

Autumn 2

EYFS Topic: I'll Blow Your House Down!

KS1 Topic: London's Burning!

Shine Value:



AUTUMN 2 Overview	EYFS	YEAR 1	YEAR 2
	I'll blow your house down!	London's Burning!	
WOW Event	Bubbles – Atomic Tom	In-school themed day London 1666	Zoom through History (V)
History	Guy Fawkes Remembrance day	Events of The Great Fire of London Comparing past and now	LEARNING BUS: Pudding Lane (VR Headsets) Cause and effect: link to modern London Samuel Pepys
Science	Materials: what materials would be good for a house? Seasonal weather patterns Bread experiment	Materials: properties Scientist: Louis Pasteur	Materials: suitability of materials Scientist: Dr Robert Hooke
Computing - KAPOW	Computing Systems and Networks Exploring Hardware	Online safety	Online safety
Geography		Links to landmarks in London	Links to maps, landmarks in London
DT	3D house structures Joining: Threading (Christmas cards)	Joining: Sewing (Christmas cards)	Joining: Building structures FOREST LEARNING (HWS) Replicate the burning of Pudding Lane
Art	Painting, printing, straw blowing		
Music - KAPOW	Celebration music	Superheroes : Pitch	DIS planning London's Burning: Use timbre, dynamics and tempo to play a tuned instrument Ocarinas
RE - KAPOW	Why do people celebrate Christmas and Diwali? <i>Christian – Christmas</i> <i>Hindu - Diwali</i>	What do some people believe God looks like? <i>Christian, Hindu, Muslim</i>	What do candles mean to people? <i>Christian, Hindu, Jewish</i>
PSHE - KAPOW	Building relationships: Special relationships	Families and Relationships	Families and Relationships
Dance			
Gym	PREMIER SPORTS Hold a balance	PREMIER SPORTS Gymnastics: balancing	PREMIER SPORTS Gymnastics: balancing
Games		Games: Ball skills	Games: Ball skills

UW/CL/History

The Big Question

EYFS:
Which materials would be good for a house?

YEAR 1:
What happened in Pudding Lane?

YEAR 2:
Why did London burn in 1666?

Vocabulary Progression

EYFS:
Communication and Language
Understand how to listen carefully and why listening is important
Learn new vocabulary
Use new vocabulary through the day

Past, bonfire night, remember burn

YEAR 1:
NC: historical language
fire, great, London, sequence, event, past, a long time ago, bakery

YEAR 2:
NC: historical language
diary, destroyed, events, timeline, effect, rebuild, modern

Knowledge Progression

EYFS:
Understanding the World
Past and Present
Compare and contrast characters from stories, including figures from the past.
Comment on images of familiar situations in the past.

Know who Guy Fawkes was and why we have Bonfire night.
Know how to stay safe

Know why we honour Remembrance day

YEAR 1:
NC: Know and understand about:
Changes within living memory
Events beyond living memory that are significant nationally or globally

Know the key events of the Great Fire of London (2nd September 1666, started in a bakery in Pudding Lane. Thomas Farriner owned the bakery, it was a long, dry Summer and wind spread the fire, the houses burnt quickly, it took 4 days to extinguish, they used buckets of water and fire hooks, most of London was destroyed)

Understand that houses, streets and bakeries were different in 1666 to now

Understand the hazards of fire and how to stay safe

YEAR 2:
NC: Know and understand about:
Events beyond living memory that are significant nationally or globally.

Know the key events of the Great Fire of London

Understand that the fire spread so quickly because of the weather, the material of the houses, the houses were close together and there was no organised fire brigade

Know the rebuilding of the city helped to shape modern London and building regulations across the country.

NC: Know and understand about the lives of significant individuals in the past who have contributed to national and international achievements.

Know that Samuel Pepys, a clerk to the Royal Navy, observed the fire and kept a diary.

Skills Progression

EYFS:
Understanding the World
Past and Present
Compare and contrast characters from stories, including figures from the past.
Comment on images of familiar situations in the past.

Talk about past and present
Discuss events in my own life and in the lives of family members.
Discuss Guy Fawkes and what happened.

