

# Spring 1

**EYFS Topic: Let's Explore**

**KS1 Topic: Carnival of the Animals**

Shine Value:



SPRING 1 Overview	EIFS	YEAR 1	YEAR 2
	Let's Explore!	Carnival of the Animals	
WOW Event	Learning Bus FOREST LEARNING (HWS): Hot chocolate & story	Learning Bus/Forest Learning	
Science	LEARNING BUS: Journey to London to see the landmarks  Seasons focus: Winter	FOREST LEARNING: bird feeders, bird spotting LEARNING BUS: Mammal Safari (VR headsets) Animals including humans Mammals, fish & birds Carnivores, herbivores & omnivores	LEARNING BUS: Animals in their habitats (VR headsets) Animals including humans 5 animal groups & habitats Animals & plants /Food chains
Computing - KAPOW	Programming: Programming BeeBots	Programming: Algorithms unplugged	Programming: Algorithms and debugging
Geography	FOREST LEARNING: Explore forest area London/school environment Maps	Features of physical environment Climate & weather FOCUS - UK	Features of physical environment Climate & weather FOCUS – COMPARISON UK & COUNTRY STUDIED
Art	Clay fish/peep ponds Draw animals/insects/plants outside Mixing colours	Artist focus: Benin Art	Artist focus: Clarice Cliffe
History			
DT	Junk modelling – London buildings		
RE	Creation story Christian	What is God's job? Jewish, Zoroastrianist, Muslim, Hindu, Christian	How do we know some people have a special connection to God? Sikh, Muslim, Christian, Jewish, Hindu
PSHE	Managing self: Taking on challenges Manage own needs: cleaning teeth/bedtime routines Garden safety/water safety	Citizenship	Citizenship
Dance			
Gym	PREMIER SPORTS Balancing	PREMIER SPORTS Jumping	PREMIER SPORTS Jumping
Games		Multi skills	Multi skills
Music - KAPOW	Music & Movement	Snail and the Mouse Tempo	DIS Planning Investigating tempo, timbre, dynamics, duration & pitch

# UW/CL/Science

## The Big Question

**EYFS:**  
Where is the Naughty Bus now?

**YEAR 1:**  
What is a mammal?

**YEAR 2:**  
Why don't animals wear clothes?

## Vocabulary Progression

**EYFS:**  
Communication and Language  
Learn new vocabulary  
Use new vocabulary through the day  
Articulate their ideas and thoughts in well-formed sentences.  
Ask questions to find out more and to check they understand what has been said to them.

Garden, pond, insect, fish, caterpillar, butterfly, plants, grass

**YEAR 1:**  
NC: scientific language  
mammal, fur, warm blooded, bird, fish, habitat, survive

**YEAR 2:**  
NC: scientific language  
reptile, amphibian, scales, fur, feathers, climate

## Knowledge Progression

**EYFS:**  
Understanding the World  
The Natural World  
Describe what they see, hear and feel whilst outside.  
Explore the natural world around them.  
Begin to understand the need to respect and care for the natural environment and all living things.

Take the Naughty Bus outside into school grounds/Learning Bus. Focus on Winter as he explores the local environment

Know about the effects of pollution on the rivers and ponds and animals that live in them.

**YEAR 1:**  
NC: Animals including humans  
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

Know that animals are not all the same (focus on mammals, fish and birds).

Know that animals share some characteristics eg number of legs, arms, habitats, food.

Understand that humans are mammals

NC: Animals including humans  
Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Name a variety of common animals that are carnivores, herbivores and omnivores.

Know that living things can be put into groups

**YEAR 2:**  
NC: Living things and their habitats  
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

Know that animals live in different areas/climates.

Know that animals live in a habitats suited to their needs

## Skills Progression

**EYFS:**  
Understanding the World  
The Natural World

Make observations and express their views of the environment.

**YEAR 1:**  
NC: Working Scientifically

Ask simple questions and recognising that they can be answered in different ways Identify and classify Gather and record data to help in answer questions.

