

<b>Ash and Elm Classes-Year R, Year 1, Year 2- 2019-2020 Year C</b>			
	<b>This is Me!</b>	<b>Travel and Transport- Are we nearly there yet?</b>	<b>Invaders (Space/Pirates/ Mini-beasts)</b>
Visits	Visit: Local area/ Chapel Orchard/ Forest school	Visit: Shuttleworth/ Stansted	Visit: Hinchingsbrooke Park or Stibbington
English Genres	Fiction, Non-Fiction information texts, Recounts, Poetry and Rhymes		
Key Vocabulary	Senses- taste, smell, vision, touch, hearing Body parts, animals names, omnivores, carnivores, herbivores		
English Texts, including daily reading by CT	Holiday photos/ postcards, Pete the Cat Rocking in My School Shoes, All about Me e-book, Only One You, You Choose, Funny bones, Here Comes Frankie, The Story machine, Rainbow Fish, Elmer		
Outdoor learning opportunities	Local area walk, Visit building site, exploring school site, Chapel Orchard visits		
Maths	<p>Daily Fluency</p> <p>EYFS Number and place value: Numbers to 5, Comparing groups Addition and Subtraction: Sorting, Change within 5 Measurement: Time</p> <p>YR1 Number: Place Value (within 10) Number: Addition and subtraction Geometry: Shape Number: Place Value (within 20/50)</p>	<p>Daily Fluency</p> <p>EYFS Addition and Subtraction: Numbers to 5, Addition to 10 Number and Place Value: Numbers to 10 Geometry: Shape and Space</p> <p>YR1 Number: Addition and subtraction Number: Place Value (within 50) Measurement: Length and Height Measurement: Weight and Volume Shape and Consolidation</p>	<p>Daily Fluency</p> <p>EYFS Geometry: Exploring Patterns Addition and Subtraction: Count on and back Number and Place Value: Numbers to 20 Multiplication and Division: Numerical patterns Measurement: Measure</p> <p>YR1 Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value Measurement: Money Measurement: Time</p>

	YR2 Number: Numbers to 100 Number; Addition and Subtraction: Numbers within 100 (including Money) Number: Multiplication	Yr2 Number: Division Statistics Measurement: Length and height Geometry: Properties of Shape Number: Fractions	Yr2 Geometry: Position and Direction Measurement: Time Problem solving and efficient methods Measurement: Mass, capacity and temperature Consolidation and Investigations
History	<ul style="list-style-type: none"> <li>- changes within living memory</li> <li>- significant historical events,</li> <li>- Talk about past and present events in their own lives and in the lives of family members. (1ai) EYFS</li> <li>- tell the difference between the past and present in their own and other peoples lives (1ai) Year 1</li> <li>- Say whether a story is set now or in the past (1ai) Year 2</li> <li>- Use everyday language related to time <i>e.g. now, then, before, after, day, week, year.</i> (2) EYFS</li> <li>- old, new, young, days, months, years, before, after (2) Year 1</li> <li>- Recently, before then, now, later, after that (2) Year 2</li> <li>- Record, using marks they can interpret and explain. (3b) EYFS</li> <li>- Communicate knowledge and understanding about the past in different ways eg role play, drawing, talking, writing (3b) Year 1</li> <li>- Write simple recounts and stories about the past (3bi) Year 2</li> </ul>	<ul style="list-style-type: none"> <li>- events beyond living memory</li> <li>- Sequence familiar events eg how to get ready for bed (1aii) EYFS</li> <li>- put some event or people studied into chronological order (1aii) Year 1</li> <li>- Use timelines to place people/events studied in order with some awareness of the scale of the time in between each event (1aii) Year 2</li> <li>- Be curious about people and shows interest in stories (3ai) EYFS</li> <li>- find answers to simple questions about the past from sources of information e.g. pictures and stories (3ai) Year 1</li> <li>- Ask and answer questions such as "How long ago did... happen?" or "What do you think it was like for...?" (3ai) Year 2</li> <li>- Explain knowledge and understanding and asks appropriate questions. (3aiii) EYFS</li> <li>- look carefully at books, pictures and objects to find information about the past (3aiii) Year 1</li> <li>- Use information from historical pictures, written accounts, artefacts, buildings etc to describe the past. (3aiii) Year 2</li> <li>- Find the differences in two different pictures of the same event or in two different versions of a story (4) Year 1</li> </ul>	<ul style="list-style-type: none"> <li>- significant individuals in the past</li> <li>- Describe main story settings, events and principal characters. (1b) EYFS</li> <li>- Begin to identify and recount some details of events or people from the past (1b) Year 1</li> <li>- Recount the main events from a significant event in history (1b) Year 2</li> <li>- Answer "how" and "why" questions in response to stories or events (3aii) EYFS</li> <li>- know that we can find information about the past from different places and give some examples (3aii) Year 1</li> <li>- Understand some of the ways we find out about the past eg from books, the internet, artefacts and buildings, personal accounts, photos etc...(3aii) Year 2</li> <li>- Know that information can be retrieved from books and computers. (3aiv) EYFS</li> <li>- Choose and use parts of stories and other sources to show understanding of the concepts in section 5.(3aiv) Year 2</li> <li>- Question why things happen and give explanations. (5b) EYFS</li> <li>- Suggest some reasons why people did things or why events happened (5b) Year 1</li> </ul>

