

YEAR R	AUTUMN	SPRING	SUMMER
History	<p>How Have I Changed and Developed Over Time? Children will learn:</p> <ol style="list-style-type: none"> 1. to talk about members of immediate family in more detail using everyday language related to time. 2. to talk about past, present and upcoming events with their immediate family. 3. to sequence family members explaining who they are. 4. to say what they can do now and what they couldn't do as a baby. 5. to begin to narrate their daily routines and weekly activities. 6. about similarities and differences between themselves and others, and among families, communities and traditions. 7. to recognise and describe special times or events for family and friends. 	<p>How Have Children's Clothes Changed Over Time? (Also Seasonal Clothing) Children will learn:</p> <ol style="list-style-type: none"> 1. to say how something is different or the same. 2. to understand ordering language such as first, next after that, in the end. 3. to say what might happen on special days and sometimes remember what happened last year on that day. 4. to order and sequence stories and events. 5. to answer 'how and 'why' questions in response to stories and events. 6. to record using marks they can interpret and explain. 	<p>How Has Transport Changed? (Bikes and Boats) Children will learn:</p> <ol style="list-style-type: none"> 1. to compare and contrast items from the past by looking at similarities, differences, patterns and change using everyday language related to time. 2. to talk about why they think something is from the past or present by extending their vocabulary. 3. to develop their understanding of growth, decay and changes over time. 4. to explain their own knowledge and understanding and ask appropriate questions. 5. to ask why things happen and give explanations. 6. to know that information can be retrieved from books and computers.
Geography	<p>Where Am I Located? Children will learn:</p> <ol style="list-style-type: none"> 1. vocabulary such as 'near' and 'far' to talk about places that are familiar to them. 2. to name and describe landmarks or places that are familiar to them in their local area. 	<p>What Would It Be Like in Another Country? (The Polar Regions) Children will learn:</p> <ol style="list-style-type: none"> 1. to listen and engage in discussions around stories about different countries and cultures. 2. to discuss similarities and differences between life in this country and life in another country using stories, non-fiction texts and, when appropriate, maps. 	<p>The Big Blue (What Are Oceans and Where Are They Located, Sea Creatures and Plastic Pollution) Children will learn:</p> <ol style="list-style-type: none"> 1. to interpret, use and create simplified maps of the world and name physical features.
Science	<p>Naming Body Parts (Introduce 5 Senses) Animals – Naming Pets Children will learn:</p> <ol style="list-style-type: none"> 1. basic facts about some common animals. 2. the names of some body parts. 3. multiple purposes for simple body parts. 	<p>Freezing & Melting Life cycle of a Plant Animals That Live in Polar Regions Children will learn:</p> <ol style="list-style-type: none"> 1. some plant names. 2. why we care for plants. 3. the basic features of a plant. 	<p>Materials – Floating & Sinking Animals – Sea Creatures Children will learn:</p> <ol style="list-style-type: none"> 1. that materials serve different purposes. 2. different types of materials.

			4. that some food can come from plants.			
Expressive Arts and Design	Drawing Skills: Leaning to Draw Myself (Artist – Giuseppe Archimboldo) Children will learn: <ol style="list-style-type: none"> 1. to use drawings to tell a story. 2. to explore different textures. 3. to show different emotions in drawings. 4. to encourage accurate drawings of people and objects. 		Exploring Primary Colours (Artist – Monet) Children will learn: <ol style="list-style-type: none"> 1. to use a variety of tools, including different size/shape of brushes and tools e.g. sponges, fingers, twigs. 2. to mix and match colours to different artefacts and objects. 3. to paint from direct observation and imagination. 		Nature Sculptures - Andy Goldsworthy (Artist – Matisse) Children will learn: <ol style="list-style-type: none"> 1. to safely handle, manipulate and enjoy using a variety of materials, tools and techniques. 2. to make representations of animals or people using a 3D structure. 3. to adapt and refine ideas. 4. to use different techniques for joining. 	
PE	Fundamental Movement Skills Children will learn: <ol 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. 	Fundamental Movement Skills Children will learn: <ol 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. 	Gymnastics Children will learn: <ol 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 	Dance – Animal Movements Children will learn: <ol 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. 	Games Children will learn: <ol 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. 	Athletics Children will learn: <ol 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,