**YEAR 2:**  
NC: Working Scientifically

Ask simple questions and recognising that they can be answered in different ways Identify and classify Gather and record data to help in answer questions. Use their observations and ideas to suggest answers to questions

# PSED/CL/Computing

## Vocabulary Progression

<p><b>EYFS:</b> <u>Communication and Language</u> <i>Learn new vocabulary</i> <i>Use new vocabulary through the day</i></p> <p>Forwards, backwards, turn, arrow</p>	<p><b>YEAR 1:</b> <u>NC: Computing Language</u></p> <p>Algorithm, bug, decompose, debug, device, directions</p>	<p><b>YEAR 2:</b> <u>NC: Computing Language</u></p> <p>Bug, clear, correct, data, debug, decompose, error, loop, predict</p>
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## Knowledge Progression

<p><b>EYFS:</b> <u>Personal, Social and Emotional Development</u> <b>ELG: Managing self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</b></p> <p><b>KAPOW</b> <b>Programming 2: Programming BeeBots</b></p> <p>Know that an algorithm is a set of instructions to carry out a task, in a specific order</p>	<p><b>YEAR 1:</b> <b>NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</b> <b>Create and debug simple programs</b></p> <p><b>KAPOW</b> <b>Programming 1: Algorithms unplugged</b></p> <p>Understand that an algorithm is when instructions are put in an exact order. Understand that decomposition means breaking a problem into manageable chunks and that it is important in computing. Understand that decomposition means breaking a problem into manageable chunks and that it is important in computing. Know that we call errors in an algorithm 'bugs' and fixing these 'debugging'.</p>	<p><b>YEAR 2:</b> <b>NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</b> <b>Create and debug simple programs</b> <b>Use logical reasoning to predict the behaviour of simple programs'</b></p> <p><b>KAPOW</b> <b>Programming 1: Algorithms and debugging</b></p> <p>Understand what machine learning is and how it enables computers to make predictions. Know that loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times Know that abstraction is the removing of unnecessary detail to help solve a problem</p>
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## Skills Progression

<p><b>EYFS:</b> <u>Personal, Social and Emotional Development</u> <b>ELG: Managing self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</b></p> <p>Follow a simple set of instructions Follow an algorithm as part of an unplugged game Experiment with programming a Bee-Bot/Blue-Bot and to learn how to give simple commands Debug instructions, with the help of an adult, when things go wrong</p>	<p><b>YEAR 1:</b> <b>NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</b> <b>Create and debug simple programs</b></p> <p>Recognise that some devices are input devices and others are output devices. Learn that decomposition means breaking a problem down into smaller parts. Use decomposition to solve unplugged challenges. Develop the skills associated with sequencing in unplugged activities. Follow a basic set of instructions. Assemble instructions into a simple algorithm. Learn to debug instructions when things go wrong. Learn to debug an algorithm in an unplugged scenario</p>	<p><b>YEAR 2:</b> <b>NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</b> <b>Create and debug simple programs</b> <b>Use logical reasoning to predict the behaviour of simple programs'</b></p> <p>Articulate what decomposition is. Decompose a game to predict the algorithms used to create it. Create a clear and precise algorithm. Learn that programs execute by following precise instructions. Incorporate loops within algorithms. Use logical thinking to explore software, predicting, testing and explaining what it does. Use an algorithm to write a basic computer program. Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts.</p>
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# UW/CL/Geography

## Vocabulary Progression

**EYFS:**  
Communication and Language  
 Learn new vocabulary  
 Use new vocabulary through the day  
 Articulate their ideas and thoughts in well-formed sentences.  
 Ask questions to find out more and to check they understand what has been said to them.

London, buildings, tall, journey, map

**YEAR 1:**  
**NC: Human and physical geography**  
 Use basic geographical vocabulary to refer to key physical features, including: season and weather.

Season, hill, river, sea, soil, forest

**YEAR 2:**  
**NC: Human and physical geography**  
 Use basic geographical vocabulary to refer to key physical features, including: season and weather.

climate, North Pole, South Pole, equator, vegetation, mountain, ocean

## Knowledge Progression

**EYFS:**  
Understanding the World  
The Natural World  
 Draw information from a simple map.

Know the name of the road the school is located on.  
 Use Google Maps to look at aerial views of the school setting/London,

**YEAR 1:**  
**NC: Human and physical geography**  
 Identify seasonal and daily weather patterns in the United Kingdom

Know the features of each season in the UK

Know that animals live in different habitats in order to survive

**YEAR 2:**  
**NC: Human and physical geography**  
 Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Know that animals live in different areas/climates.