YEAR 1:
NC: Know and understand about:
Changes within living memory
Events beyond living memory that are significant nationally or globally

Compare the past with now

Create a timeline of events

YEAR 2:
NC: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.

Understand the past can be ordered and create a timeline of events
Use technology, books and diaries to find out about the past
Compare the past with now – link to modern London

UW/CL/Science

Vocabulary Progression

<p>EYFS: <u>Communication and Language</u> <i>Learn new vocabulary</i> <i>Use new vocabulary through the day</i> <i>Articulate their ideas and thoughts in well-formed sentences.</i></p>	<p>YEAR 1: <u>NC: Scientific Language</u></p>	<p>YEAR 2: <u>NC: Scientific Language</u></p>
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Knowledge Progression

<p>EYFS: <u>Understanding the World</u> <u>The Natural World</u> <i>Understand the effect of changing seasons on the natural world around them.</i></p> <p>Observe daily and seasonal weather patterns Notice Autumn changes into Winter. eaves off trees/ looking at frost/ ice that forms outside- natural ice pictures in trays etc. Looking at and caring for the plants we have planted. Leaf pictures/ leaf colours exploration/ natural autumn objects.</p>	<p><u>Understanding the World</u> Talk about the differences between materials and changes they notice.</p> <p>Have bread in a bag and look at how it changes over the week. Discuss what happens.</p> <p>Bread assessment</p>	<p>YEAR 1: <u>NC: Everyday Materials</u> <i>Distinguish between an object and the material from which it is made</i> <i>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</i> Distinguish between an object and the material from which it is made.</p> <p>Know what material each objects is made from</p> <p>Identify the properties of different materials</p>	<p><u>NC: Everyday Materials</u> <i>Describe the simple physical properties of a variety of everyday materials</i> Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Describe the physical properties of everyday materials</p> <p>Sort materials by their physical properties</p>	<p>YEAR 2: <u>NC: Uses of everyday materials</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Know the suitability of properties for different materials used to build homes in London 1666</p>	<p>NC: Find out about Scientists that develop new materials (Non-statutory)</p> <p>Know that Dr Robert Hooke was a leader in the plans to rebuild after the Great Fire of London in 1666</p> <p>Know that his works included the designing the dome on St Paul's Cathedral, London and redesigning London's streets into a grid pattern with wide streets.</p>
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Skills Progression

<p>EYFS: <u>Understanding the World</u> Talk about the differences between materials and changed they notice</p> <p>Observe changes to bread</p>	<p>YEAR 1: <u>NC: Working Scientifically</u> <i>Ask simple questions</i> Identify and classify Gather and record data to help in answering questions</p>	<p>YEAR 2: <u>NC: Working Scientifically</u> Ask simple questions and recognise that they can be answered in different ways Identify and classify Gather and record data to help in answering questions Use observations and ideas to suggest answers to questions</p>
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UW/CL/PD/Computing/PSHE

Vocabulary Progression

<p>EYFS: <u>Communication and Language</u> <i>Learn new vocabulary</i> <i>Use new vocabulary through the day</i> Parts, photograph, camera</p>	<p>YEAR 1: <u>NC: Computing Language</u> Online, communicate, connect, share, post, internet safety</p>	<p>YEAR 2: <u>NC: Computing Language</u> Accept, deny, permission, consent, password, reliable</p>
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Knowledge Progression

<p>EYFS: <u>Communication and Language</u> <i>Ask questions to find out more and to check they understand what has been said to them</i> <i>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</i></p> <p>KAPOW Computing Systems and Networks: Exploring Hardware</p> <p>Recognise that a range of technology is used in places such as homes and schools by: Naming each object Describing what they are used for Identify where they can be found</p>	<p>YEAR 1: NC: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>KAPOW Online Safety: Year 1</p> <p>Know that the internet is many devices connected to one another. Know what to do if you feel unsafe or worried online – tell a trusted adult. Know that people you do not know on the internet (online) are strangers and are not always who they say they are. Know that to stay safe online it is important to keep personal information safe. Know that 'sharing' online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet.</p>	<p>YEAR 2: NC: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>KAPOW Online Safety: Year 2</p> <p>Understand the difference between online and offline. Understand what information I should not post online. Know what the techniques are for creating a strong password. Know that you should ask permission from others before sharing about them online and that they have the right to say 'no.' Understand that not everything I see or read online is true.</p>
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Skills Progression

