

YEAR N	AUTUMN	SPRING	SUMMER
History	How Have I Changed Since I Was a Baby? Children will learn: <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. 	How Have Toys Changed? Children will learn: <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. 	How Have Holidays Changed? Children will learn: <ol style="list-style-type: none"> 1. to compare and contrast holidays 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	The Four Seasons Children will learn: <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. 	Where Do You Live? Children will learn: <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. 	The Countryside Children will learn: <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	Head, Shoulders, Knees and Toes Children will learn: <ol style="list-style-type: none"> 1. some simple animal names. 2. simple body parts. 3. the purpose of some simple body parts. 	Changing Materials Children will learn: <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. 	Caring for a Plant Children will learn: <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	Drawing Skills: Mark Making - Lines and Circles Children will learn: <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. 	Naming of Colours (Elmer) Children will learn: <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. 	Making Junk Models Children will learn: <ol style="list-style-type: none"> 1. to handle, manipulate and enjoy using materials by stretching, pulling, twisting, squeezing.

					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	Gymnastics Unit 1 Children will learn: 1. to listen and respond appropriately to instructions. 2. to move in a variety of ways, changing speed and direction. 3. to apply a simple understanding of shape and space. 4. to jump and rebound on and off low apparatus. 5. to work with a partner to jump in unison. 6. to create a simple jumping sequence. 7. to balance a beanbag in as many different ways on the body as possible. 8. to move and roll a ball around the body with control. 9. to work as a team to transfer balls, beanbags and hoops.	Dance Unit 1 Children will learn: 1. to explore colour stimulus using a range of actions. 2. to choreograph a short sequence combining a range of actions. 3. to describe how the actions relate to the stimulus. 4. to explore animal stimuli using a range of levels and direction. 5. to choreograph a short sequence combining a range of levels and directions. 6. to demonstrate the ability to work with others to develop a sequence. 7. to explore theme park stimulus using unison and canon. 8. to choreograph a short sequence combining unison and canon.	Body Management Unit 1 Children will learn: 1. to balance beanbags on different body parts. 2. to carry beanbags over obstacles and attempt to balance. 3. to change direction whilst balancing beanbags. 4. to move through hoops using a variety of movements. 5. to follow pathways with hoops. 6. to reach and stretch to retrieve and place objects. 7. to move equipment from one place to another. 8. to play with context of a relay. 9. to step and stride across different distances and change direction. 10. to create bridges and tunnels.	Manipulation and Coordination Unit 1 Children will learn: 1. to copy and repeat and practice a variety of balloon handling activities. 2. to coordinate limbs to carry out defined movements and actions. 3. to translate balloon control skills to managing a ball with hands. 4. to reproduce movements with a ball bilaterally. 5. to roll a ball with accuracy. 6. to reproduce movements with a ball bilaterally with feet. 7. to practice making contact with a ball using feet and legs. 8. to respond to cues to change between hopping, jumping and stepping. 9. to coordinate feet to practice hop, step	Cooperate & Solve Problems Unit 1 Children will learn: 1. to work as an individual and part of a group to match various markings and colours. 2. to identify relationships between self and others through group activity. 3. to follow instructions to perform individual coordination skills. 4. to cooperate with a partner to move across defined areas. 5. to work for sustained period to raise heart rate. 6. to replicate with some accuracy body shapes to represent numbers. 7. to work as a pair to demonstrate larger numbers. 8. to name and perform actions, including jumps, rolls and travel	Speed and Agility Unit 1 Children will learn: 1. to move forwards, backwards and sideways at speed. 2. to improve speed through practice. 3. to demonstrate agility in a variety of games. 4. to participate in chasing games safely and with control. 5. to perform as part of a team in running games. 6. to recognise and follow instructions to participate in different running and chasing games. 7. to respond to cues for changing direction. 8. to make choices about changing directions in games. 9. to explore a variety of ways to start movement.

	10.to develop various travelling skills by moving over, under, around and through apparatus and incorporate balances. 11.to develop body awareness moving limbs together and in isolation. 12.to show ability to copy and repeat simple patterns. 13.to use basic equipment to demonstrate coordinated movement. 14.to explore balancing in a variety of ways 15.to discover and perform simple shapes.	9. to demonstrate knowledge of how to compose a sequence. 10.to explore the transport theme using dynamics. 11.to explore the people theme using mirroring and follow the leader. 12.to understand the difference between mirroring and follow the leader.	11.to work with others to travel through tunnels. 12.to use a variety of ways of travel over apparatus. 13.to lay out objects for a partner to retrieve. 14.to create shapes with our bodies 15.to work with a partner to create shapes. 16.to link more than one shape together.	and jump sequences. 10.to watch, copy and repeat ways of sending, receiving and carrying. 11.to find new ways/ make choices of ways to send, receive and carry objects by self and with a partner. 12.to listen, respond and coordinate hands and feet to touch a target. 13.to send and stop objects using hand and feet.	9. to associate and action with a colour. 10.to individually create a shape story using mime. 11.to recognise and retrieve coloured items assigned to their group. 12.to work cooperatively to construct shapes and patterns on the floor. 13.to listen and make decisions as part of a partnership.	10.to explore different ways of stopping showing control. 11.to recognise fast and slow movements. 12.to perform two animals moving quickly and two animals moving slowly. 13.to show control to stop and perform actions. 14.to move and stop appropriately on cue.
Computing	Making Technology Work Children will learn: 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.		Programming Children will learn: 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.		Using Technology Children will learn: 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	Having Fun With Music		Using Instruments		Making Music	

	<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>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>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.
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