Know that animals live in a habitats/climates suited to their needs

Know what the equator is, and the affect is has on climate/weather

## Skills Progression

**EYFS:**  
Understanding the World  
The Natural World

Comment on what is noticed, recognising buildings, open space, roads and other simple features on a map/aerial views

Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with (Naughty Bus)

**YEAR 1:**  
**NC: Geographical skills and fieldwork**  
 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.

Collect and analyse data

**YEAR 2:**  
**NC: 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  
 Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  
 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.

Interpret a range of sources of geographical information, including maps, diagrams, globes

Communicate geographical information in a variety of ways, including through technology and writing

# EAD/Art

## Vocabulary Progression

<p><b>EYFS:</b> <u>Communication and Language</u> <i>Learn new vocabulary</i> <i>Use new vocabulary through the day</i></p> <p>Clay, stick, cut, push, print, mix, pattern</p>	<p><b>YEAR 1:</b> <u>NC: Art Language</u></p> <p>clay, push, squeeze, twist, evaluate</p>	<p><b>YEAR 2:</b> <u>NC: D&amp;T Language</u></p> <p>clay, sculpture, shape, nature, evaluate</p>
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## Knowledge Progression

<p><b>EYFS:</b> <u>Expressive Arts and Design</u> <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p>Understand how to manipulate clay to create patterned clay fish</p> <p>Use Aqua scopes to look into the water. Draw/paint observations</p> <p>Know what happens when primary colours are mixed</p>	<p><b>YEAR 1:</b> <i>NC: Learn 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.</i></p> <p><b>The Art of Benin</b></p> <p>Know that the people of Benin made different types of art</p> <p>Know that Benin art used clay, wood, metal and leather</p> <p>Benin art was of people, animals and Gods</p> <p>Understand that Benin art represented life in Benin</p>	<p><b>YEAR 2:</b> <i>NC: Learn 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.</i></p> <p><b>Clarice Cliffe</b> <i>Clay pots using natural materials</i></p> <p>Know that Clarice Cliffe was a ceramic artist.</p> <p>Know that Clarice Cliffe was inspired by shapes and nature</p> <p>Understand that her artwork inspires designers today</p>
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## Skills Progression

<p><b>EYFS:</b> <u>Expressive Arts and Design</u> <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i> <i>Create collaboratively, sharing ideas, resources and skills.</i></p> <p>Use junk modelling to create ponds</p> <p>Mix colours to create pictures of the garden/plants - focus on Winter</p>	<p><b>YEAR 1:</b> <i>NC: Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i></p> <p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Explore and develop painting and sculpture techniques</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p>	<p><b>YEAR 2:</b> <i>NC: Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i></p> <p>Produce creative work, exploring their ideas and recording their experience</p> <p>Become proficient in painting and sculpture technique</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p>
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# EAD/CL/Music

## Vocabulary Progression

<p><b>EYFS:</b> <b><u>Communication and Language</u></b> Use musical vocabulary when describing sounds</p> <p>Clap, snap, tap, stomp, beat, rub, pat, tempo, instrument</p>	<p><b>YEAR 1:</b> <b><u>NC: Music Language</u></b></p> <p>beat, fast, singing, voice, slow, speaking voice, warm up</p>	<p><b>YEAR 2:</b> <b><u>NC: Music Language</u></b></p> <p>piano, forte, tempo, pitch, staccato, legato, presto, adagio, dynamics</p>
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## Knowledge Progression

<p><b>EYFS:</b> <b><u>Communication and Language</u></b> <i>Understand how to listen carefully and why listening is important</i></p> <p><b><u>Expressive Arts and Design</u></b> <i>Listen attentively, move to and talk about music, expressing their feelings and responses</i></p> <p><b>KAPOW</b> <b>Music &amp; Movement</b> Know the beat is like a heart beat, a steady beat underlying the music Know tempo means fast or slow Know music can make you feel different emotions Know that body movement can respond to the beat or tempo in a piece of music</p>	<p><b>YEAR 1:</b> <b>NC: Use their voices expressively and creatively by singing songs</b> <b>Combine sounds using the inter-related dimensions of music – Duration.</b></p> <p><b>KAPOW</b> <b>Classic Music: Tempo – The Snail and the Mouse</b></p> <p>That sound can help tell a story. That an instrument or voice can be played at different speeds. That pulse can be fast and slow.</p>	<p><b>YEAR 2:</b> <b>NC: Use their voices expressively and creatively by singing songs.</b> <b>Play tuned (ocarinas) and untuned instruments musically.</b></p> <p><b>Investigating Timbre, Tempo, Duration, Pitch &amp; Dynamics</b></p> <p>To be aware that music can be used to create and reflect moods and feelings To understand what is meant by pitch (high and low) and tempo (fast and slow) Understand the terms piano and forte (soft/loud) and use them correctly Understand the terms staccato, legato (short/smooth) Understand the terms presto, adagio (fast/slow)</p>
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## Skills Progression

