

YEAR N	AUTUMN	SPRING	SUMMER
History	<p>How Have I Changed Since I Was a Baby? Children will learn:</p> <ol style="list-style-type: none"> 1. to briefly talk about some members of their family using everyday language related to time. 2. to sequence family members by size and name. 3. to be curious about people and show interest in stories. 4. to notice a change e.g., that someone is wearing glasses or had a haircut. 5. about similarities and differences between themselves and others. 6. to recognise special times or events for family. 	<p>Why Do We Wear Different Clothes at Different Times of the Year? Children will learn:</p> <ol style="list-style-type: none"> 1. to begin to sequence events, real or fictional, using words such as ‘first’ and ‘then’. 2. to be able to talk about events and figures they have learned about by describing main story settings, events and principal characters. 	<p>How Have Toys Changed? Children will learn:</p> <ol style="list-style-type: none"> 1. to compare and contrast toys from the past and present by looking at similarities and differences, using everyday language related to time. 2. to ask appropriate questions. 3. to ask why things happen. 4. to answer ‘how and ‘why’ questions in response to stories and events. 5. to develop their understanding of changes over time.
Geography	<p>The Four Seasons Children will learn:</p> <ol style="list-style-type: none"> 1. to engage in discussions about where things are and what they can see around them. 2. that weather changes according to the seasons. 3. that we need to dress accordingly to keep ourselves safe. 	<p>Where Do You Live? Children will learn:</p> <ol style="list-style-type: none"> 1. to describe where they live. 2. to give simple directions in a familiar setting. 3. to draw a picture of a place that is familiar to them such as their home and to talk about key features. 	<p>The Countryside Children will learn:</p> <ol style="list-style-type: none"> 1. to talk about familiar places to them outside of home or school eg. Nanny’s house, Aldi etc.
Science	<p>Head, Shoulders, Knees and Toes Children will learn:</p> <ol style="list-style-type: none"> 1. some simple animal names. 2. simple body parts. 3. the purpose of some simple body parts. 	<p>Changing Materials Children will learn:</p> <ol style="list-style-type: none"> 1. some different types of materials. 2. to describe what materials look like and use appropriate vocabulary to describe it. 	<p>Caring for a Plant Children will learn:</p> <ol style="list-style-type: none"> 1. what a plant is 2. how to look after a plant. 3. to plant a seed and observe it’s growth.
Expressive Arts and Design	<p>Drawing Skills: Mark Making - Lines and Circles Children will learn:</p> <ol style="list-style-type: none"> 1. to begin to use a variety of drawing tools. 2. to draw circles and lines. 3. to give meaning to drawing. 	<p>Naming of Colours (Elmer) Children will learn:</p> <ol style="list-style-type: none"> 1. to begin to use a variety of tools such as paint and brushes. 2. to choose colour for a purpose. 	<p>Making Junk Models Children will learn:</p> <ol style="list-style-type: none"> 1. to handle, manipulate and enjoy using materials by stretching, pulling, twisting, squeezing.