<p>EYFS: <u>Physical Development</u> <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</i></p> <p>Operate a camera and/or iPad and use it to take photographs.</p> <p><u>Understanding the world</u> <i>Describe what they see, hear and feel whilst outside (or inside)</i></p> <p>Take photographs of discoveries found inside and outside and share with others</p>	<p>YEAR 1: NC: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Recognise devices that are connected to the internet. Understanding that we are connected to others when using the internet. Understand some of the ways we can use the internet. When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable. Understanding how to interact safely with others online. Recognising how actions on the internet can affect others. To be able to recognise what a digital footprint is and how to be careful about posting online.</p>	<p>YEAR 2: NC: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Identify whether information is safe or unsafe to be shared online. Learn how to create a strong password. Learn to be respectful of others when sharing online and ask for their permission before sharing content. Learn strategies for checking if something they read online is true. Understand how to stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable.</p>
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EAD/DT

Vocabulary Progression

<p>EYFS: <u>Communication and Language</u> <i>Learn new vocabulary</i> <i>Use new vocabulary through the day</i></p> <p>Paint, stick, join, mix, safe, thread,</p>	<p>YEAR 1: <u>NC: D&T Language</u></p> <p>Thread, fabric, stitch, running stitch, needle</p>	<p>YEAR 2: <u>NC: D&T Language</u></p> <p>Join, flange, slot, tabs, L brace</p>
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Knowledge Progression

<p>EYFS: <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>Mix the colours to make firework paintings – what happens when we mix red and blue?</p> <p>Create firework splatter paintings / firework pictures.</p> <p>Make Diwali pictures using coloured rice.</p> <p>Thread a bauble Christmas decoration</p>	<p>YEAR 1: <u>NC: Design</u> <i>Design purposeful, functional, appealing products for themselves and other users based on design criteria</i> Generate, develop, model and communicate their ideas through talking</p> <p>Explore Scandinavian folk art (textiles)</p> <p>Design a Christmas decoration using a running stitch</p>	<p>NC: Make <i>Select from and use a range of tools and equipment to perform practical tasks (cutting)</i> Select from and use a wide range of ingredients, according to their characteristics</p> <p>Know that a running stitch joins fabric together</p> <p>Understand that a needle pulls thread through fabric</p>	<p>NC: Evaluate <i>Explore and evaluate a range of existing products</i> Evaluate their ideas and products against design criteria</p> <p>Evaluate the decoration using success criteria (met, not met, exceeded)</p>	<p>YEAR 2: <u>NC: Build structures, exploring how they can be made stronger, stiffer and more stable</u> <u>Design</u> <i>Design purposeful, functional, appealing products for themselves and other users based on design criteria</i> Generate, develop, model and communicate their ideas through talking</p> <p>Design Tudor house naming a variety of joins to secure materials</p>	<p>NC: Make <i>Select from and use a range of tools and equipment to perform practical tasks (joining)</i></p> <p>Know how to use scissors, sellotape, string and cardboard to make folds, hinges, brackets to join materials together.</p>	<p>NC: Evaluate <i>Explore and evaluate a range of existing products</i> Evaluate their ideas and products against design criteria</p> <p>Evaluate the house using success criteria (met, not met, exceeded)</p>
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Skills Progression