<p><b>EYFS:</b> <b><u>Expressive Arts and Design</u></b> <i>Explore and engage in music making and dance, performing solo or in groups</i></p> <p><b>KAPOW</b> <b>Music &amp; Movement</b></p> <p>Copy a beat Follow a steady beat Identify the tempo of the music Respond to the tempo, moving in time to the music Move in a way that represents how they see each animal Learn an animal song and perform it as a group.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p><b>YEAR 1:</b> <b>NC: Use their voices expressively and creatively by singing songs</b> <b>Combine sounds using the inter-related dimensions of music – Duration.</b></p> <p>Recognising basic tempo changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. Combining instrumental and vocal sounds within a given structure. Beginning to make improvements to their work as suggested by the teacher. Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Responding to simple musical instructions such as tempo changes. Competently singing songs with a very small pitch range (two notes that are different but close together).</p>	<p><b>YEAR 2:</b> <b>NC: Use their voices expressively and creatively by singing songs.</b> <b>Play tuned (ocarinas) and untuned instruments musically.</b></p> <p><b>NC: Experiment with, create and select sounds using inter-related dimensions of Music – Pulse and Rhythm</b> <b>Play tuned and untuned instruments musically</b></p> <p>Identify and respond to changes in pitch and tempo Play instruments with care and control to reflect changes in pitch and tempo Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music Evaluate a piece of music</p>
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# UW/CL/RE

## The Big Question

<p><b>EYFS:</b>  <b>How did the world begin?</b>          Look at the creation story from the Bible.</p>	<p><b>YEAR 1:</b>  <b>What is God's job?</b>          Jewish, Zoroastrianist, Muslim, Hindu, Christian</p>	<p><b>YEAR 2:</b>  <b>How do we know some people have a special connection to God?</b>          Sikh, Muslim, Christian, Jewish, Hindu</p>
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## Vocabulary Progression

<p><b>EYFS:</b>  <u>Communication and Language</u>          Learn new vocabulary          Use new vocabulary through the day</p> <p>day, night, light, dak, world</p>	<p><b>YEAR 1:</b>  <b>PT1: Begin to use key words and vocabulary.</b></p> <p>Allah, belief, Christian, Christian Bible, creator, God, Jewish, miracle, Muslim, Trimurti, Zoroastrian</p>	<p><b>YEAR 2:</b>  <b>PT1: Begin to use key words and vocabulary</b></p> <p>Avatar, chosen, deity, Guru, messenger, Old Testament</p>
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## Knowledge Progression

<p><b>EYFS:</b>  <u>Understanding the World</u>  <u>People, Culture and Communities</u>          Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Know that Christians believe that God created the world.</p> <p>Begin to know why God created the sun, moon, stars, animals, water, plant and humans</p>	<p><b>YEAR 1:</b>  <b>PT1 - Knowledge &amp; Understanding pf Religion and World Views:</b>  <b>Be familiar with key words and vocabulary related to Christianity, Islam and Hinduism. Begin to name the different beliefs and practices of Christianity, Islam and Hinduism.</b></p> <p>Some people believe that humans have a special relationship with God.          There are different names for God.          There are different ways to refer to and represent God.          People have different ideas about the role of God.          To know that followers often read religious stories.</p>	<p><b>YEAR 2:</b>  <b>PT1 - Knowledge &amp; Understanding pf Religion and World Views:</b>  <b>Name some of the different beliefs and practices of Christianity, Hinduism and Judaism and begin to look for similarities between religions. Retell some religious stories. Begin to use key words and vocabulary related to Christianity, Hinduism and Judaism.</b></p> <p>Some people believe there are people who are chosen for a special purpose by God.          Religious stories can help us to understand religious beliefs.          Questioning sources can help us to learn.          It is important to use language such as 'some', 'many' and 'most' when discussing the beliefs of followers of a particular worldview.</p>
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## Skills Progression

