and unfair I can tell you when I think things are fair or unfair. I know some ways I can make things fair. 	<p>R8. simple strategies to resolve arguments between friends positively H14. how to recognise what others might be feeling</p>	<p>do not want to do something? How can we change our feelings? Circle game- Explain when we might feel cross - when something does not go the way we planned or when we find something difficult. Feeling cross can lead to feeling angry. Introduce the words fair and unfair. Run through scenarios with the children and ask them to explain if it is fair or not. E.g., Always being first in a game, always being at the front of a line. Share the story Oscar Got the Blame. How would the children feel if they got blamed for something they did not do? What would they do? How can the children make sure they are treated fairly? Circle game - Introduce the sign for feeling worried and frightened. Use puppets to role play expressing emotions and feelings in a safe way. Get puppets to talk to each other. I feel sad because I miss my mum and dad. I feel lonely because no one plays with me. What would make the puppets feel better or happy? Ask children what they do when they miss someone. Share the story of Frightened Fred. Ask the children what they should do if they feel worried or scared at school. Who should they talk to? How can they keep themselves safe? I am beginning to understand that if someone leaves me they can still love me. Circle game - Introduce sign for feelings upset. Ask the children how their body feels when they are upset? Get children to look in a mirror to see their facial expression. What can children do to stop feeling upset? Use puppets to act out simple scenarios that involve children losing a friend by falling out with each other, or children having to say goodbye to a parent or carer. Ask the children to consider how the puppets might feel in the scenarios. I can remember someone I care about even if they are not there. I can talk about how I can feel better when I am feeling sad or am missing someone. Circle game- Introduce sign for feelings - disappointed. Explain to the children that feeling disappointed is when you are sad or upset when someone has let you or themselves down by a behaviour or action. I.e., Someone does not follow the class rules even though they know what they are. I can tell you what is fair and unfair.</p>
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					Why is it important to share and take turns? What would happen if we did not?
Summer 2 nd	<p>Changes</p> <p>RHE Education</p> <p>Values Education</p> <p>Pupil Voice Survey</p>	<p>Changes</p> <p>Nursery</p> <p>Feelings</p> <p>Can do</p> <p>Couldn't do</p>	<ul style="list-style-type: none"> I can tell you what I can do now that I couldn't do when I started school. I can tell you how I have changed. I can remember feelings I have had and why I felt like that. I can sometimes tell you how change makes me feel. 	<p>H26. about growing and changing from young to old and how people's needs change (Also SCIENCE)</p> <p>H27. about preparing to move to a new class/year group</p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>RHE - Separate Planning</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>H5. simple hygiene routines that can stop germs from spreading</p>	<p>2 Minutes Mindfulness at the beginning of every lesson.</p> <p>Quiet Reflection Time- Ask children what they have done today. How did you achieve it? What did you do? Did anyone help you? What would you like to achieve tomorrow? (Every lesson)</p> <p>I can tell you what I can do now that I couldn't do when I started school. I can tell you how I have changed.</p> <p>Circle game - Play rounds 'When I was a baby I could....' Ask each child to take turns to recall what they could do when they were a baby.</p> <p>Ask children to think back to the first day of school. What did it feel like? How did their body feel? What did their face look like? What did the change from nursery to school feel like? What did you do when you felt upset? How did you get used to these changes? I can remember feelings I have had and why I felt like that. I can sometimes tell you how change makes me feel.</p> <p>Circle game - Someone Moved. Have all players sit in a circle and then chose a person to be "it". The person who is "it" is to leave the circle so that they cannot see or hear the other children. Ask some children to move in the circle. When the person who is "it" returns, they will try to remember or guess who has moved in the circle.</p> <p>RHE 3 lessons (Refer to RHE Progression Document)</p>

Year 1	Topic	Vocabulary	I can statements	POS PSHE Association	Activities
Autumn 1 st	<p>New Beginnings</p> <p><i>NSPCC Class Assembly</i> <i>Separate planning</i></p> <p><i>Oct – Walk to school Month.</i></p> <p><i>Values Education</i> <i>Happiness</i> <i>Caring</i> <i>Respect</i></p>	<p>Belonging Similar Different Community Friends Strengths Class rules</p> <p>Feelings <u>others</u> Calm Scared Upset</p> <p>Relationship with others Solve problems Classroom School Safe Fair Unsafe Unfair</p> <p>Separate Vocabulary for <i>NSPCC Class Assembly</i></p> <p><i>Values</i> <i>Happiness</i> <i>Caring</i> <i>Respect</i></p>	<p>Belonging</p> <ul style="list-style-type: none"> I know that I belong to a community I can tell you how I am the same as and different from my friends. <p>Feelings</p> <ul style="list-style-type: none"> I know some ways to calm myself down when I feel scared or upset I can sometimes tell if other people are feeling sad or scared I know some ways to make other people feel better when they are feeling sad or scared <p>Relationships with others</p> <ul style="list-style-type: none"> I am beginning to know how to share my opinion I know some ways to solve a problem I know what I have to do myself to make the classroom and school a safe and fair place for everyone I know that it is not ok for other people to make it unsafe and unfair I can help to make the class a safe and fair place I can help to make my class a good place to learn 	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment (classroom environment)</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their Community</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p><i>NSPCC Class Assembly</i></p> <p>R13. to recognise that some things are private and the importance of respecting privacy. that parts of their body covered by underwear are private</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R15. how to respond safely to adults they don't know **</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also, when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets</p>	<p><i>4 Minutes Mindfulness at the beginning of every lesson.</i> <i>Ongoing Themes: Making good choices and having a friend to play with in the playground. (See teaching slides for details)</i></p> <p>Magic world – ask children to imagine they have arrived in a new magic world – in front of them is a school with a sign saying come in if you would like to learn – discuss what the school/classroom would be like and use this to think of class and playground rules. Discuss our new class – what is different, what is the same? What do we like most about our new class? How do we know we belong to this class (trays, pictures, work, friends). Our class is a community that we belong to. Discuss the different ways we sometimes feel. Look at pictures and ask how the person is feeling. Ask children if they have ever felt like that and when/why? What could you do to feel better? Who could help you to feel better? As a group write a list of people and things who can help us when we are feeling an uncomfortable feeling. Imagine a new child is starting in your class. Discuss how they might be feeling and scribe children's ideas. Then try to sort these into comfortable feelings and uncomfortable feelings – reinforce it is ok to have different feelings as long as we act in a way which keeps to the rules. Use four hoops labelled happy, sad, scared and excited. Ask children to think of their own examples of when the new child might feel happy/sad/scared or excited. Discuss what fair and unfair mean. Can the children think of examples of when something may not seem unfair? Give children simple situations where it is not fair and ask children what could be done to make it fair i.e. I want all of the coloured pencils and you can only have the grey ones. I can throw the dice 2 twice in our game, and you can only throw it once. Introduce the idea that sometimes things can seem unfair if we are feeling sad or cross, but they may seem fair to other people involved.</p>

				<p>(only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do, and which may make them unsafe **</p> <p>R20. what to do if they feel unsafe or worried for themselves or others, who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	
Autumn 2 nd	<p>Getting on and Falling Out</p> <p><i>Friendship week (Anti bullying week)</i> <i>Separate planning</i></p> <p><i>Road Safety week</i></p> <p><i>Values Education</i></p>	<p>Friend</p> <p>Listening</p> <p>Angry</p> <p>Calm down</p> <p>Make up</p> <p>Peaceful problem solving</p> <p>Different</p> <p>Proud</p> <p>Techniques</p> <p>Good listening</p>	<ul style="list-style-type: none"> I know when I am starting to feel angry I know what happens on the inside and the outside of my body when I start to get angry I know that feeling angry can make me do silly things and that I need to calm down I know some ways to calm down when I am starting to feel angry I know that when you feel sad it affects the way you behave and how you think I know how to make up with a friend when we have fallen out I can use peaceful problem solving to sort out problems so both people feel ok I can tell you some ways in which I am the same as and different from my friends I am proud of the ways in which I am different I can tell you what being a good friend means to me I can work well in a group I can listen well to other people when they are talking I feel good about the ways we are similar in the group and the ways I am different 	<p>R6. about how people make friends and what makes a good friendship (Ongoing theme)</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p>	<p>4 Minutes Mindfulness at the beginning of every lesson.</p> <p>Ongoing Themes: Making good choices and having a friend to play with in the playground. (See teaching slides for details)</p> <p>What does it mean to be angry? How does it feel when we get angry? What might make you feel angry?</p> <p>Discuss in pairs and share ideas with group. Explain how being angry can make us want to do silly things and that we need to calm down. Practise techniques – deep breaths, stopping and counting, tensing, and relaxing muscles.</p> <p>Class friendship promises. Write a friendship word on a brick and decorate.</p> <p>If we fall out with a friend, what should we do to make up? Discuss saying sorry and asking to be friends again. Explain that if we have a problem with a friend we need to try and solve it. Peaceful problem solving- ready steady go. To solve a problem both people need to feel ok. Read Dino and Dot scenarios – how could they both feel ok?</p> <p>Discuss why it is important to listen to other people. When do we need to listen to other people?</p> <p>Ask a TA to come and give you some 'important news' while they talk demonstrate poor listening skills – not looking, fidgeting, not responding, talk about something totally different when they have finished etc.</p> <p>Ask the children if this was good listening? Why not? What should have happened? Ask the speaker how it felt to not be listened to. Practise 'good listening' in pairs. Children describe what they did the evening before, taking turns to be speaker and listener.</p> <p>Ask children to work with a partner and discuss things that are the same about them and things that are</p>

				<p>R25. how to talk about and share their opinions on things that matter to them</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>H14. how to recognise what others might be feeling</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>L6. to recognise the ways, they are the same as, and different to, other people</p>	<p>different. Give some prompts such as appearance, likes, dislikes, hobbies etc. Come back to group and each pair share something that is the same and something that is different. Does it matter that we are different to each other? Explain being different makes us special and it would be boring if we were all the same.</p> <p><i>Friendship Week / Anti Bullying Week - Separate planning</i></p> <p><i>Road Safety week – separate planning</i></p>
Spring 1 st	<p>Going for Goals! Knowing myself - Setting a realistic goal- Planning to reach a goal - Persistence</p> <p><i>Values Education</i></p>	<p>Resolution Goal Personal goal Realistic goal Small steps Different ways of learning Strengths Resist Distractions Problem Solving Solutions Predict Consequences Successes</p>	<ul style="list-style-type: none"> • I know what a resolution is • I know what a goal is • I can set a personal goal • I can choose a realistic goal • I can break a goal down into small steps • I know we learn in different ways • I can tell you some of my strengths as a learner • I can resist distractions • Problem Solving • I can think of lots of different ideas or solutions • I can predict or understand the consequences on my solutions or ideas. • I can learn from my successes. 	<p>H24. how to manage when finding things difficult</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>L14. that everyone has different strengths</p>	<p><i>4 Minutes Mindfulness at the beginning of every lesson</i></p> <p><i>Ongoing Themes: Making good choices and having a friend to play with in the playground. (See teaching slides for details)</i></p> <p>Discuss the new year as a chance for a new start and discuss how many people set a resolution. Do children know what a resolution is? Share examples of resolutions, decide as a class what resolution or goal they could try to keep – e.g. not shouting out on the carpet. Introduce theme 'Going for Goals. Explain that they will be thinking a lot about goals, trying hard and thinking about how to get better at their class goal. Set personal targets or goal. Review how a goal is something we want to try hard to get better at. Explain that it doesn't happen very quickly, and it is something we will need to practise. Remind the children that they set themselves goals when they were in Reception. Give some examples of what a good goal might be. Ask children to think and discuss with a partner something they want to get better at. Then set a goal and decide what they will need to do. Share some ideas with the class. Record goals on individual slips of paper with name and return to teacher.</p> <p>Read Pammy's story. After reading each section ask the children what Pammy has learned - scribe their ideas. Once the story is finished, look back at what Pammy has learned and ask how she learned each thing – which part of her body or which sense helped her to learn?</p>

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					<p>Ask the children to think of some things they have learned – it could be recently or a while ago – how did they learn it? Explain that we can learn by looking and watching, by listening, or by doing and sometimes we use a mixture of these to learn.</p> <p>Think back to Pammy's story. Review how we can learn in different ways. Ask children how they can be good learners? Encourage ideas of good listening, persevering, independence, trying hard, asking others for help, having a go. Decide on 3 key learning rules as a class and display these in the room to be referred to in other subjects.</p> <p>Show the letter from the aliens. The aliens want to know what a good learner looks like. Children make a poster with their seating partner explaining what a good learner looks like.</p> <p>Problem solving: Describe a problem to the children e.g., your friend takes your rubber without asking, you want it back / you want to work but your friend keeps talking to you / you cannot remember how to spell the words you need for your story. Ask the children to think about what the 'goal' would be e.g., "how can I get my rubber back without falling out with my friend". In pairs, the children discuss what the character could do next. Remind the children that when we problem solve, we need to think about what might happen later.</p> <p>Ask the children to think about the goal they set in lesson 3. Has anybody met their goal yet? Has anybody nearly met their goal? What did you have to do to meet your goal? What will you need to do next?</p>
<p>Spring 2nd</p>	<p>Good to be me <i>Values Education</i></p>	<p>Gifts Talents Describe Feelings Proud Worried Anxious Strategies to stop worrying</p>	<ul style="list-style-type: none"> • I can tell you about my "gifts and talents". • I feel good about my strengths • I can name and describe my feelings. • I can tell you something that makes me feel proud. • I can tell when I am feeling proud. • I can help another person feel proud. • I can tell when I am feeling worried or anxious. • I can explain some things that help me stop worrying. 	<p>H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings, a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things)</p>	<p><i>4 Minutes Mindfulness at the beginning of every lesson.</i> <i>Ongoing Themes: Making good choices and having a friend to play with in the playground. (See teaching slides for details)</i></p> <p>Discuss with children how we are all good at different things and that this makes everyone special. In pairs children to share with each other different things they are good at. Possible independent activity - draw a picture of themselves and write words around to say what they are good at.</p> <p>Naming and describing the feelings you are experiencing will allow you to understand and deal with those feelings. Different feelings will make our bodies feel different. We don't all have the same feelings about the same events. It is helpful and important to discuss your feelings with your adults. Activity: Draw a picture of yourself. Label your picture with all the feelings you are</p>

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				<p>they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings, and how to ask for it</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R8. simple strategies to resolve arguments between friends positively</p>	<p>experiencing? Discuss your picture with Mum, Dad, or your special adult.</p> <p>What does proud mean? How does proud feel? Show 'proud' emotion pictures – ask children to think about why the character in the pictures might be feeling proud. Share a time you have felt proud - what has made them feel proud?</p> <p>Discuss if we can only feel proud for ourselves? Who else might we feel proud for and why? - trying hard, doing something well, doing something new etc. - How can we help someone else feel proud?</p> <p>What is a worry? Discuss with a partner and share ideas. Share the book - 'The Huge Bag of Worries.' What did the little girl do with her worries at first? What did she do to help get rid of her worries?</p> <p>What kind of things might make us feel worried/anxious? Discuss as a class who can help us if we are worried and what we can do if we are worried. Possible activity – write worries on monster template.</p>
<p>Summer 1st</p>	<p>Relationships Walk to school Week</p> <p>Values Education</p>	<p>Important Jealous Proud Behalf Feel better</p>	<ul style="list-style-type: none"> I know the people who are important to me. I can tell you something that has made me feel jealous. I can tell when I am proud or jealous. I can feel proud on behalf of my friends when they have done something well. I understand that hurting someone doesn't make me feel better. I can think of ways to make me feel better when I hurt without hurting others. 	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>4 Minutes Mindfulness at the beginning of every lesson.</p> <p>Ongoing Themes: Making good choices and having a friend to play with in the playground. (See teaching slides for details)</p> <p>Ask all children to think of some people who are important to them, and why they are important. Explain that everyone is going to get a turn to say the name of their important person, who they are and why they are important to them (name is my sister/friend/club leader etc.? and she is important to me because....) go round in a circle letting all who want to have a turn to speak.</p> <p>Ask children to now think about another child who is important to them – think really carefully trying to think about as many details about the other person as they can, describe their important person to a partner or share some examples with the class.</p> <p>Possible learning log task or early morning activity – children to draw an important person / people including as many details as possible and writing about why they are important to them.</p> <p>Thinking about feeling jealous: Show pictures, how are the people feeling? Introduce the word 'jealous' – what is it? Share when I am feeling jealous book (5 copies in</p>