			land appropriately using hands, arms and body to stabilise.		7. to adjust speed or changing direction to avoid obstacles.	jumping, skipping, hopping.
Computing	Using Technology Children will learn: 1. to talk about the different purposes of some technology and how it helps them in their daily lives. 2. to say that a device is a piece of equipment 3. the purposes of some technological features (e.g., Keyboard, monitor, camera, power button, apps etc). 4. to type simple words or other familiar phrases using a keyboard. 5. to use various tools on Paint such as brushes, pens, erasers, fill, stamps and shapes. 6. to explore paint, SMART, PowerPoint and begin to use its 'pen' features. 7. to direct a mouse, recognising the relationship between it and its position on the screen. 8. to independently change games or increase levels of difficulty.		Programming Children will learn: 1. to use a simple computer programme with increasing control. 2. to take part in simple programming activities with age-appropriate equipment eg. bee-bots. 3. to follow simple instructions/create simple instructions using bee-bots. 4. to use technology to complete simple programmes. 5. to choose the best device/equipment for a task (e.g., camera, iPad or phone to take a picture) 6. to record a video on an iPad or camera. 7. to use the simple functions e.g., taking a photograph, stopping and starting a video and working out how to play a game. 8. to use a camera/other technology for purpose e.g., taking a photo of their own work.		Information and Online Safety Children will learn: 1. to recognise that we can retrieve information from different technology sources. 2. to use search engines to find out information during class discussions. 3. to access content in a range of formats e.g., image, video, audio. 4. to begin to understand how to stay safe when online. 5. Discussions around e-safety through circle time/PSHE curriculum. To know what personal information is and that it shouldn't be shared on line. 6. about acceptable use, to ask permission before using www . 7. that information can be public or private.	
Music	Me! Children will learn: 1. five nursery rhymes off by heart. 2. to sing or rap nursery rhymes and simple songs from memory. 3. the stories of some of the nursery rhymes. 4. to perform any nursery rhyme by	My Stories Children will learn: 1. five nursery rhymes off by heart. 2. to sing or rap nursery rhymes and simple songs from memory. 3. the stories of some of the nursery rhymes. 4. to perform any nursery rhyme by	Everyone! Children will learn: 1. five nursery rhymes off by heart. 2. to sing or rap nursery rhymes and simple songs from memory. 3. the stories of some of the nursery rhymes. 4. to perform any nursery rhyme by	Our World Children will learn: 1. five nursery rhymes off by heart. 2. to sing or rap nursery rhymes and simple songs from memory. 3. the stories of some of the nursery rhymes. 4. to perform any nursery rhyme by	Big Bear Funk Children will learn: 1. five nursery rhymes off by heart. 2. to sing or rap nursery rhymes and simple songs from memory. 3. the stories of some of the nursery rhymes. 4. to perform any nursery rhyme by	Reflect, Rewind and Replay Children will learn: 1. to sing along to a pre-recorded song and add actions. 2. to sing along to a backing track. 3. to perform any nursery rhyme by singing and adding actions or dance.

	<p>singing and adding actions or dance.</p> <p>5. to perform any nursery rhyme or song adding a simple instrumental part.</p> <p>6. that music can touch your feelings.</p> <p>7. that a performance is sharing music.</p>	<p>singing and adding actions or dance.</p> <p>5. to perform any nursery rhyme or song adding a simple instrumental part.</p> <p>6. to enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>singing and adding actions or dance.</p> <p>5. to perform any nursery rhyme or song adding a simple instrumental part.</p> <p>6. that they can move with the pulse of the music.</p>	<p>singing and adding actions or dance.</p> <p>5. to perform any nursery rhyme or song adding a simple instrumental part.</p> <p>6. that songs have sections.</p>	<p>singing and adding actions or dance.</p> <p>5. to perform any nursery rhyme or song adding a simple instrumental part.</p> <p>6. that the words of songs can tell stories and paint pictures.</p>	<p>4. to perform any nursery rhyme or song adding a simple instrumental part.</p> <p>5. to record the performance and talk about it.</p>
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