<p><b>EYFS:</b>  <u>Understanding the World</u>  <u>People, Culture and Communities</u>          Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Ask and answer questions</p>	<p><b>YEAR 1:</b>  <b>PT2 – Responding to Religion and Worldviews:</b>  <b>Begin to talk about different beliefs and practices using the correct vocabulary. Express own ideas about belief and practices creatively.</b></p> <p>Share their interpretations of what different names for God tell people about what God does.          Discuss opinions about belief about what God does while respecting others' views.          Compare religions and faiths</p>	<p><b>YEAR 2</b>  <b>PT2 – Responding to Religion and Worldviews:</b>  <b>Talk about and find meanings behind different beliefs and practices. Suggest meanings of some religious stories. Ask and respond to questions about what individuals and faith communities do. Express own ideas, opinions and talk about their work creatively.</b></p> <p>Ask questions about what other people think and do.          Identify important information from different sources</p>
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# PD/PE

## Vocabulary Progression

<p><b>EYFS:</b> <b><u>Communication and Language</u></b></p> <p><b><u>Gymnastics- jumping:</u></b> jump, land, bent knees, low, high</p>	<p><b>YEAR 1:</b></p> <p><b><u>Games - Multiskills:</u></b> dribble, kicking, hitting, grip</p> <p><b><u>Gymnastics -Jumping:</u></b> take off, power, landing, shapes, tuck</p>	<p><b>YEAR 2:</b></p> <p><b><u>Games - Multiskills:</u></b> co-ordination, strike, power, pass</p> <p><b><u>Gymnastics - jumping:</u></b> leap, turn, twist, flight, straddle</p>
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## Knowledge Progression

<p><b>EYFS:</b> <b><u>Gymnastics – jumping</u></b> <b>DM: Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</b></p> <p>Know how to jump off apparatus safely.</p> <p>Know the difference between different jumps (star, rocket)</p>	<p><b>YEAR 1:</b> <b><u>NC: Games - Multiskills</u></b> <b>NC: Master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></p> <p>Know the fundamentals of how to dribble a ball and the technique of keeping it on the ground.</p> <p>Know how to grip and a hold a tennis racket</p>	<p><b>NC: <u>NC: Gymnastics - jumping (Sports Coach)</u></b> <b>NC: Develop balance, agility and co-ordination</b></p> <p>Know how to take off and land safely.</p> <p>Know how to move the body to create different shapes on formation of shapes.</p> <p>Know the difference between different jumps (tuck, bunny hop)</p>	<p><b>YEAR 2:</b> <b><u>NC: Games - Multiskills</u></b> <b>NC: Master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></p> <p>Know how to hold and use a uni-hoc to dribble and strike</p>	<p><b>NC: <u>NC: Gymnastics - jumping (Sports Coach)</u></b> <b>NC: Develop balance, agility and co-ordination</b></p> <p>Understand the importance of taking off and landing safely</p> <p>Know the difference between different jumps (tuck, rocket, star), leaps and turns</p> <p>Know that power is important for momentum when jumping</p>
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## Skills Progression

<p><b>EYFS:</b> <b><u>Gymnastics – jumping</u></b> <b>DM: Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</b></p> <p>Jump: hopping landing on 1 foot and jumping landing on 2 feet. Discussing safety elements such as bent knees, use of arms to help etc.</p> <p>Create shapes in jumps (star and rocket)</p> <p>Create a sequence of balances that lead into a jump</p> <p>Jump off apparatus.</p> <p>Balance and then jump off the apparatus</p>	<p><b>YEAR 1:</b> <b><u>NC: Master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</u></b></p> <p>Dribble a ball</p> <p>Kick a ball at a target</p> <p>Balance a ball on the tennis racket</p> <p>Use a tennis racket to bounce a ball</p> <p>Use a tennis racket to hit a ball (on the floor)</p>	<p><b>NC: Develop balance, agility and co-ordination</b></p> <p>Jump (bunny hop, tuck)</p> <p>Create different shape formations using the body</p> <p>Creating and performing a sequence including balancing and jumping on the floor.</p> <p>Create and perform a sequence on the apparatus with balancing and jumping</p>	<p><b>NC: Master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></p> <p>Dribble and strike a ball Use the uni-hocs to dribble the ball. Use the uni-hocs to strike a ball. Use the uni-hocs to strike and receive. Play small games involving use of uni-hocs.</p>	<p><b>NC: Develop balance, agility and co-ordination</b></p> <p>Take off and land focusing on making different shapes including rocket, star, tuck (previously taught)</p> <p>Straddle jump in flight Jump and turn halfway and whole way round.</p> <p>Leap - taking off on one foot and landing on one foot.</p> <p>Create and perform a sequence on the floor and apparatus</p>
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# PSED/PSHE