	<ul style="list-style-type: none"> <li>- Communicate own ideas through drawing, role play and discussion (3bii) EYFS</li> <li>- Draw labelled diagrams to tell others about people, events or objects from the past. (3bii) Year 2</li> </ul> <p>Black History Week-Black Musicians</p> <p>Remembrance</p>	<ul style="list-style-type: none"> <li>- Identify things which are the same or different in two sources about the same event eg two different pictures of the same event. (4) Year 2</li> <li>- Look closely at similarities, differences, patterns and change. (5a) EYFS</li> <li>- Develop understanding of growth, decay and changes over time. (5a) EYFS</li> <li>- Identify something that has changed and something that has stayed the same between a period in the past and now (5a) Year 1</li> <li>- Identify something that changed and something that stayed the same between two different historical periods. (5a) Year 2</li> <li>- Know about similarities and differences between themselves and others, among families, communities and traditions. (5c) EYFS</li> <li>- Note some ways that people or events in a particular period were the same or different (5c) Year 1</li> <li>- Make simple observations about different types of people, events or beliefs within a society. (5c) Year 2</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise why people did things, why events happened and what happened as a result (5b) Year 2</li> <li>- Recognise and describe special times or events for family or friends. (5d) EYFS</li> <li>- Talk about who was important (5d) Year 1</li> <li>- Talk or write about which people or events were important (5d) Year 2</li> </ul>
<p>Geography</p>	<ul style="list-style-type: none"> <li>- how area has changed/ future</li> <li>- New build</li> <li>- people and places in their own locality</li> <li>- Describe main story settings, events and principal characters (1b) EYFS</li> <li>- Use an atlas to name and locate the four countries and capital cities of the UK. (1b) Year 1</li> <li>- Name, locate and identify characteristics of the four countries and capital cities of</li> </ul>	<ul style="list-style-type: none"> <li>- geog skills and fieldwork</li> <li>- Talk about past and present events in their own lives and in the lives of family members.</li> <li>- Sequence familiar events eg how to get ready for bed (1a) EYFS</li> <li>- Recognise and name some continents and oceans on a globe or atlas. (1a) Year 1</li> <li>- Name and locate the seven continents and five oceans on a globe or atlas. (1a) Year 2</li> </ul>	<ul style="list-style-type: none"> <li>- Simple compass directions</li> <li>- Be curious about people and shows interest in stories. (3a) EYFS</li> <li>- Answer "how" and "why" questions in response to stories or events (3a) EYFS</li> <li>- Explain knowledge and understanding and asks appropriate questions (3a) EYFS</li> <li>- Know that information can be retrieved from books and computers (3a) EYFS</li> <li>- Describe which continents have significant hot or cold areas. (3a) Year 1</li> </ul>

	<p>the UK and its surrounding seas on a range of maps. (1b) Year 2</p> <ul style="list-style-type: none"> <li>- Use everyday language related to time <i>eg now, then, before, after, day, week, year</i> (2) EYFS</li> <li>- Know and make observations about the local area. Name and locate key physical and human landmarks. (2ai) Year 1</li> <li>- Make observations about and describe the local area and its physical and human geography and suggest how these are connected. (2ai) Year 2</li> <li>- Describe the physical geography of a small area in a contrasting non-European country. (2aii) Year 1</li> <li>- Confidently describe the physical geography of a small area in a contrasting non-European country. (2aii) Year 2</li> <li>- Describe how their own locality is similar to and different from the small area in a contrasting non-European country studied. (2aiii) Year 1</li> <li>- Describe how their own locality is similar to and different from the small area in a contrasting non-European country studied and suggest why this might be so. (2aiii) Year 2</li> <li>- Be curious about people and shows interest in stories (3ai) EYFS</li> <li>- Identify the seasonal and daily weather patterns in the UK. (3ai) Year 1</li> <li>- Talk confidently about how seasons change throughout the year and</li> </ul>	<ul style="list-style-type: none"> <li>-Use a world map, atlas or globe to recognise and name some continents and oceans. (4ai) Year 1</li> <li>- Use a world map, atlas or globe to name and locate the seven continents and five oceans. (4ai) Year 2</li> <li>- Use a wall map or atlas to locate and identify