				<p>R8. simple strategies to resolve arguments between friends positively H14. how to recognise what others might be feeling</p>	<p>school) to help children visualise and describe the feeling. Has anyone ever felt jealous? Share experiences when children may have felt jealous. Read 'Amy's bad day' from SEAL booklet – how is Amy feeling? Why is she feeling like that? Is it Madge's fault that Amy is feeling bad? What might make Amy feel better? – (playing with her sister, Madge letting Amy share and have a go on her computer etc). <u>Thinking about feeling proud of myself and of others</u> Recap: Show proud picture on whiteboard – how is the boy feeling? Have you ever felt like this? What made you feel like this? How would your face look if you had this feeling? How would it feel in your body if you had this feeling? Explain how we feel proud if we have done something that was hard work or a challenge, and we feel good when we manage to do something. Can we only be proud of ourselves? Discuss how we can be proud of other people. Read the second Amy and Madge short story – discuss with children how and why Amy was feeling. Share experiences when children may have felt proud of other people– is it nicer to feel proud of somebody for doing something well, or feel jealous that they may be better than us or have something we don't have? Read the story 'Jealous' and ask the children questions at different points in the story. Talk with class about how sometimes the way we are feeling on the inside can change the way we behave with the people around us, and that this can sometimes hurt other people. Remind children how we talked about our feelings affecting the way we act others– read story on slide. What could/should the characters do instead? What should the characters do to stop things getting worse? If we are feeling sad, angry, jealous etc it can make us do things that hurt others. If we are having uncomfortable feelings what can we do to feel better? Discuss people who can help us, and what we can do to help ourselves –e.g. stop and think, use calming down techniques, explain how you are feeling.</p>
Summer 2 nd	Changes Moving to Year 2	Changing Future Natural Developing Healthier Safer	<ul style="list-style-type: none"> I can tell you some things about me that have changed and some things that will not change. I can tell you how I might change in the future. 	<p>H26. about growing and changing from young to old and how people's needs (Also SCIENCE) change</p>	<p>4 Minutes Mindfulness at the beginning of every lesson. Ongoing Themes: Making good choices and having a friend to play with in the playground (See teaching slides for details)</p>

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<p>Changes</p> <p>RHE Education</p> <p>Values Education</p> <p>Pupil Voice Survey</p>	<p>Lifestyle</p> <p>Household products</p>	<ul style="list-style-type: none"> • I know some changes are natural and happen "by themselves." • I can tell you about the changes I can make happen. • I can make some changes quickly and easily. • I know that making some changes is hard and takes a long time. • I know that all household products, including medicines, can be harmful if not used properly • I know what improves and harms my local natural and built environments • I know some of the ways to look after my environment (preparing to play an active role as citizens) 	<p>H27. about preparing to move to a new class/year group</p> <p>L3. about things they can do to help look after their environment</p> <p>RHE - Separate Planning</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>H5. simple hygiene routines that can stop germs from spreading, also SCIENCE</p>	<p>Introduce changes – Discuss how we have changed since we were babies. How will you change when you are 10, 15 or 20? (Link with Science in Year 1)</p> <p>Look at examples on slides. Decide if what will change and what will not change and sort into 2 columns. What changes happen by themselves? What changes can you make happen?</p> <p>Ask children for ideas about changes that 'just happen' and then to think about changes we can 'make happen' (write 2 lists).</p> <p>How do changes happen? What kind of changes happen quickly? What kind of changes take a long time? Discuss how sometimes it can be very hard to make a change happen and some changes can take a long time and need a lot of hard work – link back to individual targets.</p> <p>Safety around the house</p> <p>What could be dangerous in different rooms of the house? Look at the smart board page, children to say what things they can see that might be dangerous.</p> <p>Minding the Environment</p> <p>Discuss the kinds of thing that can spoil our environment – litter, too many cars, pollution etc. Discuss what would happen if everyone left their rubbish on the floor? How can we look after our environment? Make posters in groups telling people how to look after the environment.</p> <p>Discuss moving to Year 2,</p> <p>What might it be like? What will be different, what will be the same? What are children looking forward to? Do the children have any worries?</p> <p>As a class write a letter to a Year R class telling them what they might enjoy most in Year 1.</p> <p>RHE 3 lessons (Refer to RHE Progression Document)</p>
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Year 2	Topic	Vocab	I can statements	POS (PSHE Association)	Activities
Autumn 1 st	<p>New Beginnings</p> <p><i>NSPCC Class Assembly</i> <i>Separate planning</i></p> <p><i>Oct – Walk to school Month.</i></p> <p><i>Values Education</i> <i>Happiness</i> <i>Caring</i> <i>Respect</i></p>	<p>Belonging</p> <p>Settings</p> <p>Classroom</p> <p>Year group</p> <p>Communities</p> <p>Different</p> <p>Same</p> <p>Similar</p> <p>Interest</p> <p>Likes</p> <p>Dislikes</p> <p>Feelings</p> <p>Emotion barometer</p> <p>Welcome</p> <p>Scared</p> <p>Sad</p> <p>Range of techniques</p> <p>Relationships with others</p> <p>Situations</p> <p>Scenario</p> <p>Empathise **</p> <p>Separate Vocabulary for <i>NSPCC Class Assembly</i></p> <p>Values</p> <p><i>Happiness</i></p> <p><i>Caring</i></p> <p><i>Respect</i></p>	<p>Belonging</p> <ul style="list-style-type: none"> I know what I have to do myself to make the classroom and school a safe and fair place I can help to make the school a safe and fair place I can make and follow rules in a range of different situations I feel safe and content within my class I know that I belong to a range of communities I can tell you how I am the same and different from my friends I feel good about the ways we are similar in the group and the ways we are different <p>Feelings</p> <ul style="list-style-type: none"> I know how to make someone feel welcome I can tell if people are feeling sad or scared and I know how to make people feel better. I know how I am feeling and can use a range of techniques to calm down or feel better I'm beginning to understand the strength of my feelings <p>Relationship with others</p> <ul style="list-style-type: none"> I know ways to help myself feel better when I feel scared or sad in different situations and scenarios I know who to ask to help me 	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>H14. how to recognise what others might be feeling</p> <p><i>NSPCC Class Assembly</i></p> <p>R13. to recognise that some things are private and the importance of respecting privacy: that parts of their body covered by underwear are private</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R15. how to respond safely to adults they don't know **</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also, when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do, and which may make them unsafe **</p> <p>R20. what to do if they feel unsafe or worried for themselves or others, who to ask for help and vocabulary to</p>	<p>4 Minutes Mindfulness at the beginning of every lesson.</p> <p>Ongoing Themes: Making good choices and having a friend to play with in the playground. (See teaching slides for details)</p> <p>Setting rules. Discuss what rules we need to be safe in different settings – in school / in playground / in dinner hall etc. Make posters for class rules.</p> <p>Getting to know our new class – children to discuss and share their ideas about:</p> <p>What do you like about Year 2?</p> <p>What do you like about your new classroom?</p> <p>What is different about your new class/year?</p> <p>Discuss belonging to a range of communities – what does belonging mean? What communities do you belong to? i.e., class/school/mosque/family/clubs etc</p> <p>As a class discuss how we are the same and how we are different from each other. Think about the differences – do they matter?</p> <p>In pairs/groups children to think about and find out 2 ways they are the same and 2 ways they are different – think about their looks / interests / likes and dislikes etc.</p> <p>How did you feel when you started Year 2? How would someone new to the school feel? Use the emotion barometer interactive resource to explore the different feelings and to what extent a new child would feel each feeling on the barometer.</p> <p>How could we help someone new to feel welcome?</p> <p>Feeling scared/sad – discuss different times when we may feel scared / sad. Who can help us and what can we do to feel better?</p> <p>Look at different situations, discuss what the characters in each scenario should do to feel better.</p> <p><i>NSPCC Class Assembly – separate planning</i></p>

				use when asking for help; importance of keeping trying until they are heard	
Autumn 2nd	<p>Getting on and Falling Out</p> <p><i>Friendship week (Anti bullying week)</i></p> <p><i>Road Safety week</i></p> <p><i>Values Education</i></p>	<p>Anger</p> <p>Builds up</p> <p>Overwhelmed</p> <p>Range of techniques</p> <p>Someone else's point of view</p> <p>Personal choice</p> <p>Conflict situation</p> <p>Share</p> <p>Opinions</p> <p>Empathise</p> <p>Compliment</p> <p>Solve</p> <p>Problem</p> <p>Constructive</p>	<ul style="list-style-type: none"> I know that sometimes anger builds up and up and that I can be overwhelmed by my feelings. (I know how I am feeling and can use a range of techniques to calm down or feel better) I can see things from someone else's point of view. I can use my ability to see things from the other point of view to make a conflict situation better. (I can share and explain my opinions and listen to others) I can say when things are fair I can say what makes a good friend and how I can be one I can see things from others point of view and empathise with others I know who can help me and how I can make someone else feel good by giving them a compliment I know what to say when someone gives me a compliment I know what makes a good friend and how I can be one I can decide with my group about how well we have worked together I can solve problems in a constructive way 	<p>R8. about how people make friends and what makes a good friendship</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>H14. how to recognise what others might be feeling</p>	<p>4 Minutes Mindfulness at the beginning of every lesson.</p> <p>Ongoing Themes: Making good choices and having a friend to play with in the playground. (See teaching slides for details)</p> <p>What different emotions can we feel? Scribe children's ideas. Sort into positive and negative feelings (NOT good and bad!)</p> <p>If we are feeling angry, how does it feel on the inside? What does being angry make us want to do? Can we do what we feel like doing when we are angry? What do we need to do? – read Angry Arthur. What should Arthur have done? Discuss calming down techniques. Blow up a balloon, explaining that the air going in is like anger. What will happen if air keeps going in? (explode). If we are angry, we need to tell how we feel so that it doesn't build up.</p> <p>Ask children a question where the answers will be different according to personal choice – i.e. favourite colour. Discuss how sometimes different people can think different things, but there isn't always a right answer, and sometimes we need to think about others' views as well as our own.</p> <p>Read 2 points of view. Read the girl's version and then the boy's version. After each ask - is it ok for each character to feel the way they do? Should they have done what they did? Explain that both characters are talking about the same thing, but they don't know the whole story. If they knew the whole story, would they have acted like that?</p> <p>Remind children that we need to try and think about how other people are feeling as well as how we are feeling to help keep things fair.</p> <p>Discuss what a good friend should be like. Pretend children are new to a school and need to find a friend – in groups make a poster advertising for a friend. Remember to include the discussed points about what the friend should be like.</p> <p>Who can help if you are feeling sad? Discuss all the people in school and at home we can talk to if we are feeling sad.</p> <p>What is a compliment? How does it feel if someone gives you a compliment? Link being paid a compliment to how a pet feels when it is stroked. It feels good to receive a compliment but also to give one. Children to sit in small groups and take turns to give each other compliments. Finally come back and share ideas about how it felt to hear the nice things and how it felt to give a compliment.</p> <p>Working together (Getting on) Complete challenge in groups – 2 minutes to make the tallest tower using 10 sheets of paper and 10 cm's of tape.</p>

					Discuss how well the group worked? What went well? What could have made the group work better? What would you do next time?
Spring 1st	<p>Going for goals! Knowing myself- Setting a realistic goal- Planning to reach a goal- Persistence</p> <p><i>Values Education</i></p>	<p>Resolution Goal Problem Challenge Realistic Small steps Solutions Recognise Bored Frustration Boredom Satisfaction Working towards Successes Learner</p>	<ul style="list-style-type: none"> I can say what I want to happen when there is a problem (set a goal!) I can choose a realistic goal I can break a goal down into small steps I know we learn in different ways I can tell you some of my strengths as a learner I can think of different ideas or solutions to problems I can choose between my ideas and give reasons for my choice I can tell you what has gone wrong with a plan I can recognize when I am becoming bored or frustrated I know some ways to overcome boredom and frustration I can work towards a reward or for the satisfaction of finishing a task I can talk about what went well and what I would need to change if I used my plan again I can tell you what has gone wrong with a plan I can think about how to problem solve in a constructive way I can recognize when I am becoming bored or frustrated. I know some ways to overcome boredom and frustration 	<p>H24. how to manage when finding things difficult R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them L6. to recognise the ways, they are the same as, and different to, other people H23. to identify what they are good at, what they like and dislike L14. that everyone has different strengths</p>	<p><i>4 Minutes Mindfulness at the beginning of every lesson.</i> Ongoing Themes: Making good choices and having a friend to play with in the playground. (See teaching slides for details) Discuss the new year as a chance for a new start and discuss how many people set a resolution. Do children know what a resolution is? Share examples of resolutions. Decide as a class what resolution or goal the class could try to keep – e.g. lining up quietly. Introduce theme 'Going for goals'. Explain that children will be thinking a lot about goals, trying hard and thinking about how to get better at their class goal. Setting a goal - Discuss New Year's resolutions. Explain that the children will be setting their own goal for something they want to do better. Explain their goal needs to be realistic – something they can do over a few weeks. List good ideas for goals and bad ideas for goals. Discuss why. Children discuss their goal with a partner and think about the steps they will need to reach their goal. Children record their goal on slips of paper and begin to think about how they will achieve their goal- optional activity (can be done as discussion). Explain how we learn to do things in different ways and how different people may find one learning style better than others. Set origami challenge – some children will be given spoken instructions, some children will be given a finished example and paper, and some will work as an adult demonstrates what to do. Discuss which learning method the children found the easiest and which they found the hardest. What helped them to learn? Which of their senses were they using? What made it difficult? What would make it easier? Explain that sometimes having a mixture of learning styles helps. Read Daisy and Rehana story Part 1. In pairs think about what the girls could do to reach their goal. Share and scribe the ideas. As a class work out what steps they will need to take, record these steps on ladder template. (Smartboard) Daisy and Rehana story Part 2 How are the girls feeling? Show pictures of bored and frustrated people if children are unsure of these feelings. What should the girls do next? Introduce the word persistence – keep going! Share ideas to help the girls to 'keep going'. Review children's individual goals. What will you need to do to make sure you can meet your goal? Working on a goal – review</p>

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			<ul style="list-style-type: none"> I can work towards a reward or for the satisfaction of finishing a task. I can talk about what went well and what I would need to change if I used my plan again I can tell you what I have learned I can learn from my successes I can tell you how I learn best I can tell you what I might do differently to learn more effectively 		<p>the word Persistence. Achieving a goal – review personal goal, has it been met? Discuss what went well, what was difficult and what you might do differently next time.</p>
Spring 2nd	Good to be me <i>Values Education</i>	<p>Different Special Difficult Learn best Describe Feelings Experiencing Strong feeling Weak feeling Feelings barometer Negative Impulsive Change behaviour Relaxed Stressed Stand up for myself Quiet Relax Relaxation techniques</p>	<ul style="list-style-type: none"> I can tell you the things that I am good at and those things I find difficult. I know when I learn best I can name and describe my feelings. I can tell when a feeling is weak and when it is strong. I can tell when I am being impulsive and when I am thinking things through. I can change my behaviour if I stop and think about what I am doing. I can show or tell you what relaxed means. I know what makes me feel relaxed and what makes me feel stressed. I know what it feels like to be relaxed. I can be still and quiet and relax my body. I can tell when it is right to stand up for myself. I know how to stand up for myself. 	<p>H4. about why sleep is important and different ways to rest and relax H13. how feelings can affect people's bodies and how they behave H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings, a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings, and how to ask for it L6. to recognise the ways, they are the same as, and different to, other people H21. to recognise what makes them special</p>	<p>4 Minutes: Mindfulness at the beginning of every lesson. Ongoing Themes: Making good choices and having a friend to play with in the playground. (See teaching slides for details) Introduce new topic 'Good to be me' – we are all different – we are all good at different things and it's good that we are all different. we are all special! Discuss with a partner what we are good at. As a class think of how we have learned to be good at different things. Discuss and share ideas about how we learn well – right environment, feeling happy, enjoying what we are doing, practising etc. Possible independent activity– Children to draw a picture of themselves in the middle of a piece of paper. They then write things around the outside that they are good at. Swap work with another child and using a different colour write things that this person is good at (repeat if there is time.) By the end each child will have a list of things they are good at contributed to by themselves and their peers. Naming and describing the feelings you are experiencing will allow you to understand and deal with those feelings. Different feelings will make our bodies feel different. We don't all have the same feelings about the same events. It is helpful and important to discuss your feelings with your adults. Activity: Draw a picture of yourself. Label your picture with all the feelings you are experiencing? Discuss your picture with Mum, Dad, or your special adult. As a class discuss some of the different feelings and emotions we experience (visual resources are available for prompts if needed). When we have different emotions, do they always feel the same? Discuss ideas that sometimes we may feel a bit sad/happy/scared etc and other times these feelings can be</p>