<p>EYFS: <u>Expressive Arts and Design</u> <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p>Use a range of materials and tools with care and precision.</p>	<p>YEAR 1: <u>NC: Design</u> <i>Design purposeful, functional, appealing products for themselves and other users based on design criteria</i> Generate, develop, model and communicate their ideas through talking,</p> <p>Make a Christmas decoration using a running stitch to join fabric</p>	<p>NC: Make <i>Select from and use a range of tools and equipment to perform practical tasks (cutting)</i></p> <p>Use a running stitch to make a Christmas decoration</p>	<p>NC: Evaluate <i>Explore and evaluate a range of existing products</i> Evaluate their ideas and products against design criteria</p>	<p>YEAR 2: <u>NC: Build structures, exploring how they can be made stronger, stiffer and more stable</u> <u>Design</u> <i>Design purposeful, functional, appealing products for themselves and other users based on design criteria</i> Generate, develop, model and communicate their ideas through talking,</p> <p>Use a variety of joins to secure materials</p>	<p>NC: Make <i>Select from and use a range of tools and equipment to perform practical tasks (cutting)</i> Select from and use a wide range of ingredients, according to their characteristics</p> <p>Make Tudor house using a variety of joins to secure materials</p>	<p>NC: Evaluate <i>Explore and evaluate a range of existing products</i> Evaluate their ideas and products against design criteria</p>
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EAD/CL/Music

Vocabulary Progression

<p>EYFS: <u>Communication and Language</u> Use musical vocabulary when describing sounds</p>	<p>YEAR 1: <u>NC: Music Language</u> Pitch, high pitched, low pitched, temp, perform</p>	<p>YEAR 2: <u>NC: Music Language</u> dynamics, timbre, tempo</p>
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Knowledge Progression

<p>EYFS: <u>Understanding the world</u> <i>Recognise that people have different beliefs and celebrate special times in different ways.</i> <u>Expressive arts and design</u> <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i> <i>Watch and talk about dance and performance art, expressing their feelings and responses.</i></p> <p>KAPOW: Celebration Music</p> <p>Learn about the festival of Diwali and respond to music through movement Learn dances and instruments from the festival of Hannukah</p>	<p>YEAR 1: <u>NC: Listen with concentration and understanding to a range of high quality (live) and recorded music</u> <i>Use voices expressively and creatively by singing songs</i> <i>Experiment with, create, select and combine sounds using the interrelated dimensions of music</i> <i>Play tuned and untuned instruments musically.</i></p> <p>KAPOW Pitch: Superheroes</p> <p>Know sounds within music can be described as high or low sounds and the meaning of these terms. Know in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</p>	<p>YEAR 2: <u>NC: Listen with concentration and understanding to a range of high quality (live) and recorded music</u> <i>Use voices expressively and creatively by singing songs</i></p> <p>Use timbre, dynamics and temp to play a tuned instrument London's Burning: Ocarinas</p> <p>Know that a composer is someone who creates music and writes it down.</p>	<p><u>NC: Experiment with, create, select and combine sounds using the interrelated dimensions of music</u> <i>Play tuned and untuned instruments musically.</i></p> <p>Explain the musical vocabulary, tempo, timbre and dynamics</p>
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Skills Progression

<p>EYFS: <u>Expressive Arts and Design</u> <i>Explore and engage in music making and dance, performing solo or in groups</i></p> <p>Learn about the festival of Kwanzaa, Children take part in a traditional African call and response song and find classroom objects to use as drums. Create vocal sounds, play instruments, sing and move to a Christmas song. Create and perform appropriate actions to represent Christmas song lyrics</p>	<p>YEAR 1: <u>NC: Listen with concentration and understanding to a range of high quality (live) and recorded music</u> <i>Use voices expressively and creatively by singing songs</i> <i>Experiment with, create, select and combine sounds using the interrelated dimensions of music</i> <i>Play tuned and untuned instruments musically.</i></p> <p>Listen and evaluate Read different kinds of notation Create sound Compose and improvise Perform</p>	<p><u>NC: Experiment with, create and select sounds using inter-related dimensions of Music – Pulse and Rhythm</u> <i>Play tuned and untuned instruments musically</i></p> <p>Recognise timbre changes in music they listen to. Begin to use musical vocabulary to describe music. Suggest improvements to their own and others' work. Play simple melodies from five or more notes. Choose appropriate dynamics, tempo and timbre for a piece of music. Use their voices expressively when singing, including the use of basic dynamics (loud and quiet). Perform expressively using dynamics and timbre to alter sounds as appropriate.</p>
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UW/CL/RE