the four countries and capital cities of the UK. (4aii) Year 1</li> <li>- Use a range of maps and satellite images to locate and identify the four countries and capital cities of the UK and its surrounding seas. (4aii) Year 2</li> <li>- Look closely at similarities, differences, patterns and change (5a) EYFS</li> <li>- Develop understanding of growth, decay and changes over time (5a) EYFS</li> <li>- Question why things happen and give explanations (5b) EYFS</li> <li>- Know about similarities and differences between themselves and others, among families, communities and traditions (5c) EYFS</li> <li>- Recognise and describe special times or events for family or friends (5d) EYFS</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the Poles. (3aii) Year 2</li> <li>- Record, using marks they can interpret and explain (3b) EYFS</li> <li>-Communicate own ideas through drawing, role play and discussion (3b) EYFS</li> <li>- Recognise a natural environment (eg the coast, a mountain) and name its features using key vocabulary. (3b) Year 1</li> <li>- Recognise different natural environments and describe them using a range of key vocabulary. (3b) Year 2</li> </ul>
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	<p>characteristic weather associated with those seasons in the UK. (3ai) Year 2</p> <ul style="list-style-type: none"><li>- Identify some human environments, such as the local area, or a UK city, naming some of the features using key vocabulary. (3c) Year 1</li><li>- Identify different human environments, such as the local area and contrasting settlements such as a town and a city. (3c)</li><li>- Describe their features and some of the activities that occur there using a range of key vocabulary. (3c) Year 2</li></ul> <p>- Describe a journey on a map of the local area using locational and directional language. (4b) Year 1</p> <ul style="list-style-type: none"><li>- Describe a journey on a map of the local area using simple compass directions and locational and directional language, locating the features and landmarks seen on the journey (4b) Year 2</li></ul> <p>- Use aerial photos to identify features of the locality (4ci) Year 1</p> <ul style="list-style-type: none"><li>- Use aerial photos to identify a range of physical and human features of a locality. (4ci) Year 2</li></ul> <p>- Draw a simple map with a basic key (4cii)</p> <ul style="list-style-type: none"><li>- Draw a map with a key of places showing landmarks (4cii) Year 2</li></ul> <p>- Keep a weekly weather chart based on first-hand observations using picture</p>		
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	<p>symbols, and present this data (4di) Year 1</p> <ul style="list-style-type: none"> <li>- Keep a weekly weather chart based on first-hand observations using picture symbols. Talk about this data and identify patterns (4di) Year 2</li> <li>- Locate features of the school grounds on a base map (4dii) Year 1</li> <li>- Accurately locate features of the school grounds on a base map (4dii) Year 2</li> </ul>		
Science	<p>Animals and humans (Yr1+2)</p> <p>Working scientifically:</p> <ul style="list-style-type: none"> <li>- ask simple questions and recognise that they can be answered in different ways</li> <li>- identify and classify • use their observations and ideas to suggest answers to questions</li> <li>- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. EYFS</li> <li>- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and</li> </ul>	<p>Everyday materials (Yr1+2)</p> <p>Working scientifically:</p> <ul style="list-style-type: none"> <li>- observe closely, using simple equipment • perform simple tests • gather and record data to help in answering questions</li> <li>- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. EYFS</li> <li>- distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties Year 1</li> </ul>	<p>Plants (Yr1+2)</p> <p>Working scientifically:</p> <ul style="list-style-type: none"> <li>- ask simple questions and recognise that they can be answered in different ways</li> <li>- identify and classify • use their observations and ideas to suggest answers to questions</li> <li>- observe closely, using simple equipment • perform simple tests • gather and record data to help in answering questions</li> <li>- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. EYFS</li> <li>- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees Year 1</li> </ul>

	<p>explain why some things occur, and talk about changes. EYFS</p> <ul style="list-style-type: none"> <li>- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Year 1</li> <li>- notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Year 2</li> </ul>	<ul style="list-style-type: none"> <li>- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Year 2</li> </ul>	<ul style="list-style-type: none"> <li>- observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Year 2</li> </ul>