				<p>H22. to recognise the ways in which we are all unique</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R8. simple strategies to resolve arguments between friends positively</p>	<p>stronger and we will feel very happy/sad etc. Use feelings barometer and discuss examples – would the children have a strong feeling or a weak feeling in response to different experiences? Move barometer to show children's responses. Remind children about the different feelings we thought about last week. Discuss what negative feelings might make us feel like doing? Sometimes negative feelings can make us want to do things that we know are wrong, so we have to stop and think about what we are doing. We must think and not be 'impulsive.' Give children some examples and ask them to decide if the character thinks before they act or if they are impulsive. Give a situation and ask children to say what might happen if someone was impulsive and what might happen if someone thought about their behaviour first.</p> <p>e.g., 2 children decide they need the large wheels to finish making their car model. They both reach for it at the same time.... what could they do? (Snatch it, fight over / talk to each other, share?)</p> <p>Ask children to think about some feelings that aren't nice – how do these make us feel inside? Remind children about how these negative feelings can make us do things we normally wouldn't do and that we need to calm down and relax to help us think properly. Discuss what relax means and ask children to talk with a partner about what makes them feel relaxed. Try out some relaxation techniques – deep breathing, tensing and relaxing different muscles, simple hand massage, a good night's sleep. Various links to choose from on slides. Discuss with children what they shouldn't do if someone is upsetting/annoying/hurting them? What should they do? Go to teacher. Can we help ourselves without needing a teacher sometimes? Discuss how we can 'stand up for ourselves' but without hurting others – asking the person to stop, ignoring them, moving away, asking for a turn, explaining to others why you are upset and asking them to apologise etc.</p>
Summer 1st	<p>Relationships</p> <p>Walk to school Week</p> <p>Values Education</p>	<p>Feeling cared for</p> <p>Loving someone</p> <p>Hard choices</p> <p>Sharing people</p>	<ul style="list-style-type: none"> I can tell you when I feel cared for I can tell when I love or care for someone I understand that if someone leaves me they can still love me I understand people have to make hard choices and sometimes they have no choice I can share people I care about 	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R24. how to listen to other people and play and work cooperatively</p>	<p>4 Minutes Mindfulness at the beginning of every lesson.</p> <p>Ongoing Themes: Making good choices and having a friend to play with in the playground. (See teaching slides for details)</p> <p>If someone loves and cares for us what might they do? Look at pictures on Smart board - discuss which people feel cared for and why? How do we know that?</p> <p>Discuss people we love and care about. Why are they important to us. How does it feel when we care for someone?</p> <p>Draw pictures of the people who we care about and write why they are special (possible learning log activity or independent activity during the week).</p> <p>Read the story 'Granny went Away' and answer questions about what Malik may have said to his granny on the phone. Why did Malik say bad things to his grandmother at first? How did Malik</p>

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			<ul style="list-style-type: none"> • I can talk about my feelings when I feel alone • I can talk about my feelings when I have to share someone who is important to me • I can tell you how I feel when I lose someone or something I care about 	<p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>feel when his granny went away? Does granny going away stop her from loving Malik? The children can talk in partners and feedback key thoughts and feelings. The children may also want to talk about times when members of their family may have gone away for periods (the Hajj, trips to home countries etc.) Did granny have a choice? – Discuss how sometimes grown-ups have very difficult choices to make.</p> <p>Watch the Toy Story clip (when the new toy Buzz is brought into the bedroom). How does Woody feel? Why does he feel like that? He feels jealous because he doesn't want to share Andy etc. Watch the clip at the end when they get along and Andy plays with both toys. Discuss – how we can love/care about more than one person. If somebody cares for lots of people does that make them care less about each individual? Explain how we can 'share' the people who are important to us.</p> <p>Ask children to think about 4 things or people who are really important to them and who they really care about. Draw/write these on whiteboards/sheets. In partners and then as a class discuss - how you would feel if you lost your important thing or person? How does sharing your important things make you feel? What can you do to try and feel better if you lose something? Look at photos. How do the people in the different pictures feel? How would you feel if you were playing with lots of your friends? How would you feel if you didn't have any friends? etc. If you knew someone was feeling lonely, what could you do?</p> <p>Feeling lonely challenge – work in groups to create a poster to remind everyone how to help people who are feeling lonely. Discuss what we need to do to work well together in groups. Will it work if everybody does their own thing? If nobody listens to each other? If people don't share their ideas? etc. As a class think of a list of rules for good teamwork. Teamwork task – build a bridge from lollipop sticks in mixed ability groups. Which bridge is strongest? Which bridge can hold the most?</p>
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<p>Summer 2nd</p>	<p>Changes Money RHE Education Values Education Pupil Voice Survey</p>	<p>Problem solving Habits Behaviour Overcome Obstacles Money</p>	<ul style="list-style-type: none"> • I can problem solve in a constructive way. • I can tell you what a habit is and know that it is hard to change one. • I can tell you about a plan that I have made to change something about my behaviour. • I can plan to overcome obstacles • I know what it means when something is or isn't your fault. • I know that I make my own choices about my behaviour • I realise money comes from different sources and that it can be used for different reasons. 	<p>H26. about growing and changing from young to old and how people's needs (Also SCIENCE) change H27. about preparing to move to a new class/year group L10. what money is; forms that money comes in; that money comes from different sources (Also Maths) L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this L15. that jobs help people to earn money to pay for things ** L16. different jobs that people they know or people who work in the community ** do L17. about some of the strengths and interests someone might need to do different jobs</p> <p>RHE - Separate Planning R3. about different types of families including those that may be different to their own R4. to identify common features of family life H5. simple hygiene routines that can stop germs from spreading H25. to name the main parts of the body including external genitalia</p>	<p>4 Minutes Mindfulness at the beginning of every lesson. Ongoing Themes: Making good choices and having a friend to play with in the playground. (See teaching slides for details) Discuss what we need to do to work well together in groups. Will it work if everybody does their own thing? If nobody listens to each other? If people don't share their ideas? etc. As a class come up with a list of guidelines for good teamwork. Discuss habits – what is a habit? Activities - folding arms the wrong way/crossing legs other way round – how does it feel? Explain a habit is something we have learned to do a certain way. What kind of habits might people have? Does anyone in the class know if they have a particular habit? Does our class have any bad habits that we could try to change? (e.g., noisy in corridor, not good at tidying up etc.) Will it be easy to change a habit? What will we have to do to try to change the habit? - Discuss ideas that children have that would help to stop the bad habit. Work in groups to make a poster showing the plan to try and reduce our bad habit. Read Naughty Nigel story (pg 12) Think about and discuss the questions – was it Nigel's fault that he did what he did? Can we choose the way we behave? Can Nigel change the way he behaves? What could he do? What obstacles might make it hard for him to change? Discuss with children what they might do over the holidays. Discuss how they would keep themselves safe in different places/situations – recap road safety, safety around the house, people who can help keep us safe etc. Look at different pictures, what could be dangerous in each? Discuss how children get money and how adults get money. What do adults use money for? What do children use money for? How can we look after our money? Discuss if children should just be given money or if they should have to earn it i.e., by doing small jobs around the house? Discuss moving to Year 3. What will it be like? What will be different? What will be the same? What are children looking forward to? Do the children have any worries? Highlights of Year 2 – Discuss what children have enjoyed the most about Year 2. Children to work in groups to make a poster or letter for Year 1 children describing the things they have enjoyed most about Year 2. RHE 3 lessons (Refer to RHE Progression Document)</p>
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Long PE Curriculum Overview

Year R	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st	<ul style="list-style-type: none"> Dance – Ourselves 	<p>Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.</p> <p>Beat: The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3, 4).</p> <p>Moving: means using a variety of body parts to move around the space in a creative way.</p> <p>Control: means moving our bodies in time with the music, beat or sound.</p> <p>Rhythm: is a repeated pattern of movements or sounds.</p> <p>Sport Specific Vocabulary</p> <p>Timing: In dance, timing refers to moving to the beat of the music.</p> <p>Sequence: This is a combination of controlled movements that have been added together in a particular order.</p> <p>Opposite: refers to when something is totally different from or the reverse of something else. For example, the opposite to slow is fast.</p>	<ul style="list-style-type: none"> I can move my body using big actions I can experiment moving in different ways I can watch others as they perform I can travel with self confidence I can make my actions big and clear I can perform actions, thinking about the music I can encourage other children I can listen to other's ideas I can run, skip and jump to music I can move like a champion I can use turns and jumps, both high and low I can change my movements if the music is fast or slow I can be brave and perform in front of others I can stamp for heavy and tip toe for light I can have control I can create a movement sequence for going to bed I can choose a person to follow I can look for a space as I move around I can move like a cat I can move like a mouse I can work in a pair I can make a short sequence in a pair 	<p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> Show What You Know (Warm Up) – Moving in space In the morning Combining movements together Performance Travelling to school Developing our travelling movements Develop moving in space Introducing props Reflection Learning and repeating a sequence Feeling sleepy Exploring opposites Going to bed Actions of a cat Actions of a mouse Combining the actions of a cat and mouse
Autumn 2 nd	<ul style="list-style-type: none"> Gymnastics – high, low, over, under 	<p>Champion Gymnastics: 'Champion' refers to when pupils are being silent, pointing their fingers and toes and are</p>	<ul style="list-style-type: none"> I can move in high ways I can experiment moving in different ways 	<p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; 	<ul style="list-style-type: none"> Show What You Know (Warm Up) Introducing 'high' Creating 'high' shapes

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		<p>still when they make a shape/balance.</p> <p>Shapes: Another word for balancing. Pupils must hold a shape still.</p> <p>High: This means moving or balancing in ways where the body is high up away from the floor. For example jumping, hopping or skipping.</p> <p>Low: This means moving or balancing in ways where the body is low to the floor. For example sliding, rolling or crawling.</p> <p>Over: This refers to when the body is moving over the top of a piece of apparatus.</p> <p>Under: This refers to when the body is moving underneath a piece of apparatus.</p> <p>Sport Specific Vocabulary</p> <p>Apparatus: The term apparatus refers to a piece of equipment that's used in gymnastics. For example a bench, vault or balance beam.</p> <p>Transition: The term transition means to move into and out of basic movements, actions or balances.</p>	<ul style="list-style-type: none"> • I can listen to others' ideas • I can move as a 'champion' • I can move with quiet bodies • I can move on different parts of my body • I can understand what high is • I can understand the difference between high movements and high shapes • I can stay safe on apparatus moving through, along and across • I can take turns • I can move high and low on the apparatus • I can apply my movement ideas on the apparatus moving high, low, over and under 	<ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<ul style="list-style-type: none"> • Combine moving and creating shapes • Follow the leader • Introducing 'low' • Creating 'low' shapes • Combine moving and creating shapes • Follow the leader part 2 • High and low • Introducing the apparatus • Combining moving and creating shapes on apparatus • Transition between high and low on apparatus • Combine moving and creating shapes on apparatus • High and low on apparatus • Transition between high, low, over and under on apparatus • Combine moving and creating shapes on apparatus • Follow the leader part 3 • Extend thinking
Spring 1 st	<ul style="list-style-type: none"> • Ball skills – hands 	<p>Space: is an open area on the pitch that is unoccupied by another player. The attacker in possession of the ball needs to identify open spaces to move into keeping control.</p>	<ul style="list-style-type: none"> • I can push the ball with increasing control • I can push the ball with my dominant hand • I can focus on the ball • I can stop the ball when the music stops 	<p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; 	<ul style="list-style-type: none"> • Show What You Know (Warm Up) • Explore pushing • Musical Moving – Pushing the ball with control • Explore rolling

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		<p>Control: means keeping the ball close to us when we are dribbling, preventing the defenders from gaining possession. If the ball is under control by the attacker in possession it should not go out of the playing area.</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p> <p>Sport Specific Vocabulary</p> <p>Bouncing: means using our hands to push the ball towards the floor. If the attacker in possession of the ball continuously bounces the ball and moves around the space, keeping control this is known as dribbling.</p> <p>Rolling: is a method of sending the ball along the floor. A ball can be rolled using our hands towards a target or our partner.</p> <p>Pushing: is a method of sending the ball using our hands. The person pushing the ball will extend their hands away from their body to direct the ball towards a target or their partner.</p>	<ul style="list-style-type: none"> • I can bounce the ball with control • I can understand the meaning of 'control' • I can play by the rules • I can roll the ball with control • I can roll the ball with my dominant hand • I can encourage my partner • I can roll the ball towards a target • I can dribble the ball with control • I can dribble the ball with my dominant hand • I can move into space to avoid others • I can adjust my speed and change direction to avoid others 	<ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> • Skittles – Develop rolling towards a target • Skittles – Rolling in pairs • Explore bouncing • Develop bouncing • Body Parts • Explore and develop bouncing • Stepping Stones • Follow the Leader – Finding Space • Truck and Trailer – Pushing and Rolling • Truck and Trailer Gateway • Spaces Invaders – Space Heroes
<p>Spring 2nd</p>	<ul style="list-style-type: none"> • Gymnastics – moving 	<p>Champion Gymnastics: 'Champion' refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance</p>	<ul style="list-style-type: none"> • I can move using a variety of body parts • I can move using 'champion' movements • I can move with quiet bodies • I can make 'champion' shapes 	<p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; 	<ul style="list-style-type: none"> • Show What You Know (Warm Up) • Explore moving on different body parts • Explore making shapes on different body parts • Explore moving on apparatus using different body parts

		<p>Shapes: Another word for balancing. Pupils must hold a shape still.</p> <p>Big: This means moving or balancing in ways where the body is extended as large as possible.</p> <p>Small: This means moving or balancing in ways where the body is made as small as possible.</p> <p>High: This means moving or balancing in ways where the body is high up away from the floor. For example jumping, hopping or skipping.</p> <p>Low: This means moving or balancing in ways where the body is low to the floor. For example sliding, rolling or crawling.</p> <p>Sport Specific Vocabulary</p> <p>Apparatus: The term apparatus refers to a piece of equipment that's used in gymnastics. For example a bench, vault or balance beam.</p> <p>Transition: The term transition means to move into and out of basic movements, actions or balances.</p>	<ul style="list-style-type: none"> I can move in different directions I can move using big and small movements I can create 'big' movements on the floor and apparatus I can create 'big' shapes I can create 'small' movements on the floor and apparatus I can create 'small' shapes 	<ul style="list-style-type: none"> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> Explore making shaped on apparatus using different body parts Explore moving in different directions Explore moving in different directions on apparatus Zone directions Explore big movements Explore small movements Explore making big and small shapes Explore moving and make shapes on apparatus Moving in pairs on the floor Moving in pairs on the apparatus Moving in pairs on the apparatus – Extended learning Creating shapes in pairs on the floor Creating shapes in pairs on the apparatus Combine moving and creating shapes on apparatus Transition between different zones on the apparatus Transition between different zones on apparatus – Extending learning
Summer 1 st	<ul style="list-style-type: none"> Ball skills – feet 	<p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is the keep the ball away from the defenders.</p>	<ul style="list-style-type: none"> I can kick a ball with increasing control I can dribble with my dominant foot I can move into spaces avoiding other children I can move the ball using different parts of my feet 	<p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; 	<ul style="list-style-type: none"> Show What You Know (Warm Up) Explore moving with a ball using our feet Funny feet Introducing Wizard Dribblers Wizard Dribblers – Magic Tunnels

