

YEAR R	AUTUMN	SPRING	SUMMER
History	How Have I Changed and Developed Over Time? Children will learn: <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. 	How household furniture has changed Over Time? Children will learn: <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. 	How Has Transport Changed? (Cars and Trains) Children will learn: <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	Where Am I Located? Children will learn: <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. 	What Would It Be Like in Another Country? (The Polar Regions) Children will learn: <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. 	The Big Blue (What Are Oceans and Where Are They Located, Sea Creatures and Plastic Pollution) Children will learn: <ol style="list-style-type: none"> 1. to interpret, use and create simplified maps of the world and name physical features.
Science	Naming Body Parts (Introduce 5 Senses) Animals – Naming Pets Children will learn: <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. 	Freezing & Melting Life cycle of a Plant Animals That Live in Polar Regions Children will learn: <ol style="list-style-type: none"> 1. some plant names. 2. why we care for plants. 3. the basic features of a plant. 	Materials – Floating & Sinking Animals – Sea Creatures Children will learn: <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	Gymnastics Unit 2 Children will learn: <ol style="list-style-type: none"> 1. to discover shapes and ways to travel. 2. to choose Shapes and different ways of travelling. 3. to link shapes and travelling to make a movement pattern. 4. to perform and egg roll and log roll 5. to add rolls into a movement pattern. 6. to travel in different directions and pathways. 7. to follow a partner through different pathways. 8. to show increased body control when rolling. 9. to identify different parts of the body to balance on. 	Dance Unit 2 Children will learn: <ol style="list-style-type: none"> 1. to discover how to move and keep time to beats of 8. 2. to work with others to move to beats of 8. 3. to follow a movement pattern with a partner in time with music. 4. to use proper handhold for promenade. 5. to recognise and perform different roles within dance. 6. to perform as part of a group in a Circassian Circle dance. 7. to perform confidently with a partner. 	Body Management Unit 2 Children will learn: <ol style="list-style-type: none"> 1. to experiment with twisting and turning and beginning to roll. 2. to perform roll demonstrating some body control. 3. to transition from roll to crawl to slither. 4. to follow simple instructions to coordinate limbs. 5. to show control to hold body shape. 6. to follow jumping patterns. 7. to jump in combinations. 8. to jump for height on to apparatus with confidence. 9. to jump accurately and with control. 	Manipulation and Coordination Unit 2 Children will learn: <ol style="list-style-type: none"> 1. to take part in a variety of parachute games. 2. to listen and follow instructions. 3. to perform a variety of collecting, moving and placing actions. 4. to perform actions with a variety of equipment. 5. to use a baton to hit a variety of objects in different ways. 6. to play simple invasion games using a baton to score and save goals. 7. to use a baton to steer objects to targets. 	Cooperate and Solve Problems Unit 2 Children will learn: <ol style="list-style-type: none"> 1. to work with a partner to move along a pathway/trail. 2. to keep track of objects on a checklist. 3. to make a straight line in a variety of ways. 4. to apply teamwork to play cooperative parachute games. 5. to use communication skills to resolve simple tasks. 6. to respond, copy and repeat repetitive actions. 7. to work with a partner to form jumping patterns. 	Speed, Agility and Travel Unit 2 Children will learn: <ol style="list-style-type: none"> 1. to move objects at speed. 2. to play games in an organised manner, taking turns. 3. to send and receive a ball. 4. to move by inching, crawling and jumping. 5. to follow and copy and repeat fast and slow actions. 6. to use different types of jumps. 7. to jump on, off and over with speed and control. 8. to recognise which jumps are easier and which are more challenging.

	10. to explain what it means to balance. 11. to discover points and patches. 12. to include points and patches in a story. 13. to perform to music. 14. to say what is liked about other people’s performances. 15. to link balances by travelling along pathways. 16. to use a start and finish shape.	8. to copy and repeat 4 actions and perform these to music. 9. to begin to perform in a circle formation. 10.to incorporate change of direction and pathway. 11.to use gestures to signify the start of a dance.	10.to land with control. 11.to travel along a variety of equipment using different modes of locomotion. 12.to incorporate stretches, shapes and rolls. 13.to work as part of a team to perform. 14.to perform basic actions learned together with others. 15.to perform tuck position on back and rock back and forth.	8. to combine steering with other actions using bilateral movements. 9. to practice and perform a variety of skips with and without a rope. 10.to recognise the difference between jumps, skips and hops. 11.to roll, spin, rotate, throw and catch hoops. 12.to work with self and others to control hoops in a variety of ways.	8. to work as a team to coordinate and cooperate in movement actions. 9. to reproduce patterns from images. 10. to respond to visual cues. 11. to create and follow tapping patterns. 12. to compete as part of a team in an obstacle relay. 13. to recall and remember actions linked to colours. 14. to navigate obstacles and remember actions from cues.	9. to perform circle dances as part of a group. 10.to recognise cues in lyrics to change actions. 11.to perform with agility and strength a variety of runs. 12.to use strength to maintain body shape. 13.to identify appropriate actions to complete tasks quickly and efficiently. 14.to demonstrate agility in an obstacle course.
Computing	Technology All Around Us 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.	All About Instructions (Unplugged Activities) Bee-Bot 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.		Let's Paint, Let's Write, 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.		

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