Computing	<p>E-safety Digital Literacy: Using a computer</p> <p>Understand who are safe people to talk to. Completes a simple program on a computer Recognises that a range of technology is used in places such as homes and schools (ELG) Uses ICT hardware to interact with age-appropriate computer software Selects and uses technology for particular purposes. EYFS <b>E-Safety</b> Understand where to go for help and support when he/she has concerns</p>	<p>Coding with Beebots. Digital Literacy: Bug Hunters</p> <p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. EYFS <b>E-Safety</b> Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. <b>Computers</b> Recognise common uses of information technology in the home and school environment.</p>	<p>Digital Literacy: Potty Painters Coding: Scratch Juniors</p> <p>Recognises that a range of technology is used in places such as homes and schools (ELG) EYFS <b>E-Safety</b> Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. <b>Computers</b> Recognise common uses of information technology in the home and school environment. <b>Using Computer</b></p>

	<p>about content or contact on the internet or other online technologies.</p> <p><b>Computers</b> Recognise common uses of information technology in the home and school environment.</p> <p><b>Using Computer</b> Use technology purposefully to create digital content.</p> <p><b>Coding</b> Predict the behavior of simple programs.</p> <p>Understand what algorithms are and how they are implemented on digital devices.</p> <p><b>Year 1</b></p> <p><b>E-Safety</b> Use technology safely and keep personal information private.</p> <p><b>Computers</b> Recognize common uses of information technology beyond school.</p> <p><b>Using Computer</b> Use technology purposefully to create, organize, store, manipulate and retrieve digital content. Use technology purposefully to create digital content comparing the benefits of different programs.</p> <p><b>Coding</b> Use logical reasoning to predict the behavior of simple programs. Create simple programs. Create and debug simple programs. Debug simple programs by using logical reasoning to predict the actions instructed by the code. Understand that programs execute by following precise and unambiguous instructions. <b>Year 2</b></p>	<p><b>Using Computer</b> Use technology purposefully to create digital content.</p> <p><b>Coding</b> Predict the behavior of simple programs.</p> <p>Understand what algorithms are and how they are implemented on digital devices.</p> <p><b>Year 1</b></p> <p><b>E-Safety</b> Use technology safely and keep personal information private.</p> <p><b>Computers</b> Recognize common uses of information technology beyond school.</p> <p><b>Using Computer</b> Use technology purposefully to create, organize, store, manipulate and retrieve digital content. Use technology purposefully to create digital content comparing the benefits of different programs.</p> <p><b>Coding</b> Use logical reasoning to predict the behavior of simple programs. Create simple programs. Create and debug simple programs. Debug simple programs by using logical reasoning to predict the actions instructed by the code. Understand that programs execute by following precise and unambiguous instructions. <b>Year 2</b></p>	<p>Use technology purposefully to create digital content.</p> <p><b>Coding</b> Predict the behavior of simple programs. Understand what algorithms are and how they are implemented on digital devices. <b>Year 1</b></p> <p><b>E-Safety</b> Use technology safely and keep personal information private.</p> <p><b>Computers</b> Recognize common uses of information technology beyond school.</p> <p><b>Using Computer</b> Use technology purposefully to create, organize, store, manipulate and retrieve digital content. Use technology purposefully to create digital content comparing the benefits of different programs.</p> <p><b>Coding</b> Use logical reasoning to predict the behavior of simple programs. Create simple programs. Create and debug simple programs. Debug simple programs by using logical reasoning to predict the actions instructed by the code. Understand that programs execute by following precise and unambiguous instructions. <b>Year 2</b></p>
RE	<p>Who celebrates Harvest and why?  Why do people have celebrations?  HGFL p52 EYFS  Why do Christians perform nativity plays at Christmas?</p>	<p>Which places are special to people in our community? HGFL EYFS  ( Link with Croydon church 1 yr only)</p>	<p>What is happening in the natural world this term?  HGFL EYFS  How can we care for our wonderful world?  UNDERSTANDING CHRISTIANITY EYFS ( DIGGING DEEPER) EYFS</p>