					<ul style="list-style-type: none"> 2. to explore different materials freely, in order to develop ideas about how to use them and what to make. 3. to make simple representations of animals and people. 	
PE	<p>Fundamental Movement Skills</p> <p>Children will learn:</p> <ul style="list-style-type: none"> 1. to squats with steadiness with objects. 2. to run safely on their whole foot. 3. different modes of movement. 4. to run with spatial awareness and negotiate space successfully. 5. to runs or walk on different levels of surface. 6. to jump in the air with both feet leaving the floor. 7. to jump a short distance and land on two feet. 	<p>Fundamental Movement Skills</p> <p>Children will learn:</p> <ul style="list-style-type: none"> 1. an increasing awareness of controlling equipment. 2. to kick a stationary ball with either foot and in various directions. 3. to throw an object with increasing accuracy and force. 4. to catch a large ball by using their two hands and their chest to trap it. 5. to control over an object by pushing, patting, throwing, catching and kicking it. 	<p>Gymnastics</p> <p>Children will learn:</p> <ul style="list-style-type: none"> 1. to rise to their feet without using hands. 2. to move across climbing equipment using alternate feet. 3. to use hands and arms to help with balance and stability. 4. to balance on one foot. 5. to hold a position momentarily. 6. to shift bodyweight to improve stability. 7. to show confidence by climbing over and under equipment. 8. to balance on equipment. 9. to jump off equipment and land appropriately using hands, arms and body to stabilise. 	<p>Dance – Animal Movements</p> <p>Children will learn:</p> <ul style="list-style-type: none"> 1. to move in response to music or rhythm. 2. to choose to move in a range of ways. 3. to move freely and with confidence making changes to body shape. 4. to change position and pace of movement. 5. to hold a position momentarily. 6. to observe and imitate movements of adults. 7. to control and coordination in movements. 	<p>Games</p> <p>Children will learn:</p> <ul style="list-style-type: none"> 1. to show increasing awareness of controlling equipment. 2. to kick a stationary ball with either foot and in various directions. 3. to throw an object with increasing accuracy and force. 4. to catch a large ball by using their two hands and their chest to trap it. 5. to show control over an object by pushing, patting, throwing, catching and kicking it. 6. to negotiates space successfully when playing racing and chasing games with other children. 7. to adjust speed or changing direction to avoid obstacles 	<p>Athletics</p> <p>Children will learn:</p> <ul style="list-style-type: none"> 1. to run safely on whole foot. 2. to jump a short distance and land on two feet. 3. to throw an object with increasing accuracy and force towards a target. 4. to throw an object from different positions. 5. to experiment with different ways of moving, testing out ideas and adapting movements to reduce risk. 6. to show increasing understanding of movement by slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, hopping.
Computing	Making Technology Work		Programming		Using Technology	
	Children will learn:		Children will learn:		Children will learn:	

	<ol style="list-style-type: none"> 1. to play simple games on the interactive whiteboard by pressing buttons. 2. to mark make on paint software on the interactive whiteboard. 3. to recognise a selection of digital devices. to handle equipment responsibly with a level of care. 4. to know how to switch something on or off. 5. how to work equipment: turn on, swipe iPad, move a mouse, press a button on a keyboard. 	<ol style="list-style-type: none"> 1. to make a bee-bot move. 2. to use bee-bots to explore moving objects for a purpose. 3. to be able to use the play, rewind, stop and pause button on a CD player, karaoke machine, iPad or speaker when playing music. 4. to use CD players, iPad or speakers to play music. 	<ol style="list-style-type: none"> 1. to be able to name different types of technology that they have experienced or seen people around them use before (e.g., Computer, phone, tablet, laptop etc). 2. to recognise and name different types of technology in the environment and at home. 3. to explore using cameras on iPad to film and take photographs. 4. to be able to take a photograph on a camera or iPad.
Music	<p style="text-align: center;">Having Fun With Music</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. that music can touch your feelings. 2. to be able to match music to pictures/visual resources. 3. some songs. 4. to sing familiar songs. 5. to create vocal sounds in games and stories. 	<p style="text-align: center;">Using Instruments</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. to describe the sound of instruments e.g. scratchy sound, soft sound. 2. to sing familiar songs and make their own changes. 3. to play along to the beat of the song and the rhythm in music: for example they may play along with the lyrics in songs they are singing or listening to. 4. to show control to hold and play instruments to produce a musical sound, e.g. holding a triangle in the air by the string with one hand and playing it with a beater with the other. 5. that a performance is sharing music. 	<p style="text-align: center;">Making Music</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. to identify and match an instrumental sound e.g. hear a shaker and indicate that they understand it is a shaker. 2. to create their own songs with beginning and end. 3. to play instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). 4. to add sound effects to stories using instruments.