		<p>Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p> <p>Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attacker in possession of the ball needs to identify open spaces to move into to keep the ball away from the defenders.</p> <p>Opponent: means a player on the other team. If we are an attacker dribbling we need to keep the ball away from the defender who is our opponent.</p> <p>Sport Specific Vocabulary</p> <p>Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.</p> <p>Control: means keeping the ball close to us, preventing the defenders from gaining possession.</p>	<ul style="list-style-type: none"> • I can adjust my speed and change direction to avoid defenders • I can keep the ball close • I can move the ball using the insides and outsides of my feet • I can stop the ball with my feet • I can move into space • I can understand the meaning of 'control' • I can play by the rules • I can move the ball towards my friend • I can count my own score • I can understand why we don't use our hands to stop the ball 	<ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> • Wizard Dribblers – Wicked Witches • Cars • Cars – Traffic Lights • Police Cars • Through the Goal • Through the Goal – with defenders • Battleships • Battleships Advanced
<p>Summer 2nd</p>	<ul style="list-style-type: none"> • Attack and defence games 	<p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point. The aim of the game for the attackers is to score as many points as possible.</p> <p>Defender: We are considered a 'defender' when we are not in</p>	<ul style="list-style-type: none"> • I can move into space avoiding other children • I can adjust my speed and change direction to avoid children • I can experiment moving in different ways • I can play by the rules • I can travel with confidence • I can run and stay in a space 	<p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> • Show What You Know (Warm Up) – Walkie Talkie • Sharks and Fishes (1v1) • Sharks and Fishes (5v1) • Sharks and Fishes (4v2) • Sharks And Fishes (1v1) – Keeping the Score • Sharks and Fishes – Against the Clock • Sharks and Fishes – Following the rules • Sharks and Fishes – Coral Reef

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		<p>possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.</p> <p>Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.</p> <p>Sport Specific Vocabulary</p> <p>Rules: are a set of regulations or principles that govern a particular activity that ensure that the activity is played fairly and safely.</p> <p>Tagging or Tag: is the method applied by the defending team to stop the attacker from moving.</p> <p>Sharing: to ensure that a game is played fairly pupils should be encouraged to share and take turns.</p>	<ul style="list-style-type: none"> I can score points by catching my opponent I can understand the consequence of breaking the rules of the game I can take turns I can count my own score I can play fairly I can understand why I need to prevent the attackers from scoring a point I can stop children from scoring a point by tagging them 	<ul style="list-style-type: none"> Sharks and Fishes – Cross the Ocean Sharks and Fishes – Cross the Ocean Part 2 Sharks and Fishes – The Great Escape Sharks and Fishes (2v1) Cross the Sea Sharks and Fishes – Fishing time Sharks and Fishes (5v5)
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Year 1	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st	<ul style="list-style-type: none"> Gymnastics - Body Parts 	Champion Gymnastics: 'Champion' refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance.	I can use 'Champion' movements. I can move with quiet bodies. I can make balanced shapes on big parts of my body. I can make 'champion' shapes.	Aims The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities 	<ul style="list-style-type: none"> Introducing big body parts Creating shapes using big body parts Application of learning big body parts on apparatus.

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		<p>Wide: This means moving or balancing in ways where the body is extended (arms and legs) horizontally away from the centre of the body. For example a star jump is a wide movement.</p> <p>Narrow: This means moving or balancing in ways where the body stretching (arms and legs) vertically away from the centre of the body. For example, a pencil jump is a narrow way of moving.</p> <p>Curled: This means to move or balance rolling our body up tightly. A forward roll is an example of moving in a curled way.</p> <p>Big: This means moving or balancing in ways where the body is extended as large as possible. Small: This means moving or balancing in ways where the body is made as small as possible</p> <p>Sport Specific Vocabulary</p> <p>Interesting: This means pupils are thinking and being creative. Introduction to 'big' body parts</p> <p>Linking: This means successfully adding two movements together so that they flow one after the other.</p>	<p>I can apply my movement ideas and shape ideas on the apparatus. I can move using different body parts. I can use the apparatus safely. I can watch and listen to other pupil's ideas and demonstrations. I can confidently use the apparatus.</p> <p>Do pupils understand what a champion is? Champions are silent, point their fingers and toes and are also still when they make shapes.</p> <p>Do pupils understand what the 'big' parts of their bodies are?</p> <p>Are pupils creative on the apparatus moving over, under, though, along, across etc?</p>	<ul style="list-style-type: none"> are physically active for sustained periods of time engage in competitive sports and activities Lead healthy, active lives. <p>Key Stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Introducing small body parts Creating shapes using small body parts Application of learning small body parts on apparatus Combining themes when moving Combining themes to make shapes Combining themes on apparatus Transition between wind, narrow and curled on apparatus Linking movements together Extending combinations of movements Being creative when adding and linking movements
<p>Autumn 2nd</p>	<ul style="list-style-type: none"> Ball skills - Feet 	<p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders.</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p> <p>Space: is an open area on the pitch that is unoccupied by a defender or the</p>	<p>I can kick (dribble) a ball with increasing control. I can dribble with my dominant foot. I can move into space avoiding other pupils. I can adjust my speed and change direction to avoid other pupils. I can explore kicking the ball in different ways. Curiosity I can play by the rules. Fairness I can think of my own ways of moving with the ball using my feet. Courage</p>	<p>Aims The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities Lead healthy, active lives. <p>Key Stage 1</p>	<ul style="list-style-type: none"> Explore moving with feet Body breaks Inside out - dribble around the area. Traffic lights - moving using inside and outside of foot. Body breaks Ice monsters- dribbling ball to avoid a target. Follow the leader - finding a space

		<p>defending team. The attacker in possession of the ball need to identify open spaces to move into to keep the ball away from the defenders.</p> <p>Control: means keeping the ball close to us, preventing the defenders from gaining possession.</p> <p>Sport Specific Vocabulary</p> <p>Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.</p> <p>Passing: is a method of sending (kicking) the ball to our partner or another member of our team in order to keep possession of the ball.</p> <p>Control: means keeping the ball close to us, preventing the defenders from gaining possession.</p>	<p>I can move the ball with control. I can keep the ball close to me. I can stop the ball using my feet. I can respond to the commands.</p> <p>Pupils understand the meaning of 'control.' Pupils can play by the rules.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 <p>Perform dances using simple movement patterns.</p>	<ul style="list-style-type: none"> • Ice monsters on the loose - dribbling ball avoiding monsters. • Aiming ball through partners legs. • Aiming ball through partners legs using inside of foot. • Competition - Aiming ball through partner's legs. who can score the most? • Kick Bowling - Team competition • Kick Bowling – individual competition.
<p>Spring 1st</p>	<ul style="list-style-type: none"> • Attack and defence - Games 	<p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point. The aiming of the game for the attackers is to score as many points as possible.</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.</p> <p>Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.</p> <p>Sport Specific Vocabulary</p>	<p>I can move into spaces avoiding other pupils.</p> <p>I can adjust speed and change direction to avoid other pupils (defenders).</p> <p>I can experiment running in different ways.</p> <p>I can listen to others' ideas.</p> <p>I can travel with confidence.</p> <p>I can move around the space keeping away from the defenders.</p> <p>I can run and stay in a space.</p> <p>Pupils are able to change direction (dodge) and keep away from the defenders.</p> <p>Pupils understand what attacking means.</p>	<p>Aims</p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • Lead healthy, active lives. <p>Key Stage 1</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-</p>	<ul style="list-style-type: none"> • Dodging the defenders, avoiding the defenders. • Dodging defenders - Principles of attack. • Dodging defenders - avoiding real defenders. • Galaxy stars - Applying attacking into a game. • Galaxy stars- understanding attacking principles. • Galaxy stars - Applying attacking principles. • Stuck in the mud - stopping the attackers from winning. • Stuck in the mud - protecting the zone. • Galaxy defenders - Understanding defending principles.

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		<p>Rules: are a set of regulations or principles that govern a particular activity that ensures that the activity is played fairly and safely.</p> <p>Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.</p> <p>Team: A team is a group of people who work together with the objective of achieving the same a goal.</p>	<p>Pupils understand the consequence in a game of moving close to the defenders.</p> <p>Pupils apply simple attacking strategies.</p> <p>I can play by the rules.</p> <p>I can stop when I am caught.</p>	<p>operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 <p>Perform dances using simple movement patterns.</p>	<ul style="list-style-type: none"> Protect the treasure - Applying defending principles into a game. Galaxy start - attacking competition. Protect the treasure – defending competition.
Spring 2 nd	<ul style="list-style-type: none"> Bats and rackets 	<p>Possession is when we have physical control of the ball.</p> <p>Control: means keeping the ball close to us when we are dribbling or pushing with our racket.</p> <p>Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. Our aim is the keep the ball away from the defenders.</p> <p>Control: means keeping the ball close to us when we are dribbling or pushing with our racket.</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p> <p>Sport Specific Vocabulary</p> <p>Dribbling: is a method of moving with the ball. The attacker in possession of the ball uses their racket to push the ball around in order to move around the space.</p>	<p>I can push (dribble) a ball with a racket with increasing control.</p> <p>I can push with my dominant hand using a racket.</p> <p>I can push the ball in different directions.</p> <p>I can use a racket safely.</p> <p>I can share equipment.</p> <p>I can challenge myself to keep the ball as close as possible.</p> <p>I can push a ball around the space using a variety of rackets and ball.</p> <p>I can push the ball in different directions and remain within a space.</p> <p>I can encourage/collaborate with other pupils.</p> <p>I can keep trying even if I find it challenging.</p>	<p>Aims</p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities Lead healthy, active lives. <p>Key Stage 1</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Exploring pushing a ball using a racket. Taking turns, sharing equipment. Exploring pushing a ball – sharing ideas. Take a drive - develop pushing our ball. Mind the monsters: Avoid the traps. Mind the monsters: The monster teacher. Follow the leader: mind the monster traps. Mind the monster caves. Skittles. Explore hitting using different size balls and rackets. In the puddle: explore hitting the ball towards a target. In the puddle: Develop hitting the ball towards a target. In the puddle: Counting to five. In the puddle: Making a splash. In the puddle: Making a splash challenge.

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		<p>Accuracy: is the ability to control where we are pushing or hitting the ball with our racket.</p> <p>Hitting: means striking the ball with a racket with the purpose towards a target.</p> <p>Power: is the intensity and speed that we hit a ball with our racket.</p>		<ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending <p>Perform dances using simple movement patterns.</p>	<ul style="list-style-type: none"> In the puddle: Scare the ducks. In the puddle: Fly away ducks.
<p>Summer 1st</p>	<ul style="list-style-type: none"> Locomotive-Running 	<p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point. The aiming of the game for the attackers is to score as many points as possible.</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.</p> <p>Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.</p> <p>Sport Specific Vocabulary</p> <p>Speed: Is the ability to move all or part of the body as quickly as possible. Speed is a vital component to being successful when running.</p> <p>Acceleration: is how quickly an athlete can increase their speed over a distance when running.</p> <p>Tagging or Tag: is the method applied by the defending team to stop an attacker from moving.</p>	<p>I can move into spaces avoiding other pupils.</p> <p>I can adjust speed and change direction to avoid other pupils.</p> <p>I can experiment running in different ways.</p> <p>I can listen to others ideas.</p> <p>I can travel with confidence.</p> <p>I can run and stay in a space.</p> <p>I can run by pumping my arms.</p> <p>I can run on the balls of my feet.</p> <p>I can keep my head up when running.</p> <p>I can understand why we keep our head up, pump our arms and use the balls of our feet when running.</p> <p>I can give feedback to a partner and encourage my partner.</p> <p>I can try to make my body run as fast as possible.</p> <p>I can play by the rules.</p> <p>I can travel with confidence.</p>	<p>Aims The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities Lead healthy, active lives. <p>Key Stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Athletics1 Domes and dishes/ Follow my leader. Exploring running Exploring running using our heads. Athletics 2 Perfect posture/ Touch base. Explore running using our arms. Explore running, focus on our feet. Follow the leader. Sticky Glue: Finding space. Sticky Glue: Avoid the defenders. Mud Monsters: Applying running. Target games 1 - Chasing Games. Traffic Lights: Running at different speeds. Fishes and sharks. Traffic lights. Cats and dogs. Running for speed: Beat the clock. Running for speed: Competition. Running in a team: Relay races. Aboard the bus: Explore running in a team. Mud monsters: The teacher is a monster.

Long PE Curriculum Overview

				Perform dances using simple movement patterns.	<ul style="list-style-type: none"> Mud Monsters: Monsters come alive.
Summer 2 nd	<ul style="list-style-type: none"> locomotive - Jumping 	<p>Jumping: is a form of moving where we use our body to propel ourselves off a surface and into the air.</p> <p>Distance: is defined as the length of space between two points. This might mean how far an athlete has jumped.</p> <p>Space: is an open area within the playing area that is unoccupied by a defender or the defending team. When jumping we need to identify open spaces to jump into to avoid other pupils.</p> <p>Attacker: We are considered an 'attacker' when we are trying to move into space to avoid being caught by a defender.</p> <p>Defender: We are considered a 'defender' when we are trying to catch an attacker.</p> <p>Sport Specific Vocabulary</p> <p>Skipping: is a combination of a long step and a hop, stepping from one foot to the other with a hop or bounce.</p> <p>Landing: Is how we use our bodies to land after we have left a surface and jumped into the air. When landing we should land on two feet, bending our knees to absorb the impact.</p>	<p>I can jump and land safely.</p> <p>I can move into spaces avoiding other pupils and the markers.</p> <p>I can adjust my speed and change direction to avoid other pupils and the markers.</p> <p>I can experiment with moving in different ways.</p> <p>I can play by the rules.</p> <p>I can travel with confidence.</p> <p>I can jump and stay in a space.</p> <p>I can jump, hop or leap using my arms.</p> <p>I can jump, hop or leap bending my knees.</p> <p>I can keep my head up when I jump, hop or leap.</p> <p>I can jump, hop and leap over obstacles.</p> <p>I can move around the space keeping away from the taggers.</p> <p>I can understand the consequence in a game of moving too close to the taggers.</p> <p>I can show different ways of jumping.</p> <p>I can play by the rules.</p> <p>I can stop if I touch a marker, lily pad or snake and when I am tagged.</p>	<p>Aims</p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities Lead healthy, active lives. <p>Key Stage 1</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 <p>Perform dances using simple movement patterns.</p>	<ul style="list-style-type: none"> Developing jumping. Lilly pads and snakes Part 1- applying jumping, hopping and leaping in a game. Lilly pads and snakes Progression 1-touch a marker-stuck. Lilly pads and snakes progression 2- two taggers. Recap jumping using correct technique. Jumping competition. Team jumping competition: Distance. Team jumping competition: Speed. Follow my leader. Jumping circuit. Explore skipping. Traffic lights: Skipping. Kangaroo skip. Finding space: Skipping and jumping. The frozen game. The frozen competition. Level 1 Jumping competition. Jumping competition: Distance. Jumping competition: Speed.