The Big Question

<p>EYFS: Why is Christmas special to Christians?</p>	<p>YEAR 1: What do some people believe God looks like?</p>	<p>YEAR 2: What do candles mean to people?</p>
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Vocabulary Progression

<p>EYFS: <u>Communication and Language</u> <i>Learn new vocabulary</i> <i>Use new vocabulary through the day</i></p> <p>Christmas, Diwali, special</p>	<p>YEAR 1: PT1: Be familiar with key words and vocabulary related to Christianity, Islam and Hinduism. PT2: Begin to talk about different beliefs and practices using the correct vocabulary.</p> <p>Christian, Muslim, God, Allah, Hindu, Brahman, belief, respect</p>	<p>YEAR 2: PT1 Begin to use key words and vocabulary related to Christianity, Hinduism and Judaism.</p> <p>Diwali, festival, Hanukkah, Advent, prayer, sacred, symbol</p>
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Knowledge Progression

<p>EYFS: <u>Understanding the World</u> <u>People, Culture and Communities</u> Recognise that people have different beliefs and celebrate special times in different ways. (links with EAD)</p> <p>Why is Diwali special to Hindus? Why is Christmas special to Christians? Explore how Christmas is celebrated with the children</p>	<p>YEAR 1: PT1 - Knowledge & Understanding of Religion and World Views: Begin to name the different beliefs and practices of Christianity, Islam and Hinduism.</p> <p>Recognise that different people have different beliefs about God's form and appearance. Recognise that some Hindu people believe God has many forms. Recognise and explain how Christian, Muslim and Hindu people refer to God. Identify and describe one representation of God from these religions.</p>	<p>YEAR 2: PT1 - Knowledge & Understanding of Religion and World Views: 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.</p> <p>Identify three practices associated with Diwali. Understand that some Hindu people use diyas as symbolism. Understand the meaning of Advent to some Christian followers. Identify what is important to some Jewish people at Hanukkah.</p>
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Skills Progression

<p>EYFS: <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>Year 1: PT2 – Responding to Religion and Worldviews: Express own ideas about belief and practices creatively.</p> <p>Understand and explain that the story shows some people believe Jesus is the son of God and God on Earth. Explain how art can be used to express feelings towards God. Show respect for differences and similarities in how different religions represent God. Explain why people use different names for God and show respect for the different names for God across religions.</p>	<p>Year 2: PT2 – Responding to Religion and Worldviews: 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.</p> <p>Share examples of where they have seen and experienced candles. Explain what a hanukiah symbolises. Understand their own positionality on what candles mean to them. Provide some examples of what candles mean to some people.</p>
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PSED/PSHE

Vocabulary Progression

<p>EYFS: <u>Communication and Language</u> Building relationships: Special relationships</p> <p>family, love, special, unique, different, mummy, daddy, sister, brother, granddad, Grandma, uncle, auntie</p>	<p>YEAR 1: <u>NC: emotional vocabulary</u> Families and Relationships</p> <p>behaviour, care, emotions, friendly, problem, stereotype</p>	<p>YEAR 2: <u>NC: emotional vocabulary</u> Families and Relationships</p> <p>friendship, love, manners, feelings, emotions, stereotype, respect</p>
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Knowledge Progression

<p>EYFS:</p> <p>Understand that all families are valuable and special. See themselves as a valuable individual Understand why it is important to share and cooperate with others. Understand that it is ok to like different things. Explore diversity through thinking about similarities and differences</p>	<p>YEAR 1: NC: Families and Relationships</p> <p>Understand that families look after us. Know some words to describe how people are related (e.g. aunty, cousin, etc.) Know that some information about me and my family is personal. Understand some characteristics of a positive friendship. Understand that friendships can have problems but that these can be overcome. Know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p>	<p>YEAR 2: NC: Families and Relationships</p> <p>Know that families can be made up of different people. Know that families may be different to my family. Know some problems which might happen in friendships. Understand that some problems in friendships might be more serious and need addressing. Understand some ways people show their feelings. Understand what good manners are. Understand some stereotypes related to jobs. Know that there are ways we can remember people or events.</p>
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Skills Progression