## Vocabulary Progression

<p><b>EYFS:</b> <u>Communication and Language</u></p> <p>Lonely, scared, angry, cross, sorry</p>	<p><b>YEAR 1:</b> <u>NC: vocabulary</u></p> <p><b>Citizenship</b> care, democracy, different, fair, pet, responsibility, rule, similar, unique, vote</p>	<p><b>YEAR 2:</b> <u>NC: vocabulary</u></p> <p><b>Citizenship</b> election, environment, identity, job, opinion, rule, school council, volunteer, vote</p>
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## Knowledge Progression

<p><b>EYFS:</b> <b>Links with Literacy:</b> Know why we have rules Know why it is important to apologise and forgive</p> <p><b>Managing self: Taking on challenges</b> Know how to work as a team Know why bedtime routines are important to be healthy</p>	<p><b>YEAR 1:</b> <b>NC: British values: Democracy, Rule of Law, Mutual respect, Tolerance of different cultures and religions.</b></p> <p>To know the rules in school. To know that different pets have different needs. To understand the needs of younger children and that these change over time. To know that voting is a fair way to make a decision. To understand that people are all different.</p>	<p><b>YEAR 2:</b> <b>NC: British values: Democracy, Rule of Law, Mutual respect, Tolerance of different cultures and religions.</b></p> <p>To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To know some of the jobs people do to look after the environment in school and the local community. To understand how democracy works in school through the school council. To understand that everyone has similarities and differences.</p>
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## Skills Progression

<p><b>EYFS:</b></p> <p>Talk about how they are feeling. Label different emotions. Express their feelings and consider the feelings of others. Manage their own needs - Personal hygiene</p>	<p><b>YEAR 1:</b> <b>NC: British values: Democracy, Rule of Law, Mutual respect, Tolerance of different cultures and religions.</b></p> <p>Recognising why rules are necessary. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to.</p>	<p><b>NC: British values: Democracy, Rule of Law, Mutual respect, Tolerance of different cultures and religions.</b></p> <p>Explaining why rules are in place. Identifying positives and negatives about the school environment. Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment. Recognising the contribution people make to the local community.</p>
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# Assessment & Evidence

Y1: I can identify characteristics of an animal

Y1: I can name a variety of common animals that are carnivores, herbivores and omnivores.

**Y2: I can group animals defined by their characteristics**

**Y2: I know that an animal lives in a habitat that is suitable to its needs.**

**Y2: I know plants and animals depend on each other**

Y1: I can identify key human and physical features in the local environment

Y1: I can identify weather patterns in the UK

**Y2: I can identify climate and weather patterns in relation to the equator and North and South Poles.**

**Y2: I can identify key human and physical features in the countries studied**

Y1: Explore and develop sculpture techniques by using tools to create patterns and shapes