Year 2	Topic	Vocab	I can statements	National Curriculum	Activities
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Long PE Curriculum Overview

Autumn 1 st	Gymnastic Linking	<p>Champion Gymnastics: Champion refers to pupils being silent, pointing their fingers and toes and are still when they make shapes/balances.</p> <p>Linking: This means successfully adding two movements together so that they flow one after the other.</p> <p>Flow: This is when a gymnast moves from one action to another without stopping.</p> <p>Transition: The term transition means to move into and out of basic movements, actions or balances.</p> <p>Sport Specific Vocabulary</p> <p>Jump: Is a method of moving where a gymnast pushes themselves off of a surface and into the air creating a moment of flight.</p> <p>Roll: Is a method of moving where a gymnast completes rotation of their body on the ground.</p> <p>Sequence: This is a combination of controlled movements, balances or actions that have been added (linked) together in a particular order.</p>	<ul style="list-style-type: none"> • I can decide what parts of my bodies to move on • I can move out of a roll with either a balance or move • I can make a champion shape • I can move using 'champion' movements • I can understand what a champion is • I understand how to link movements together • I understand what flow is • I can listen to others' ideas • I can think of my own movements • I can ensure my movements still flow while on apparatus • I can be creative on apparatus • I can stay safe using the apparatus • I can move from a jump into a roll and finish with a balance 	<p>Aims The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. <p>Key Stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Show what you know (warm up) • Developing 'linking' • Exploring ways of moving into a roll • Pair links • Developing 'linking' on apparatus • Exploring ways of moving into a roll on apparatus • Pair links on apparatus • Introduce 'jump, sink down, roll, balance' • Creating their own movement ideas • Peer assessment • Applying the following sequence to apparatus: Jump, roll, balance • Creating their own movement ideas on apparatus • Linking 2 movements and one balance on apparatus • Performance with peer and teacher assessment • Linking extensions on apparatus
Autumn 2 nd	Ball Skills - Hands	<p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is the keep the ball away from the defenders.</p> <p>Defender: We are considered a 'defender' when we are not in</p>	<ul style="list-style-type: none"> • I can dribble the ball with control • I can dribble the ball with 1 hand • I can dribble the ball with 2 hands • I can bounce the ball around the space, keeping it away from defenders • I can collaborate and take turns 	<p>Aims The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities 	<ul style="list-style-type: none"> • Show what you know (warm up); Space Dribble • Postman Pat – Dribbling • Postman Pat – Special Delivery • Through the Gate – Introduce the chest pass • Postman Pat – Passing

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		<p>possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p> <p>Opponent: means a player on the other team. If we are an attacker dribbling we need to keep the ball away from the defender who is our opponent.</p> <p>Team: is a group of players from one side who come together to try and achieve a common goal.</p> <p>Sport Specific Vocabulary</p> <p>Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the space.</p> <p>Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should direct the ball towards the receiver's hands at chest level.</p>	<ul style="list-style-type: none"> • I can play by the rules • I can keep score • I can receive the ball • I can pass the ball towards a target using their hands • I can use my body to aim • I can pass with control • I can look at my partner when passing • I understand the meaning of 'aiming' • I can listen to my partner and team members • I can more and pass with increasing accuracy • I can dribble the ball with control 	<ul style="list-style-type: none"> • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. <p>Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Postman Pat – Avoid the invisible defender • Follow the leader • Postman Pat – Passing and Dribbling • Hunter – Scoring a point • Hunter – Keeping a possession • Hunter – Attackers v defenders • Keep on moving, keep on scoring • Keep on moving – The invisible defender • Keep on moving – Introduce a defender
Spring 1 st	Locomotion Jumping	<p>Jumping: is a form of moving where we use our body to propel ourselves off a surface and into the air.</p> <p>Distance: is defined as the length of space between two points. This might mean how far an athlete has jumped.</p> <p>Space: is an open area within the playing area that is unoccupied by a defender or the defending team. When jumping we need to identify open spaces to jump into to avoid other pupils.</p>	<ul style="list-style-type: none"> • I can jump and stay in space • I can jump, hop or leap using my arms • I can jump, hop and leap bending my knees • I can jump, hop and leap over the snakes and lily pads • I can keep away from the mud monsters • I can show different ways of jumping • I can understand the consequences of moving to close to the mud monsters • I can play by the rules 	<p>Aims The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. <p>Key Stage 1</p>	<ul style="list-style-type: none"> • Show what you know (warm up): Jumping • Lily Pads and Snakes – Part 1 • Lily Pads and Snakes Progression • Mud Monsters – Avoid the traps • Mud Monsters – Monsters come alive • Cross the river • Cross the river – Avoid the Rocks • Cross the river – Avoid the Sharks

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		<p>Attacker: We are considered an 'attacker' when we are trying to move into space to avoid being caught by a defender.</p> <p>Defender: We are considered a 'defender' when we are trying to catch an attacker.</p> <p>Sport Specific Vocabulary</p> <p>Speed: Is the ability to move all or part of the body as quickly as possible.</p> <p>Landing: Is how we use our bodies to land after we have left a surface and jumped into the air. When landing we should land on two feet, bending our knees to absorb the impact.</p>	<ul style="list-style-type: none"> • I can stop when I am tagged • I can keep my head up when I jump • I can move around space keeping away from the sharks • I can link 2 jumps together • I can jump in different directions • I can jump fast • I can jump slow • I can create different jumping ideas together • I can teach others my combination • I can think of my own ideas for jumps • I can understand why I need to jump as far as possible • I can understand why I need to jump quickly in a game • I can hop then step and then jump 	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 <p>perform dances using simple movement patterns.</p>	<ul style="list-style-type: none"> • Linking Jumping • Follow the leader • Jumping patterns • Jumping combinations competition • Jumping combination competitions – Distance • Jumping combination competitions – Speed • Develop Jumping Combinations • Level 1 jumping competitions
Spring 2 nd	Ball skills - feet	<p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders.</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p> <p>Possession: Is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score.</p> <p>Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attacker in</p>	<ul style="list-style-type: none"> • I can move the ball with control • I can keep the ball close to them • I can move the ball using the insides and outsides of my feet • I can move the ball around the space keeping away from the defenders • I can understand the consequence in a game of moving the ball close to the defenders • I can understand the meaning of control • I can play by the rules • I can swap roles if the defender gains possession of the ball • I can receive the ball • I can pass the ball towards a target using my feet • I can use their non-kicking foot to aim 	<p>Aims</p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. <p>Key Stage 1</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative</p>	<ul style="list-style-type: none"> • Show what you know (warm up) • Space Invaders – Part 1 • Space Invaders – Part 2 • Through the Gate – Passing and Receiving • Through the Gate – Passing and Dribbling • Mud Monsters – Passing and Dribbling • Mud Monsters – Passing Progression • Mud Monster – Ball Eater • Hunter – Scoring a point • Hunter – Keeping possession • Radar • Radar – The invisible defender • 6v0 – The invisible defender • 5v1 – Introduce a defender

		<p>possession of the ball need to identify open spaces to move into to keep the ball away from the defenders.</p> <p>Sport Specific Vocabulary</p> <p>Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.</p> <p>Passing: is a method of sending the ball to our partner or another member of our team in order to keep possession of the ball.</p>	<ul style="list-style-type: none"> I can kick the ball towards a target using the inside of my foot I can look at my partner when passing I can understand the meaning of 'aiming' I can encourage my partner I can play by the rules I can dribble the ball with control I can keep the ball away from defenders I can receive the ball I can complete my challenges before re-entering the game 	<p>physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 <p>perform dances using simple movement patterns.</p>	
Summer 1 st	Attack and Defence.	<p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point. The aim of the game for the attackers is to score as many points as possible.</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.</p> <p>Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.</p> <p>Sport Specific Vocabulary</p> <p>Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.</p>	<ul style="list-style-type: none"> I can run and stay in a space I can understand what attacking means I can understand why games have rules I can understand the consequences of breaking the rules of a game I can apply simple attacking strategies I can collaborate and take turns I can count my own score I can adjust my speed and change direction to catch others I can tag the attackers I can understand the consequences in a game of running off the pitch I can understand what defending means I can understand the consequence in a game of not tagging an attacker I can create and apply simple defensive strategies I can take turns I can keep score I can create and apply simple defensive strategies 	<p>Aims</p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives. <p>Key Stage 1</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> master basic movements including running, jumping, 	<ul style="list-style-type: none"> Show what you know (warm up): Galaxy Attackers – Applying attackers as a team into a game Galaxy Attackers – Understanding attacking principles as a team Galaxy Attackers – Applying attacking principles as a team Galaxy Defenders – Understanding defending principles as a team Protect the Treasure – Applying defending principles into a game as a team Galaxy stars – Understanding the transition from defence to attack Galaxy Stars – Constant transition between defence and attack Galaxy Attackers – Creating attacking tactics

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		<p>Transition: is defined as the process of recognising and responding after losing or regaining possession.</p> <p>Team: A team is a group of people who work together with the objective of achieving the same a goal.</p>	<ul style="list-style-type: none"> I can create and apply simple attacking strategies 	<p>throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending <p>perform dances using simple movement patterns.</p>	<ul style="list-style-type: none"> Galaxy Attackers – Understanding attacking tactics Galaxy Defenders – Creating and applying defending tactics into a game Galaxy Stars – Competition
Summer 2 nd	Team Building	<p>Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.</p> <p>Inclusion: Inclusion means to included everyone in the activity or within a team no matter their ability. No one should be left out.</p> <p>Communication: Is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.</p> <p>Cooperation: Cooperate is another word used to define teamwork, meaning to work together to achieve a goal or complete a task in the most effective way possible.</p> <p>Strategy: is a planned set of actions that are used by a team or individual to achieve a long term goal. We plan a strategy and then use specific tactics to help us achieve our goal.</p> <p>Sport Specific Vocabulary</p> <p>Courage: means being brave enough to try something even when we find it scary or difficult.</p>	<ul style="list-style-type: none"> I can complete the challenge I can understand why we need to include everyone I can explain how it makes me feel if they are not included I can help other children I can communicate clearly I can include everyone I can play by the rules I can speak up if I don't feel included I can work as a team I can create and apply a simple strategy to cross the swamp I can listen to other team members I can guide my partner across the space without touching a trap I can understand what trust means I can understand my teams' strategies I can express my enjoyment while taking part in a challenge 	<p>Aims The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives. <p>Key Stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Show what you know (warm up): Pair Bears Magic Hoops Magic Hoops – Feet Magic Hoops – Feet and Hands Cross the Swamp Treasure Island Introducing Trust Building Trust Avoid the traps – Developing trust Avoid the traps – Developing Communication Show What You Know (Warm up) – Alphabet Song Pass the Buck Number Card Challenge Fox, Chicken and Corn Circle of Fire Three of a Kind Crystal Maze Challenge 1 – Cross the Swamp Challenge 2 – Doctor's Orders Challenge 3 – Keep it up Challenge 4 – Pass the Buck Challenge 5 – Toxic Waste



Long PE Curriculum Overview

		Motivation: are the positive actions and behaviours an individual uses to help drive themselves, their partner or their team towards a goal.		perform dances using simple movement patterns.	
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Year R	Topic	Vocabulary	I can statements	National Curriculum / ELG ?	Activities
Autumn 1 st	Being special (F4 being special – where do we belong?)	Muslim, Islam, Eid Symbols, Holy book – Qur'an, Places of Worship – Mosque, Ka'aba Peace - Assalamu Alaykum Prayer Hindu, Hinduism, Diwali,	<ul style="list-style-type: none"> Recognise religious symbols. Name and explain religious objects – Qur'an, Topi hat, prayer mat, Qur'an stand, prayer beads Describe some religious practises – peace greeting, visiting Mosque, visiting the Ka'aba 	PSE – Building Relationships – Show sensitivity to their own and others needs UW - Past and Present – Talk about the lives of people around them and their roles in society UW – People and communities - Understand the past through settings, characters, and events	<ul style="list-style-type: none"> Introduced to a character who follows Islam Discuss religious practises – visiting Mosque, Reading the Qur'an, visiting the Ka'aba Listen to and discuss stories from the Qur'an <p>- Diwali workshop</p>
Autumn 2 nd	Being special (F4 being special – where do we belong?) Why is Christmas special (F2 Why is Christmas special for Christians?)	<ul style="list-style-type: none"> Hindu, Hinduism, Aum, Diwali, God/Goddess Shrine, Offerings, Temple, Diwa lamp, the Vedas Christian, Christianity, Cross, Christmas, Jesus, Nativity, Bible, Angel, Miracle, Blessing 	<ul style="list-style-type: none"> Recognise religious symbols - cross / Aum Name and explain religious objects - Diwa lamps, shrine, Bible, nativity scene Describe some religious practises – Visiting Temple, offerings to God, celebrating Diwali, Visiting Church, reading the Bible, celebrating Christmas Discuss key parts of the Nativity story Sort Christmas celebrations into religious and traditional practises Explain how some stories are special to more than 1 religion. 	UW – People and Communities - 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. <i>Developmental Matters....</i>	<ul style="list-style-type: none"> Introduced to a character who follows Hinduism Discuss religious practices – celebrating Diwali, visiting temple, shrines and offerings to God/Goddess Listen to and discuss stories from Hinduism Introduced to a character who follows Christianity Discuss religious practices – visiting Church, reading the Bible Discuss the birth of Prophet Esa Discuss the birth of Jesus and compare to birth of Esa Sort Christmas traditions and religious practises.
Spring 1 st	Prophet stories (unit F6 which stories are specially valued and why?)	<ul style="list-style-type: none"> Bible, Qur'an English, Arabic Sin, Blessing, Miracle, messages Prophet, Guru Sikhs, Sikhism Gurdwara, Guru Nanak 	<ul style="list-style-type: none"> Talk about some religious stories Recognise some religious words (e.g. prophet, blessing, sin) Identify a sacred text (Bible Qur'an) Talk about what the stories teach believers Identify my own feelings in the stories Retell religious stories making connections between my own experiences 	PSE – Building Relationships – Show sensitivity to their own and others needs UW - Past and Present – Talk about the lives of people around them and their roles in society UW – People and communities - Understand the past through settings, characters, and events	<ul style="list-style-type: none"> Discuss the story of Prophet Noah/Nu Discuss the story of Prophet Joseph/Yusuf Introduced to a character who follows Sikhism Discuss Sikh religious practices – follow teachings of Gurus, Visit the Gurdwara, participating in Langar Listen to and discuss a story from Sikhism <p>Chinese New Year craft afternoon</p>
Spring 2 nd	Why Easter special (F3 Why is Easter special for Christians?) Being special (F4 being special – where do we belong?)	<ul style="list-style-type: none"> Christian, Christianity Easter, Prophet, Miracle, Blessing, Prayer, Forgiveness, incarnation, parable Ramadan, Fasting, Iftar, Eid al-Fitr 	<ul style="list-style-type: none"> Talk about some ways Christians remember stories at Easter. Say why Easter is a special time for Christians. Recognise and retell stories connected with celebration of Easter. Understand that in the Christian faith 'Incarnation' means Jesus is the Son of God. Recognise some symbols Christians use during Holy Week e.g. palm leaves, cross, eggs etc 	UW – People and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their	<ul style="list-style-type: none"> Discuss the story of Prophet Jonah/Yunnus Discuss the parable of 'The Lost Sheep' Discuss the story 'Jesus heals a man' Discuss Ramadan and how it is celebrated Compare Christian and Muslim versions of the Easter story Sort Easter religious practices and traditions <p>Easter craft afternoon</p>

			<ul style="list-style-type: none"> Talk about ideas of new life in nature. Make connections with signs of new life in nature. 	experiences and what has been read in class.	
Summer 1st	Being special (F4 being special – where do we belong?) Special places (F5 Which places are specially valued and why?)	<ul style="list-style-type: none"> Prophet fasting, Ramadan, Celebration, Eid al Fitr, Prayer Sacred, special, valued, Church, Mosque, Temple 	<ul style="list-style-type: none"> Talk about somewhere that is special to me Recognise that religious people may have places of special meaning to them Talk about things that are special and valued in a place of worship 	PSE – Building Relationships – Show sensitivity to their own and others needs UW – People and Communities – 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.	<ul style="list-style-type: none"> Discuss why we celebrate Eid and what Eid celebrations might look like Discuss 5 pillars of Islam and which of these Muslims are practicing during Ramadan Explore sacred/religious buildings associated with Christianity, Islam and Hinduism Think about and discuss places that are special to themselves Explore the idea that God created the world for us all to enjoy. Eid celebration
Summer 2nd	Prayer – Why is God Special (F1 Why is the word God special to Christians?)	<ul style="list-style-type: none"> Pray, Prayer, gratitude, thank you, Confession, sorry, supplication, please 	<ul style="list-style-type: none"> Talk about how prayer is important to all religions Explain what prayer might look like Explain that different people pray in different ways Talk about reasons why people might pray. 	ELG	<ul style="list-style-type: none"> Discuss how prayer looks similar or different for each religion Explore the different reasons for prayer – gratitude, confession and supplication

<u>Year 1</u>	<u>Topic</u>	<u>Vocabulary</u>	<u>I can statements</u>	<u>National Curriculum</u>	<u>Activities</u>
Autumn 1st	What do Christians say about God and their beliefs What do Muslims say about God and their beliefs?	<ul style="list-style-type: none"> Parable, message, teachings, Christianity, Bible, forgiveness, apologise, prayer 	1. Identify what a 'parable' is. Give clear, simple accounts of what a story means to Christians. 2. Give an example of a way in which Christians show their belief in God as loving and forgiving. Give an example of how Christians put their beliefs into practise in worship. E.g. by saying sorry to God.	A1 Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and	Recap profile of a Christian character and her Bible story of the Lost Sheep. Discuss what it teaches people. Learn the word parable. Discuss the story of The Lost Son and sequence events. Think of ways Christians and Muslims show they are glad God loves them. Think about apologies and forgiveness, linking to how God forgives. Write a prayer asking for forgiveness.