<p>EYFS:</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them Build constructive and respectful relationships. Think about the perspectives of others Share their interests with the group.</p>	<p>YEAR 1: NC: Families and Relationships</p> <p>Explore how families are different to each other. Explore how friendship problems can be overcome. Explore friendly behaviours. Recognise how other people show their feelings. Identify ways we can care for others when they are sad. Explore the ability to successfully work with different people</p>	<p>NC: Families and Relationships</p> <p>Understand ways to show respect for different families. Understand that families offer love, care and support. Understand difficulties in friendships and discussing action that can be taken. Learn how other people show their feelings and how to respond to them. Explore the conventions of manners in different situations. Explore how loss and change can affect us.</p>
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PD/PE

Vocabulary Progression

<p>EYFS: <u>Communication and Language</u></p> <p>Balance, still, apparatus</p>	<p>YEAR 1:</p> <p><u>Ball skills:</u> bounce, control, throwing, catching</p> <p><u>Gym:</u> still, big, small, pointed toes</p>	<p>YEAR 2:</p> <p><u>Ball skills:</u> underarm, overarm, distance, send, receive</p> <p><u>Gym:</u> points, patches, mirror, stillness, extension</p>
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Knowledge Progression

<p>EYFS: <u>Gymnastics – balancing</u></p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Know how to hold a balance safely on an apparatus</p>	<p>YEAR 1: <u>NC: Gymnastics - balancing (Sports Coach)</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</p> <p>Know how to travel across equipment safely</p> <p>Understand a balance needs to be held still</p>	<p>NC: Games -Ball skills Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Know which strategies are best to send and receive (rolling, bouncing, throwing and catching an object)</p>	<p>YEAR 2: <u>NC: Gymnastics - balancing (Sports Coach)</u> NC: Master basic movements including running and jumping. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Know how to safely create a sequence of balances on apparatus</p> <p>Understand mirroring means copying the save movements</p>	<p>NC: Games -Ball skills NC: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Know the difference between overarm and underarm throws</p>
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Skills Progression

<p>EYFS:</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Hold a balance on a piece of apparatus Sequence balances Perform a balance on an apparatus</p>	<p>NC: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Create and perform a sequence of balances Travel across a piece of equipment and balance</p>	<p>NC: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Practise and develop rolling skills (sending and receiving) Bouncing the ball standing still and travelling Throwing and catching skills Play modified games that include skills taught within the unit</p>	<p>NC: Master basic movements including running and jumping. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Mirror balances Create and perform a sequence of balances Create a sequence of balances on apparatus</p>	<p>NC: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Throw using over arm and under arm techniques Aim at a target Play modified games that include skills taught within the unit</p>
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Assessment & Evidence

Y1: I can identify objects and events from the past

Y1: I can compare the past with now

Y1: I can say how people lived in Medieval times

Y2: I can identify the features of a castle and know their purpose

Y2: I can say what life was like for peasants, knights, Lords, Kings and Queens in Medieval Times

Y2: I know why the past is significant for today

Y1: I can identify everyday materials

Y1: I can describe the properties of every-day materials

Y1/Y2: I can group and compare materials based on their properties

Y2: I know the suitability of every-day materials

Y2: I know how solid shapes can change from bending, squashing and stretching

Y1: I can design a product using a running stitch considering pattern, colour and shape