Y1: Compare the work of different artists and make links to own artwork

**Y2: Use shape, lines and patterns and form to sculpt using clay**

**Y2: Evaluate and analyse creative works using the language of art, craft and design**

Y1: I understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

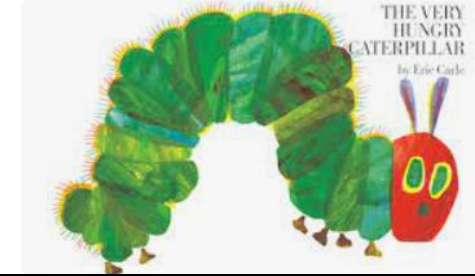
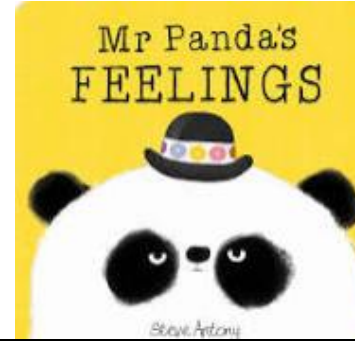
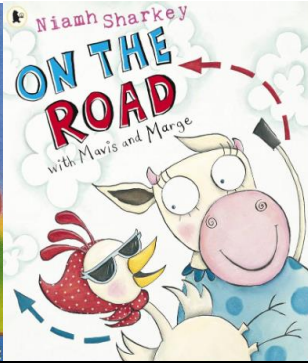
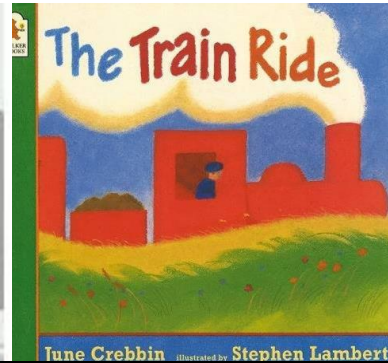
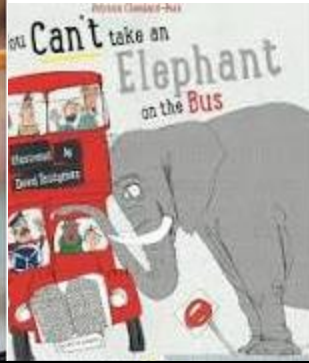
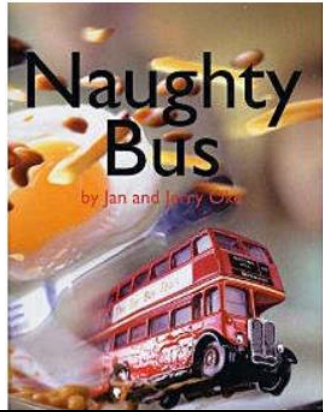
Y1: I can create and debug simple programs

**Y2: I can use applications and devices (including VR headsets) in order to communicate ideas, work, messages and demonstrate control**

**Y2: Use an algorithm to write a basic computer program.**

- ❖ Double page spread
- ❖ iPad APP presentations
- ❖ Non Chronological report (Year 1)
- ❖ Clay sculptures (Art)

# Key Texts

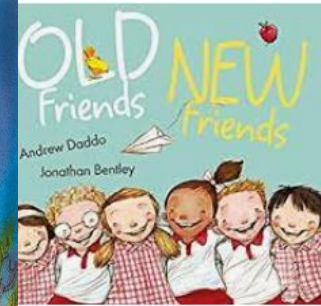
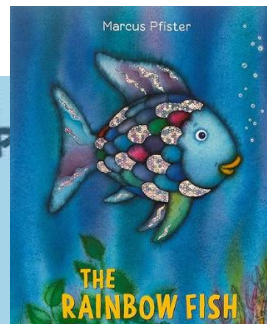
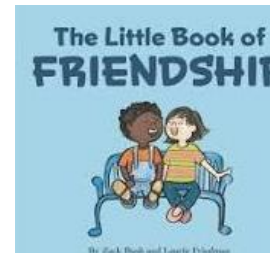
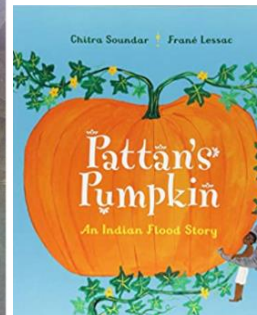
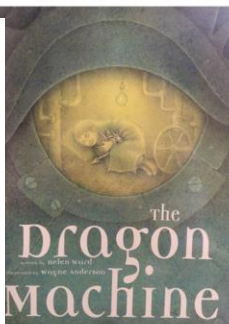
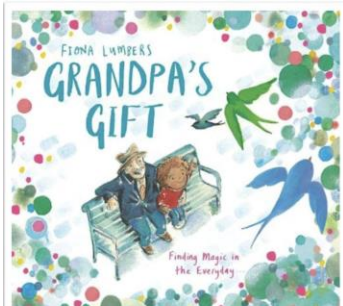


Literacy

EYFS

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English

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