			<p>3. Think, talk and ask questions about whether I can learn anything from the story, exploring different ideas.</p> <p>Give a reason for the ideas I have and the connections I make.</p>	<p>recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	
Autumn 2 nd	Why does Christmas matter to Christians?	<ul style="list-style-type: none"> Christmas, nativity, Angel, Gabriel, Bethlehem, Manger Gratitude, thank you 	<p>1. Give a clear, simple account of the story of Jesus' birth and why Jesus is important to Christians.</p> <p>2. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>3. Think, talk and ask questions about Christmas for people who are Christians and people who are not. Decide what I have to be thankful for and give a reason for my ideas.</p>	<p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>	<p>Discuss feelings of characters in the Nativity. Discuss and record 5 key events in the Nativity.</p> <p>Identifying religious and non-religious cards. Make an appropriate card/decoration. Identify what characters in the nativity are grateful for. Make thank you statements and a thank you token.</p>
Spring 1 st	Who is a Muslim?	<ul style="list-style-type: none"> Muslim, Islam, Muhammad, Prophet, Shahdah – Muhammad is God's messenger, Qur'an, Ramadan 	<p>1. Recognise what is important to Muslims.</p> <p>2. Give examples of how Muslims put their beliefs into actions.</p> <p>Give examples of how Muslims use stories about the Prophet and his words to guide their beliefs and actions. E.g. care for creation.</p> <p>3. Make connections through thinking, talking and asking questions about Muslims beliefs and their ways of living.</p>	<p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>Recap profile of a Muslim character and his artefacts.</p> <p>Record own special objects and write about why they are special.</p> <p>Discuss the Qur'an; why where when and how it is read.</p> <p>Learn about the Muslim story 'The Prophet and the Ants'.</p> <p>Create a mind map of ways to follow Prophet Muhammad's teaching.</p> <p>Make a poster of what Prophet Muhammad teaches in his farewell sermon.</p>
Spring 2 nd	Why does Easter matter to Christians	<ul style="list-style-type: none"> Palm Sunday, Holy week, Passover meal, cross Resurrection, Sin, Salvation 	<p>1. Tell stories of Holy week and Easter. To know about the lead up to Easter (including Palm Sunday) To know how Christians celebrate Easter.</p> <p>2. Recognise how 'new life' links to Easter.</p> <p>3. Think, talk and ask questions about whether the story of Easter has anything to say about emotions. E.g., sadness, hope, surprised, joy, shocked, happiness, excitement.</p>	<p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Create a wheel of signs of new life. Link to Christian ideas.</p> <p>Unpick and sequence key events that happened.</p> <p>Name and discuss the emotions Jesus' friends would have felt in the Easter story.</p> <p>Connect eggs as a symbol of new life.</p> <p>Discuss resurrection and salvation and why this is important to Christians. Draw two scenes from the story.</p>
Summer 1 st	How does a Muslim live?	<ul style="list-style-type: none"> Subhan beads Subhanallah 'Glory be to God' Shahadah, (Muhammad is God's messenger) Salah (prayer) Zakat (charity), Hajj 	<p>1. Identify some of the key Muslim beliefs about God including the 99 names of Allah, and what some of them mean.</p> <p>2. Give examples of how Muslims put their beliefs about prayer and about Allah in to action. (e.g. daily prayer).</p> <p>3. Think, talk about and ask questions about Muslim belief and ways of living. Talk about what I think is good about prayer, respect, celebration and self-control for Muslims, giving good reasons for my ideas.</p>		<p>Create five pillars (2D or 3D) to represent the five pillars of Islam.</p> <p>Discuss what the five pillars are – watch video.</p> <p>Think of adjectives to describe God e.g. merciful creator, trustworthy etc.</p> <p>On a bead template record pupil's own precious object and reflect on why it is precious. Create a string of beads by joining them together.</p>

		(pilgrimage), Sawm (fasting)	Give reasons for my ideas about whether prayer, respect, celebration and self-control are good for me too.		
Summer 2 nd	What makes some places significant? What makes some places sacred to believers?	<ul style="list-style-type: none"> • Sacred – connected to God • Holy – dedicated to God • Mosque, prayer beads, Qur'an, prayer hall, Ablution area, • Church, worship, weddings, baptism, • pew, font, alter, lectern, pulpit, 	<p>1. Recognise that there are special places where people go to worship, and talk about what people do there. Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean. Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p> <p>2. Give examples of stories, objects, symbols and actions used in churches and mosques which show what people believe. Give simple examples of how people worship at a church or mosque. Talk about why some people like to belong to a sacred community or building.</p> <p>3. Think, talk and ask good questions about what happens in a church or mosque, giving good reasons for my ideas. Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p>		<p>Discuss the words 'scared' and 'holy' Name and draw own special place and discuss what makes it special. Visit a mosque. Plan and create own mosque and discuss it's features (2 weeks). Visit a church. Draw and label why a church is a special place for Christians Apply the British Value of liberty to decide how to record why people go to a special place.</p>
Year 2	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st	What makes an inspiring leader	<ul style="list-style-type: none"> • Inspiring • Messenger • Community • Leader 	<p>1. Identify two people from religions who are good followers of God. Identify a belief about a religious leader.</p> <p>2. Identify why some people inspire others. Identify characteristics in inspiring people. Give examples of inspiration.</p> <p>3. Think talk and ask questions good questions about leadership and inspiration. Notice and find out the different ways leaders are admired in different groups. Talk about links between the work and the question; Who inspires me?</p>	<p>A1 Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of</p>	<p>Discuss, explain and record what makes someone an inspiring person/leader Discuss and explore why Jesus is inspiring to Christians Record how Zacchaeus changed after meeting Jesus. Discuss how Prophet Muhammad is a messenger from Allah and how his words were written down in the Qur'an for Muslims to follow. Think of questions to ask a Christian religious leader about their role in worship care and the wider community. Ask a visitor. Think of questions to ask a Muslim religious leader about their role in worship, care and the wider community. Ask a visitor.</p>

Autumn 2 nd	<p>How and why do we celebrate significant times</p> <p>What makes some celebrations sacred to believers?</p>	<ul style="list-style-type: none"> • Festival • Celebration • Five senses : see hear touch taste smell • Sacred 	<ol style="list-style-type: none"> 1. Recognise the range of celebrations and what each celebration means. Name at least 3 different festivals giving facts about each one. Identify a belief that links to a festival. 2. Give simple examples of the ways a festival makes a difference. Talk about features in festival stories that made people feel happy/sad. Compare with own experiences. 3. Think talk and ask questions about big days in different religions. Compare how people celebrate today with old stories. Notice and find about simple similarities. 	<p>life, appreciating some similarities between communities.</p> <p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Match festivals to religions, discuss what happens during each celebration and personal experiences.</p> <p>Record facts about different festivals</p> <p>Link celebrations to 5 senses, discussing what someone would see, hear, smell, touch, taste during Diwali</p> <p>Record what Christians may experience during the lead up and festival Christmas using 5 senses.</p> <p>Nativity</p>
Spring 1 st	<p>What can you learn from sacred books and stories?</p>	<ul style="list-style-type: none"> • Sacred Holy • Qur'an Bible Injil Torah Guru Granth Sahib • Parable Chapter Verse Surahs • New Testament Old Testament Gospels Scriptures 	<ol style="list-style-type: none"> 1. Identify a belief about God linked to what a holy book says. Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Identify at least 3 symbols of respect used by members of a religion when they use their holy book. 2. Recognise how different religions express their respect for their scriptures. Give examples of hidden messages in faith stories. 3. Talk about what they like in the stories from sacred texts they've heard. Think talk and ask good questions about messages within sacred texts and the values attitudes and behaviours of people. Suggest feelings/reactions of characters at key points in faith stories. Suggest meanings in the stories. Ask and suggest answers to questions arising from my learning about Holy Books. 	<p>life, appreciating some similarities between communities.</p> <p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Discuss how books (both holy and non-religious) are special and can help us to learn. Draw and write about a special book, why they like it, why it is special and what they can learn from it.</p> <p>Create a class book/display of words used in holy books/words that really matter, that we should use in everyday life – please, thank you, sorry, hope, kindness, forgiveness.</p> <p>Discuss signs of respect for the Qur'an and rank in order they believe shows the most respect.</p> <p>Reflect on the story of Hagar and Ismail and the well of ZamZam. Create a class list of ideas about the question 'What would you ask God to help within our community'</p> <p>Introduction to the bible and the different parts, make comparisons to the Qur'an</p> <p>Revise the parable 'The lost sheep' discuss why this story is still told so often after 2000 years</p>
Spring 2 nd	<p>What is the 'good news' Christians say Jesus brings?</p>	<ul style="list-style-type: none"> • Forgiveness Peace Friendship • Repent/ Repentance • Disciples Followers • Incarnation Resurrection • Maundy Thursday Good Friday 	<ol style="list-style-type: none"> 1. Tell stories from the Bible and recognise a link with the concept of the 'gospel' of 'good news'. Give clear simple accounts of what parables mean to Christians. Recognise that Jesus' teachings instruct people about how to behave. 2. Give at least 2 examples of ways in which Christians follow teachings about forgiveness peace and bringing good news to the friendless. Give 2 examples of how Christians' put these into practise (church, community, own lives). 3. Think talk and ask questions about whether Jesus' good news is only good news for Christians or if there are things for anyone to learn about how to live a good life, giving good reasons. 	<p>life, appreciating some similarities between communities.</p> <p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Discuss people and professions that can change the world and make the world a better place.</p> <p>Explore how Bible stories can help/inspire people to change the world – create a list of ways to be a good helper.</p> <p>Discuss how Jesus teaches his followers about forgiveness. Create a mindmap of who might need forgiveness and how it feels to be forgiven.</p> <p>Discuss how Jesus teaches his followers about peace. Discuss ways people can seek peace, carry out short activity for each and decide as a group the best way to bring Peace to the classroom.</p>

					<p>Discuss how Jesus teaches friendship. Create a class friendship chain of the three teachings – forgiveness peace and friendship – record different ways we can show these towards each other. What would happen if the chain was to break?</p>
Summer 1 st	How do we care for others? Why does it matter?	<ul style="list-style-type: none"> • 5 Pillars: Shahadah, (Muhammad is God's messenger) Salah (prayer) Zakat (charity), Hajj (pilgrimage), Sawm (fasting) • Meccah • Harvest Food bank Charity Poverty 	<ol style="list-style-type: none"> 1. Identify a story about each person being unique and valuable. Give an example of a key belief found in one of these stories. 2. Give an example of how people show they care for others. Give examples of how religious teachings encourage care for others. 3. Give good reasons for why everyone should care for others (religious and non-religious). Think talk and ask questions about what difference believing in God makes to how people treat each other. 		<p>Discuss and make a class list of who helps us and how we can others. Discuss the story Muhammad and the sleeping kitten, and what it teaches Muslims - link to 5 Pillars of Islam and Zakat. Answer the question why is it important to help others less fortunate than ourselves. Discuss the message of the Good Samaritan. Role play the story in groups. Recap learning about how and why we should care for others. Create posters on how to be a caring school.</p>
Summer 2 nd	How do we care for Earth? Why does it matter?	<ul style="list-style-type: none"> • Creation Environment Planet Extinct • Garden of Eden Paradise Sabbath Heaven • Ethical Moral • Reduce Reuse Recycle 	<ol style="list-style-type: none"> 1. Identify a story or text that says something about the beautiful earth. Give an example of a key belief some people find in one of these stories. 2. Give an example of how people show how they can care for the earth, make a link to the creation story. Give examples of how Christians and Muslims show care for the earth. Say why Christians and Muslims might look after the natural world. 3. Think talk and ask questions about what difference believing in God makes to how people treat the natural world. Give good reasons why everyone (religious and non-religious should look after the natural world). 		<p>Share and compare creation stories for both Muslims and Christians, listing what happens on each day. Split into 6 groups making pictures to represent what was created on each day. Discuss what harms the planet and how we can save energy. Make posters and signs for the classroom and school to save energy.</p>

Year R	Topic	Vocabulary	I can statements	National Curriculum	Activities
Summer 2 nd	<ul style="list-style-type: none"> Daily routine 	<ul style="list-style-type: none"> Dress/Undress Morning routine Sequence Order 	I can sequence my daily routine.	<p>To consider the routines and patterns of a typical day.</p> <p>Learning Outcomes: Understand some areas in which the children can look after themselves e.g. dressing and undressing.</p>	Sequencing pictures of how to get ready for a typical school day, for example; waking up, brushing their teeth, eating breakfast, etc.
Summer 2 nd	<ul style="list-style-type: none"> Hygiene 	<ul style="list-style-type: none"> Clean Smelly Flannel Sponge Towel Toothpaste Toothbrush 	<p>I can understand how to keep clean.</p> <p>I can name different hygiene routines.</p> <p>I can name different items needed to keep good hygiene.</p>	<p>To understand why hygiene is important.</p> <p>Learning Outcomes: Explain why it is important to keep clean and understand some basic hygiene routines.</p>	Children to examine the keeping clean items and pictures and decide together what they are used for.
Summer 2 nd	<ul style="list-style-type: none"> Families 	<ul style="list-style-type: none"> Family Mum Dad Brother Sister Grandma Granddad Stepmum Stepdad 	<p>I can recognise different members of my family.</p> <p>I can name different family members.</p> <p>I can recognise different types of families.</p>	<p>To recognise that all families are different.</p> <p>Learning Outcomes: Identify different members of the family and understand how members of a family can help each other.</p>	<p>Read 'The Great Book of Families' by Mary Hoffman/ Ros Asquith.</p> <p>Each child to have a piece of paper and a pencil and ask them to draw a picture of their own family members and discuss how they look after and care for them.</p>
Year 1	Topic	Vocabulary	I can statements	National Curriculum	Activities
Summer 2 nd	<ul style="list-style-type: none"> Hygiene 	<ul style="list-style-type: none"> Clean Good Hygiene Flannel Sponge Towel Toothpaste Toothbrush Bath Wash 	<p>I can describe how I can look after myself.</p> <p>I can describe how to keep myself clean.</p>	<p>To understand some basic hygiene principles.</p> <p>Learning Outcomes: Know how to keep clean and look after oneself.</p>	In small groups at tables, give each group a 'Keeping Clean' picture. Ask the groups to discuss what the object in the picture is, how it helps people to keep clean, when is it used and would they need help to use it.
Summer 2 nd	<ul style="list-style-type: none"> Growing and changing 	<ul style="list-style-type: none"> Boy Girl Female Male 	<p>I can understand the human developmental stages.</p> <p>I can know the difference between male and female babies.</p>	<p>To introduce the concept of growing and changing.</p> <p>Learning Outcomes: Understand that babies become children and then adults. Know the differences between boy and girl babies.</p>	In small groups at tables, give each group a set of lifecycle picture cards and lifecycle word cards. Ask the group to sequence the pictures in a line to order from a baby to old age.
Summer 2 nd	<ul style="list-style-type: none"> Families 	<ul style="list-style-type: none"> Family Mum Dad Brother Sister Grandma Granddad Stepmum Stepdad 	<p>I can recognise different types of families.</p> <p>I can recognise which people I can ask for help.</p> <p>I can describe how my family cares for me.</p>	<p>To explore different types of families and who to ask for help.</p> <p>Learning Outcomes: Know there are different types of families and which people we can ask for help.</p>	<p>Read the Family Book by Todd Parr.</p> <p>Have a class discussion about the different types of families and how they help and care for them.</p>