Y2: I can use a variety of joins to create a structure

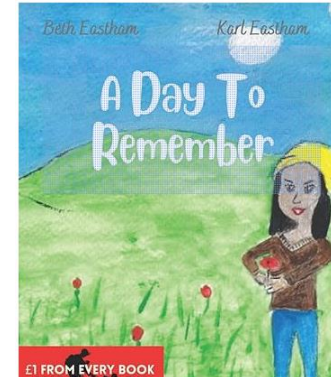
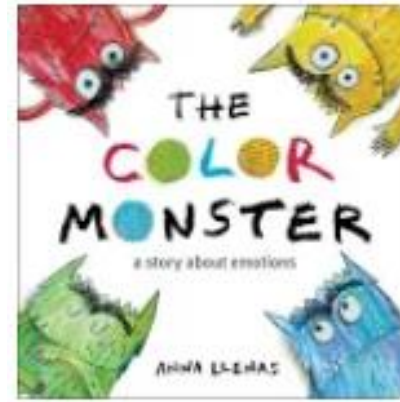
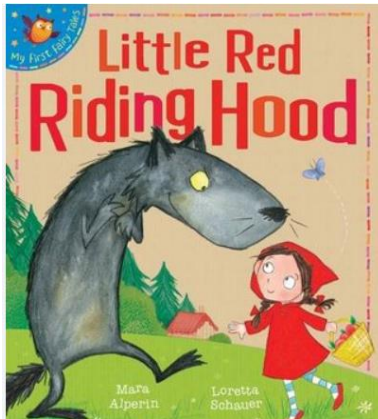
Y1/Y2: I can identify rules that keep us safe and healthy when using technology.

Y1: I can use technology purposefully to create, save, organise, and retrieve digital content

Y2: I can use various tools such as eraser, paint brush and pencils and set the size, colour and shape when using applications

- ❖ Double page spread
- ❖ Non-Chronological report/Fact sheet
- ❖ Pic Collage presentation
- ❖ Christmas Cards

Key Texts

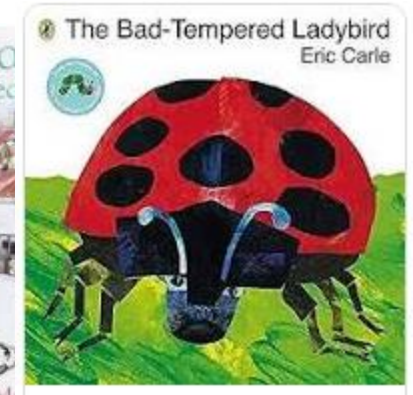
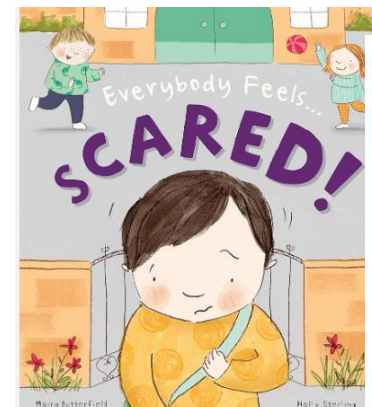
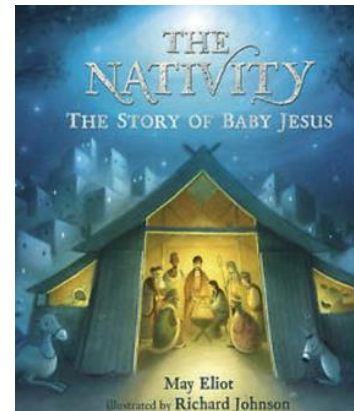
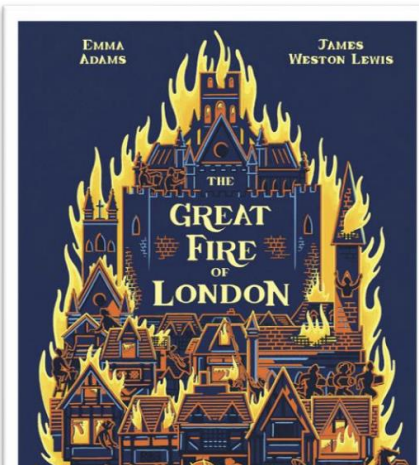
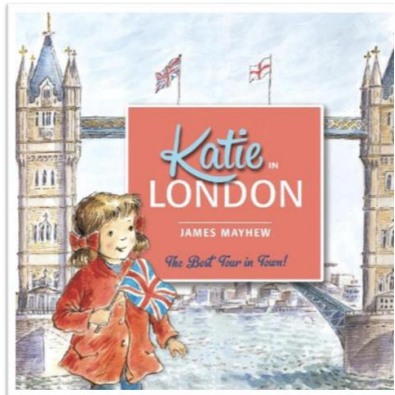


Literacy

EYFS

PSED

UW



English

History

RE

KS1

PSHE