<u>Year 2</u>	<u>Topic</u>	<u>Vocabulary</u>	<u>I can statements</u>	<u>National Curriculum</u>	<u>Activities</u>
Summer 2 nd	<ul style="list-style-type: none"> Stereotypes 	<ul style="list-style-type: none"> Similar Different Gender roles Boy Girl Male Female 	<p>I can recognise the different jobs that both male and female can do.</p> <p>I can recognise that some people have fixed ideas about what boys and girls can do.</p> <p>I can recognise the difference between male and female babies.</p>	<p>To introduce the concept of male and female and gender stereotypes.</p> <p>To identify differences between males and females.</p> <p>Learning Outcomes: Understand that some people have fixed ideas about what boys and girls can do.</p>	<p>Whole class sorting activity using the Venn diagram on the PowerPoint slide (labelled as; BOY, GIRL and BOTH). One by one invite the children to select an object from the PowerPoint slide of objects and clothing, pictures of different jobs a teacher, fire fighter, doctor etc .and place it in the BOY, GIRL or BOTH spaces.</p>
Summer 2 nd	<ul style="list-style-type: none"> Difference between male and female animals 	<ul style="list-style-type: none"> Similar Different Male Female 	<p>I can recognise the difference between the male and female animals and name them.</p>	<p>To explore some of the differences between males and females and to understand how this is part of the life-cycle.</p> <p>Learning Outcomes: Describe some differences between male and female animals.</p>	<p>Whole class discussion about naming and finding the differences between male and female animals. For example, a male horse is called a stallion and a female horse is called a mare and a baby horse is called a foal. Discuss how some animals feed their offspring as part of the life-cycle.</p>
Summer 2 nd	<ul style="list-style-type: none"> Difference between male and female humans 	<ul style="list-style-type: none"> Similar Different Male Female Penis Vagina 	<p>I can recognise the differences between male and female.</p> <p>I can name and label the male and female body parts.</p> <p>I can remember the PANTS rule.</p>	<p>To focus on physical difference and name body parts.</p> <p>Learning Outcomes: Describe the physical differences between males and females. Name the male and female body parts.</p>	<p>Children to individually name and label the male and female body parts on the body parts worksheet linked to the PANTS rule.</p>



William Austin Infant School – EYFS Progression Map

		Autumn 1 - Myself	Autumn 2 – Traditional Tales & Celebrations	Spring 1 - People Who Help Us & Instructions	Spring 2 – Past & Present	Summer 1 Countries & Environments	Summer 2 - Animals	Early Learning Goals.
Literacy	Reception Skills	<p>I can listen to and identify sounds in the environment. (Au1)</p> <p>I can listen to and hear initial sounds in familiar words. (Au1)</p> <p>I can identify sounds on a sound mat. (Au1)</p> <p>I can listen to familiar stories and able to recall some facts. (Au1)</p> <p>I can spot & suggest rhymes (Au1)</p> <p>I can write some or all of my name.(Au1)</p> <p>I can talk about stories. (Au1)</p>	<p>I can listen to and hear sounds in VC and CVC words. (Au2)</p> <p>I can identify sounds on a sound mat and to use this when writing. (Au2)</p> <p>I can listen to familiar stories and am able to recall facts. (Au2)</p>	<p>I can think of and write a short, simple sentence. (Sp1)</p> <p>I can listen to and hear sounds in CVC and CVCC words. (Sp1)</p> <p>I can identify sounds and digraphs on a sound mat. (Sp1)</p> <p>I can listen to stories and am beginning to anticipate what may happen next. (Sp1)</p>	<p>I can think of and write a short, simple sentence. (Sp2)</p> <p>I can listen to and hear sounds in CVC and CVCC words. (Sp2)</p> <p>I can identify sounds, including phonemes and other digraphs on a sound mat. (Sp2)</p> <p>I can listen to stories and am beginning to anticipate what may happen next (Sp2)</p>	<p>I can think of and write a short, simple sentence. (Su1)</p> <p>I can listen to and hear sounds in CVC and CVCC words. (Su1)</p> <p>I can identify sounds, including phonemes and other digraphs on a sound mat. (Su1)</p> <p>I can check written work and making any changes where necessary. (Su1)</p> <p>I can listen to stories and am beginning to anticipate what may happen next. (Su1)</p>	<p>I can think of and write a short, simple sentence. (Su2)</p> <p>I can listen to and hear sounds in CVC and CVCC words. (Su2)</p> <p>I can identify sounds, including phonemes and other digraphs on a sound mat. (Su2)</p> <p>I can check my written work and make any changes where necessary. (Su2)</p>	<p><u>Comprehension</u></p> <p>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>*Anticipate – where appropriate – key events in stories.</p> <p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p><u>Word Reading.</u></p> <p>*Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>*Read words consistent with their phonic knowledge by sound-blending.</p>
	Reception Knowledge	Knowing that words can be written. (Au1)	Knowing that words can be written. (Au2)	Knowing that words can be written. (Sp1)	Knowing the sounds that the taught phonemes make. (Sp2)	Knowing the sounds that the taught phonemes make.(Su1)	Knowing the sounds that the taught phonemes make.(Su2)	

		<p>Knowing the sounds that the taught letters make. (Au1)</p> <p>Knowing what the taught letters looks like. (Au1)</p> <p>Knowing how to write the taught letters. (Au1)</p> <p>Knows how to sequence familiar stories. (Au1)</p> <p>Knows print has meaning and different purposes. (Au1)</p> <p>Knows we read from left to right and top to bottom (Au1)</p>	<p>Knowing the sounds that the taught letters make. (Au2)</p> <p>Knowing what the taught letters looks like. (Au2)</p> <p>Knowing how to write the taught letters. (Au2)</p> <p>Recognising taught HFW in text. (Au2)</p> <p>Knows how to sequence familiar stories. (Au2)</p>	<p>Knowing the sounds that the taught letters make. (Sp1)</p> <p>Knowing what the taught letters looks like. (Sp1)</p> <p>Knowing how to write the taught letters. (Sp1)</p> <p>Recognising taught HFW in text. (Sp1)</p> <p>Knows how to spell some familiar words. (Sp1)</p>	<p>Knowing what the taught phonemes look like. (Sp2)</p> <p>Knowing how to write the taught letters. Sp2)</p> <p>Recognising taught HFW in text. (Sp2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Sp2)</p> <p>Knows how to spell some familiar words. (Sp2)</p>	<p>Knowing what the taught phonemes look like. (Su1)</p> <p>Knowing how to write the taught letters. (Su1)</p> <p>Recognising taught HFW in text. (Su1)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su1)</p> <p>Knowing that sentences can be extended by using a connective (Su1)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Su1)</p> <p>Knows how to spell some familiar words. (Su1)</p>	<p>Knowing what the taught phonemes look like. (Su2)</p> <p>Knowing how to write the taught letters. (Su2)</p> <p>Recognising taught HFW in text. (Su2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su2)</p> <p>Knowing that sentences can be extended by using a connective. (Su2)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Su2)</p>	<p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>*Write simple phrases and sentences that can be read by others.</p>
KEY VOCABULARY		<p>story, print, sounds, read, write, characters, rhyme, label</p>	<p>Phonemes, digraphs, trigraphs, read, write, sound out, story, list</p>	<p>Phoneme, sentence, digraphs, trigraphs, sentence, full stop, capital letter, describe, non-fiction, verbs</p>	<p>Phoneme, sentence, digraphs, trigraphs, sentence, full stop, capital letter, describe, non-fiction, adjectives</p>	<p>Instructions, order, non-fiction, verbs, phoneme, sentence, digraphs, trigraphs, sentence, full stop, capital letter</p>	<p>Predict, non-fiction, fiction, narrative, phoneme, digraph, trigraph, blend, segment, story, read, write</p>	<p>Sentences, capital letters, full stops, correctly formed, read, write, sound out, phoneme, digraph, trigraph, blend, segment, stories, characters,</p>

								predict, fiction, non-fiction, narrative	
Numeracy	Areas of learning covered	Matching, sorting & comparing Comparing amounts, size, mass and capacity Pattern Representing, comparing and composition of numbers 1-5 Introducing 0 Introduction of 2d shapes Positional language 1 more and 1 less Time- day & night		Comparing mass and capacity Introducing 6,7,8 - making pairs and combing groups Length and height Time Comparing numbers to 10 Introducing number bonds to 10 Introduction of 3d shapes Pattern Doubling Odd & Even numbers		Ways of making 10 Counting patterns beyond 10 Spatial reasoning Addition Subtraction Doubling Sharing & grouping Even and odd numbers 3D shapes Composition of numbers above 10 Pattern Positional Language			
	Reception Skills	I can count up to 10 orally. (Au1) I can recognise a repeating pattern (Au1) I can compare different amounts using correct vocab. (Au1)	I can say 1 more and 1 less than a number to 5. (Au2) I can identify 2D shapes and talk about their properties. (Au2) I can recognise numbers automatically on a dice/card to 5. (Au2)	I can compare numbers to 5 (Sp1) I can make numbers up to 8 in different ways. (Sp1) I can combine 2 groups together. (Sp1)	I can compare numbers to 10 (Sp2) To know number bonds to 10 (Sp2) I can recognise counting patterns beyond 10 (Sp2) I can identify 3D shapes and talk about their properties (Sp2)	I can add 2 numbers together (Su1) I can take a way a smaller number from a bigger number (Su1) I can count to 20. (Su1) I can double a number (Su1) I can share out a given number	I can recognise a repeating pattern (Su2) I can describe position (Su2)	Number *Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5 *Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10,	

		<p>I can match and sort objects and give reasons.</p> <p>(Au1)</p>	<p>I can count to 10 independently. (Au2)</p>	<p>I can compare mass and capacity. (Sp1)</p> <p>I can say the number pairs up to 8. (Sp 1)</p>	<p>I can measure the length and height of objects. (Sp2)</p>	<p>equally. (Su1)</p> <p>I can make groups of objects. (Su1)</p> <p>I can recognise odd and even numbers (Su1)</p> <p>I can spot the difference between odd and even. (Su1)</p>	<p>including double facts.</p> <p><u>Numerical Patterns.</u></p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
	Reception Knowledge	<p>To say the number names to 10 in order. (Au1)</p> <p>To know what a repeating pattern is and how to continue it (Au1)</p> <p>To know which amount has more or fewer and use correct language. (Au1)</p>	<p>To know that addition involves combining two or more groups of objects. (Au2)</p> <p>To begin to read addition number sentences. (Au2)</p> <p>To say number names to 10 in order. (Au2)</p>	<p>To know the pairs of numbers that add together to make up to 8. (Sp1)</p> <p>To know that by combining 2 groups together you get a bigger number (Sp1)</p> <p>To know the numbers that add together to make 10. (Sp1)</p> <p>To be able to identify and</p>	<p>To count forwards and backwards to 20. (Sp2)</p> <p>To know which numbers add together to make 10. (Sp2)</p> <p>To know how to compare numbers to 10 (Sp2)</p> <p>To know that length, and height are a form of</p>	<p>To count forwards and backwards to 20. (Su1)</p> <p>To know that addition involves combining groups of objects. (Su1)</p> <p>To read number addition sentences. (Su1)</p> <p>To know the answer is smaller</p>	<p>To count forwards and backwards to 20. (Su2)</p> <p>To know what a repeating pattern is and how to continue it. (Su 2)</p> <p>To know that halving means splitting a quantity in two and doubling means having two</p>

			<p>To know the names of 2D shapes.</p> <p>To know that 2D shapes can have sides and corners. (Au2)</p> <p>To know that patterns are repeated designs. (Au2)</p>	<p>compare different size, mass and capacity (Sp1)</p>	<p>measurement. (Sp2)</p> <p>To know the names of some 3D shapes. (Sp2)</p> <p>To know that 3D shapes have faces, vertices and edges. (Sp2)</p>	<p>when taking away. (Su1)</p> <p>To know that the word 'more' indicates that the group is getting larger. (Su1)</p> <p>To know that the word 'less' indicates that a group is getting smaller. (Su1)</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts. (Su1)</p> <p>To know that sharing equally means everyone has the same amount of an object. (Su1)</p> <p>To know you can use your number bonds to 10 with numbers above 10. (Su1)</p> <p>To know what a repeating pattern is and how</p>	<p>quantities of the same amounts. (Su2)</p> <p>To know that sharing equally means everyone has the same amount of an object. (Su2)</p> <p>To know you can use your number bonds to 10 with numbers above 10. (Su2)</p>	
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						continue it. (Su1 and 2)		
KEY VOCABULARY		Count, numbers, compare, repeating pattern, match, sort, more, fewer	1 more, 1 less, 2D shapes, flat, subitise, sides, corners, pattern, count	Compare, different ways, pairs, number, count, combine, biggest, heaviest, lightest, mass, capacity, full, half, empty	Compare, number bonds, 3D shapes, edges, faces, pattern, length, height, longest, shortest, tallest	Add, subtract, take away, combine, double, share, odd, even, number, different ways	Pattern, position, share, double, equal, number bonds	Composition, numbers, number bonds to 10, add, subtract, different ways, pattern, greater than, less
Physical Development	Units taught	Dance - Ourselves	Gym - high, low, under	Ball skills - hands	Gymnastics - moving	Ball skills - feet	Attack & Defence - Games for understanding	
	Reception Skills	<p>I can use a dominant hand. (Au1)</p> <p>I am beginning to form recognisable letters which are formed mostly correctly. (Au1)</p> <p>I can use climbing equipment safely and competently. (Au1)</p> <p>I am beginning to negotiate space effectively. (Au1)</p> <p>I can use cutlery independently. (Au 1)</p> <p>I can meet my own needs. (Au1)</p> <p>I can skip, hop and stand on one leg. (Au1)</p>	<p>I can use anticlockwise movement and retrace vertical lines. (Au2)</p> <p>I can move in a variety of ways. (Au2)</p> <p>I can negotiate space effectively. (Au2)</p> <p>I can move around different apparatus in different ways. (Au2)</p> <p>I can balance on different body parts. (Au2)</p>	<p>I can show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1)</p> <p>I can throw and catch a ball accurately. (Sp1)</p> <p>I can aim a ball accurately. (Sp1)</p> <p>I can negotiate space effectively. (Sp1)</p>	<p>I can handle tools, objects, construction and malleable materials safely and with increasing control. (Sp2)</p> <p>I can confidently move in a variety of ways. (Sp2)</p> <p>I can balance and coordinate safely. (Sp2)</p>	<p>I can use a pencil effectively to form recognisable letters, most of which are formed correctly. (Su1)</p> <p>I can kick, pass and bat the ball using feet. (Su1)</p> <p>I can aim the ball accurately (Su1)</p> <p>I can show precision and accuracy when engaging in activities that involve a ball. (Su2)</p>	<p>I can show good control and co-ordination in large and small movements. (Su2)</p> <p>I can show precision and accuracy when engaging activities that involve a ball. (Su2)</p> <p>I can use a range of apparatus in a group. (Su2)</p>	<p>Gross Motor Skills.</p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills.</p> <p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>*Use a range of small tools, including</p>

								scissors, paint brushes and cutlery *Begin to show accuracy and care when drawing.
	Reception Knowledge	To know which hand to write with. (Au1) To know how to put their coat on and do up their zip. (Au1) To know how to use scissors effectively. (Au1) To know to stop when the music stops. (Au1)	To know how to make anticlockwise movement and retrace vertical lines. (Au2) To know how to use scissors effectively. (Au2)	To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. (Sp1) To know how to use scissors effectively. (Sp1)	To know why it is important to handle different apparatus safely. (Sp2) To know how to use scissors effectively. (Sp2)	To know how to form letters correctly. (Su1) To know how to use scissors effectively. (Su1)	To know how to handle a range of equipment and tools effectively. (Su2) To know how to use scissors effectively. (Su2)	
KEY VOCABULARY		Grip, hand, open, close, hold, stop, skip, hop, balance, space, cutlery, climb, letters, form, dance	Gymnastics, space, high, low, under, body, move, different, lines, balance, apparatus	Ball, hands, space, throw, catch, aim, exercise, healthy,	Gymnastics, movement, body parts, balance, shape, different, apparatus,	Form letters, ball, kick, bat, pass, feet, accurate, pass,	Attack, defence, game, rules, equipment, ball, accurate, control, co-ordination, large, small movements	Space, obstacles, strength, balance, co-ordination, move, run, skip, hop, accuracy, form letters
Communication & language	Reception Skills	I can talk about myself and others. (Au1) I can sing songs. (Au1) I can speak about a range of texts. (Au1) I can understand 'why' questions. (Au1)	I can talk about different shapes and compare measures accurately. (Au2) I can make comments about my observations. (Au2)	I can talk about different members of my community and their jobs/roles. (Sp1) I can talk about the role of healthy food and exercise in staying healthy. (Sp1)	I am beginning to ask questions about familiar aspects of my environment and my learning. (Sp2) I can talk about how things are different in the past to now. (Sp2)	I can say my ideas in well-formed sentences. (Su1) I can use new vocabulary in different contexts (Su1) I can retell stories in my own words.	I can talk about the habitats different animals live in. (Su2) I can give facts about a specified subject. (Su2)	Listening and Understanding. *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and

		I can understand 2 part instruction. (Au1)	I can talk about celebrations that occur (Aut 2)		I can explain the differences and similarities between things in the past and now. (Sp2)	(Su1) I can describe events in detail (Su1) I can describe the similarities and difference between different countries and environments. (sum 1) I can talk about environments & different countries with new knowledge and vocab. (Sum 1)		small group interaction. *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. Speaking. *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
	Reception Knowledge	To know about others. (Au1) To know familiar songs. (Au1) To describe different story and non-fiction texts. (Au1) To know how to start a conversation and continue it. (Au1)	To know the different shapes. (Au2) To begin to talk about why things happen using new vocabulary learnt. (Au2) To be able to describe different shapes and use comparative language (Au2) To know familiar stories and be able to retell them in own words. (Au2)	To know about all the different people who help us in the community. (Sp1) To be able to talk about how different people help us. (Sp1) To know a range of healthy food and exercise. (Sp1) Express their ideas and feelings about their experiences. (Sp1) To know to ask questions to build	To talk confidently about why things happen using new vocabulary learnt. (Sp2) To engage in meaningful conversations with others. (Sp2) To know to ask questions to build understanding. (Sp1) To know things were different in	To know different features of text. (Su1) To be able to organise thinking to explain something. (Su1) To engage in meaningful conversations with others. (Su1) To know to ask questions to build	To know different animals live in different places and why. (Su2) To know a range of facts. (Su2) To engage in meaningful conversations with others. (Su2)	*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

			To know rhymes and poems. (Au2)	understanding. (Sp1)	the past to what they are now (Spg 2)	understanding. (Sum 1) To know places are different to where they live. (Sum 1)		support from their teacher.
KEY VOCABULARY		Talk, sing, book, author, illustrator, what, who, where, why, conversation, fiction, non-fiction, describe, question, answer, instruction, follow	Longer, longest, shortest, shorter, heavy, heaviest, lightest, sides, faces, corners, edges, why, rhymes, poems, compare, same, different	People who help us, health, emergency, postal workers, school, family, shop assistants, different, questions	Similarities, differences, past, present, now, questions, understand	Sentences, questions, instructions, verbs, meaning, sense, correct order, detail, countries, environments	Animals, habitats, farm, zoo, minibeasts, conversation, facts, information,	Listen, respond, question, comment, understand, clarify conversation, vocab, stories, rhymes, poems, sentence
Physical, Social, Emotional Development	Reception Skills	I can demonstrate friendly behaviour. (Au1) I understand how to be a good friend. (Au1) I can join in with whole group activities. (Au1) I can choose an activity independently. (Au1) I can talk about my feelings (happy, sad, angry, worried. (Au1)	I can learn about important dates in their lives. (Au2) I can talk about my feelings (happy, sad, angry, worried. (Au2) I can understand how to be a good friend. (Au2) I can demonstrate friendly behaviour. (Au2)	I can recognise right from wrong. (Sp1) I understand how to make the right choices and the consequences of not making the right ones. (Sp1) I understand that people need help. (Sp1)	I understand that people need help. (Sp2) I can identify ways of being helpful to others and how this will make them feel. (Sp2) I understand people are different and think differently. (Sp1)	I can show resilience and perseverance when completing a task. (Su1) I can moderate my own feelings socially and emotionally. (Su1)	I know about the different family structures. (Su2) I can show resilience and perseverance when completing a task. (Su2) I can moderate my own feelings socially and emotionally. (Su2)	Self-Regulation. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
	Reception Knowledge	To describe and show friendly behaviour. (Au1) To begin taking turns with their friends. (Au1)	To understand why different people celebrate different things. (Au2) To know not everyone is the	To know to complete a task they find difficult they have to persevere. (Sp1) To know they have to take other	To talk about the effect my behaviour has on others. (Sp2) To talk about the world that we live	To know to complete a task they find difficult they have to persevere (Su1)	To be able to talk about the relationships they have at home with their family and friends. (Su2)	*Give focused attention to what the teacher says,

		<p>To know the importance of follow rules and able to follow rules. (Au1)</p> <p>To know they are part of a community (home & school) (Au1)</p>	<p>same as you and everyone has different likes & dislikes. (Au2)</p> <p>To be able to talk about why a character has made a poor choice and what the consequences are. (Au2)</p> <p>To be able to talk about how the character could have made a better choice. (Au2)</p>	<p>peoples feelings into consideration. (Sp1)</p>	<p>in and how there are similarities and differences when looking at different aspects. (Su1)</p>	<p>To know how to calm down if angry or upset. (Su1)</p> <p>To be able to talk about why a character has made a poor choice and what the consequences are. (Su1)</p> <p>To be able to talk about how the character could have made a better choice. (Su1)</p>	<p>To know to complete a task they find difficult they have to persevere (Su2)</p> <p>To know how to calm down if angry or upset. (Su2)</p>	<p>responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Managing Self.</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><u>Building Relationships.</u></p> <p>Work and play cooperatively and take turns with others</p> <p>*Form positive attachments to adults and friendships with peers</p>
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								*Show sensitivity to their own and to others' needs.
KEY VOCABULARY		Friend, take turns, share, join in, happy, sad, angry, worried, independent, join in, rules, community	Important, birthday, Eid, Christmas, feelings, happy, sad, worried, excited, angry, likes, dislikes, friend, consequences, good/bad choice	Right, wrong, right choices, help, persevere, feelings, thoughts	Help, helpful, feelings, different, think, understand, behaviour, effect, world we live in, similarities, differences	resilience, perseverance, feelings, socially, emotionally, calm down, angry, upset, choice, consequence,	Moderate feelings, resilience, perseverance, relationships, calm down, angry, upset, consequences	Regulate feelings, goal, control impulses, try new activities, independence, resilience and perseverance, rules, right, wrong, cooperatively, positive attachments, friendships, sensitive to own needs
Understanding the World	RE	Islam, Islamic stories & a Christian story	Hinduism & Diwali, Hindu story, Introduce Christianity, Birth of Jesus & Isa & Christmas	Religious Stories & Easter	Ramadan, religious stories & Easter	Eid, Islam Special places, places of worship	Sikhism & religious stories	
	Reception Skills	<p>I can talk about how they have changed since they were a baby. (Au1)</p> <p>I can talk about the changes they observe in their environment – Seasons link. (Au1)</p> <p>I can talk about the differences they have experienced in different countries. (Au1)</p> <p>I can recognise the differences between people. (Au1)</p>	<p>I can talk about how Hindus celebrate Diwali & Christians celebrate Christmas. (Au2)</p> <p>I can draw information from a simple map. (Au2)</p> <p>I can describe what they see, hear and feel whilst outside. (Au2)</p> <p>I can talk about the changes in materials. (Au2)</p>	<p>I can identify and sort healthy/unhealthy foods. (Sp1)</p> <p>I can identify and group a range of fruits and vegetables. (Sp 1)</p> <p>I can talk about the different jobs that adults do and how they can help us (paramedics/ nurses/ doctors/fire fights/postman/ shop assistant etc). (Sp1)</p>	<p>I understand the effects of the changing seasons (Sp2)</p> <p>I can recognise that there were different things in the past to now. (Sp2)</p> <p>I know that things in the house were different in the past. (Sp2)</p> <p>I know that toys were different in the past. (Sp2)</p> <p>I know toys were made from different materials</p>	<p>I know the life cycle of a plant (Su1)</p> <p>I can talk about the changes they observe in their environment – Seasons link. (Su1)</p> <p>I can plant and care for a plant to help it grow. (Su1)</p> <p>I can describe what they see, hear and feel whilst outside. (Su1)</p>	<p>I can talk about the life cycle of plants and animals and what they need to survive. (Su2)</p> <p>I know different animals need different things to survive. (Su2)</p> <p>I know which animals live in which habitat. (Su2)</p> <p>I can describe what they see, hear and feel whilst outside. (Su2)</p>	<p>Past and Present.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>*Understand the past through settings, characters and events encountered in books read in</p>

		<p>I can describe what they see, hear and feel whilst outside. (Au1)</p> <p>I understand the key features of the life cycle of a butterfly. (Au1)P</p>		<p>I can compare familiar situations in the past (people who help us etc) (Sp1)</p>	<p>in the past. (Spg 2)</p> <p>I know that dinosaurs lived a long time ago. (Spg 2)</p>	<p>I can explore maps of the world. (Sum 1)</p> <p>I can recognise some environments are different to the ones they live in (Sum1)</p> <p>I can recognise similarities and differences between life in this country and life in other countries.(Sum 1)</p>		<p>class and storytelling.</p> <p><u>People, Culture and Communities.</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*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>
	Reception Knowledge	<p>To know the names of different body parts. (Au1)</p> <p>To know that there are many countries around the world. (Au1)</p> <p>To know that people in other countries may speak different languages. (Au1)</p> <p>To have positive attitudes about the differences between people. (Au1)</p>	<p>To know that people around the world have different religions. (Au2)</p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali. (Au2)</p> <p>To know Christians celebrate Christmas (Au2)</p> <p>To know the world around them changes in different seasons. (Au1)</p>	<p>To know that some foods are unhealthy. Sorting healthy and unhealthy foods. (Sp1)</p> <p>To know the names of common fruits and vegetables. (Sp1)</p> <p>To know things and people were different in the past. (Sp1)</p> <p>To know that adults do a variety of jobs. (Sp1)</p> <p>To know that the emergency services</p>	<p>To know there are places different to where they live (Sp1)</p> <p>Know there are 4 seasons which have different weathers(Sp2)</p> <p>Know the things that are the same and different in different countries. (Sp2)</p> <p>To know Muslims celebrate Eid. (Sp2)</p>	<p>To know what is needed to grow a plant. (Su1)</p> <p>To know what can be found outside in their environment and the importance of looking after it. (Su1)</p>	<p>To know that different animals live in different habitats. (Su2)</p> <p>To know why animals live certain habitats. (Su2)</p>	<p>*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><u>The Natural World.</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>

				exist and what they do. (Sp1)				<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>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
KEY VOCABULARY		Changes, seasons, changes, differences, similarities, people, environments, life cycle of a butterfly, body parts, leg, arm, stomach, head, shoulder, knee, hand, see, hear, senses, feel, countries, languages, people, Christians, Christianity, Islam, Muslims	Hindus, Diwali, Christians, Christmas, map, religions, Mendhi, rangoli patterns, Rama, Sita, Festival of light, Jesus, see, hear, feel, senses, seasons	Easter, Christianity, stories of faiths, healthy, unhealthy, fruit, vegetables, people who help us, past, household objects, toys, job, emergency services, health, doctor, dentist, paramedic, police, firefighter	similarities, differences, past, present, household items, materials, changes, dinosaurs, long time ago, seasons, Eid, Muslims, Ramadam	Life cycle of a plant, leaf, root, stem, flower, soil, changes, seasons, weather, grow, water, sunlight, looking after it, Eid, Muslims, celebrations, see, hear, feel, places of worship, mosque, church, gurdwara, temple, Map of world, environments, England, Pakistan, Australia, Greenland, Egypt, climate, places of worship, animals, flags, weather,	Life cycle of a plant, butterfly, cocoon, egg, animals, survive, zoo, farm, minibeasts, insects, survive, habitat, see, hear, feel,	Changes, seasons, changes, similarities, differences, environments, animals, plants, country, past, history, household objects, religions, Muslim, Christian, Sikhs, Hindu, Christianity, Islam, Sikhism

<u>Expressive Arts and Design</u>	<u>Reception Skills</u>	<p>I can remember the words to a range of songs. (Au1)</p> <p>I can give meaning to the marks that are made. (Au1)</p> <p>I can make up a story using small word. (Au1)</p> <p>I can join different materials. (Au1)</p> <p>I can show different emotions in their drawings. (Au1)</p> <p>I can play instruments to express feelings and ideas. (Au1)</p>	<p>I can sing and do actions for Christmas songs as a whole year group. (Au2)</p> <p>I can develop storylines in pretend play. (Au2)</p> <p>I can develop my own ideas and choice of materials to make a final product. (Au2)</p> <p>I can explore colour mixing. (Au2)</p> <p>I can use simple tools and techniques competently and appropriately. (Au2)</p>	<p>I can create collaboratively (Sp1)</p> <p>I can use a variety of instruments to perform to others. (Sp1)</p> <p>I can use role play to show how 'People who Help Us'. (Sp1)</p> <p>I can use resources to create own props. (Sp1)</p> <p>I can construct with a purpose in mind, using a variety of resources. (Sp1)</p>	<p>I can use a range of resources to create own props to aid role play. (Sp2)</p> <p>I can plan, carry out and evaluate and change where necessary. (Sp2)</p> <p>I can manipulate materials to achieve a planned effect. (Sp2)</p> <p>I can move and talk about music (Sp2)</p> <p>I can use role play to act 'We're Going on a Bear Hunt.' (Sp2)</p>	<p>I can use what I have learnt about media and materials in an original way and be able to explain my choices. (Su1)</p> <p>I can select appropriate resources and adapt work where necessary. (Su1)</p>	<p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Su2)</p>	<p><u>Creating with Materials.</u></p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive</u></p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher</p>
	<u>Reception Knowledge</u>	<p>To learn a range of songs from around the world. (Au1)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Au1)</p> <p>To know and join in familiar songs in the correct pitch. (Au1)</p> <p>To know lines and shapes represent</p>	<p>To learn the names of different tools and techniques that can be used to create Art. (Au2)</p> <p>To experiment with creating different things and to be able to talk about their uses. (Au2)</p>	<p>To understand that pictures can be created by making observations or by using imagination. (Sp1)</p> <p>To use paints, pastels and other resources to create observational drawings. (Sp1)</p> <p>For children to be able to safely construct with a purpose and</p>	<p>To use a range of props to support and enhance role play. (Sp2)</p> <p>To identify and select resources and tools to achieve a particular outcome. (Sp2)</p>	<p>To know the different uses and purposes of a range of media and materials. (Su1)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Su1)</p>	<p>To describe ways of safely using and exploring a variety of materials (Su2)</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using. (Su2)</p>	<p>*Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

		objects. (Au1) To know different objects can represent certain things even if they are not similar. (Au1)		evaluate their designs. (Sp1)				
KEY VOCABULARY		Sing, song, make marks, story, join, emotion (happy, sad), feelings, instruments, construct, pitch, draw, represent	Sing, Christmas, words, storyline, play, ideas, colour mixing, tools, scissors, hole punch, stapler, split pins, treasury tags, create, join	Create, perform, instruments, role play, people who help us, props, construct, paints, pastels, draw, purpose, evaluate	Role play, props, plan, evaluate, change, move, music, role play, props, tools	Explain, materials, media, choices, resources, adapt, construct, purpose, moving, up/down	Explore, variety, materials, techniques, tools, assemble, join, colour, texture, design, form,	Materials, tools, textures, colour, design, texture, form, function, explain, adapt, invent, sing, perform, move