	<p>To begin to explore the world of religion in terms of special people, books, times, places and objects, visiting places of worship and through celebration. To listen to and talk about stories. Be introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. Reflect upon own feelings and experiences. Use imagination and curiosity to develop appreciation and wonder of the world in which we live. (YR) UNDERSTANDING CHRISTIANITY EYFS Elm: What is it like to follow a Jewish way of life in Britain today? Year 1/2 First 5 lessons. NORTHAMPTON Elm: Why is Christmas important to Christians? CAMBS Year 1/2 adapted. Nativity for both classes Remember a Christian story and talk about it. Use the right names for things that are special to Christians and Jews. Recognise religious art, symbols and words, and talk about them. Talk about things that happen to me. Talk about what I find interesting or puzzling. Talk about what is important to me and to other people.(Y1) Tell a Christian story and say some things that people believe. Talk about some of the things that are the same for different religious people.</p>	<p>Thereafter... Celebrations and special times. <i>What makes a church a special place for Christian people?</i> CAMBS-Year 1/2 What happens at a wedding or when a baby is born? Cambs EYFS Why do Christians put a cross in an Easter garden? UNDERSTANDING CHRISTIANITY EYFS Why do Christians say the Holy Spirit is important? CAMBS Year 1/2 Ash/Elm: Bishop Lent Challenge</p>	<p>What signs and symbols do we see in religions and what do they mean? HGFL p109 Year 1/2 How does the Khalsa influence the lives of Sikh families? CAMBS Year 1/2</p>
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	<p>Say what some Christian and Jewish symbols stand for and say what some of the art is about.</p> <p>Ask about what happens to others with respect for their feelings.</p> <p>Talk about some things in stories that make people ask questions.</p> <p>Talk about what is important to me and to others with respect for their feelings.(Y2)</p>		
Art	<p>AUT1 (Drawing/Painting) Portrait painting myself and others Year 1/2 Respond to ideas and starting points.</p> <p>Explores what happens when they mix colours.</p> <ul style="list-style-type: none"> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> </ul> <p>EYFS</p> <p>Use artwork to record ideas, observations and experiences.</p> <p>Experiment with different materials to design and make products</p> <p>Explain what the student likes about the work of others.</p> <p>Know the names of tools, techniques and elements that the student uses. Year 1</p> <p>Try out different activities and make sensible choices about what to do next</p> <p>Select particular techniques to create a chosen product and develop some care and control over materials used</p> <p>Give reasons for preferences when looking at art/craft or design work.</p>	<p>SPRING 1(Weave) Making a weave inspired by different materials- link to Croydon church Year 1/2</p> <p>Use weaving to create a pattern</p> <p>Join materials using glue and/or stitch</p> <p>Use plaiting</p> <p>Use dip dye techniques.</p> <p>Explores what happens when they mix colours.</p> <ul style="list-style-type: none"> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> <p>EYFS</p> <p>Sort, cut and shape fabrics and experiment with ways of joining them. Year 1</p> <p>Develop techniques to join fabrics and apply decorations such as running or over stitch. Year 2</p>	<p>SUMM 2(Print/sculpture-) from trees and plants using outside areas. Year ½</p> <p>Use a combination of shapes.</p> <p>Include lines and textures</p> <p>Use rolled up paper, straws, paper, card and clay as materials.</p> <p>Use techniques such as rolling, cutting, moulding and carving. Year 1/2</p> <p>Explores what happens when they mix colours.</p> <ul style="list-style-type: none"> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using. EYFS</li> </ul> <p>Make structures by joining simple objects together. Year1</p> <p>Experiment with basic tools on rigid and flexible materials Year 2</p> <p>Use repeating or overlapping shapes.</p>

	<p>Know that different artistic works are made by craftspeople from different cultures and times Year 2</p> <p>Observe carefully</p> <p>Draw lines of different sizes and thickness.</p> <p>Complete mindfulness sketching</p> <p>Show pattern and texture by adding dots and lines.</p> <p>Show different tones by using shading techniques</p> <p>Explores what happens when they mix colours.</p> <ul style="list-style-type: none"> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> </ul> <p>EYFS</p> <p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.</p> <p>Explore mark-making using a variety of tools Year 1</p> <p>Experiment with tones using pencils, chalk or charcoal</p> <p>Represent things observed, remembered or imagined using colour or tools. Year 2</p> <p>AUT2 (Painting/mixed media) Installations inspired by Olafur Eliasson particularly- 'The weather project' Year 1/2</p> <p>Use a variety of different sized and shaped brushes</p> <p>Mix primary colours to make secondary colours</p> <p>Create colour wheels.</p>		<p>Mimic print from the environment (e.g. wallpapers).</p> <p>Use objects to create prints (e.g. fruit, vegetables or sponges).</p> <p>Press, roll, rub and stamp to make prints.</p> <p>Make marks in print using found objects and basic tools and use these to create repeating patterns.</p> <p>Year 1</p> <p>Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings. Year 2</p>
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	<p>Add white to colours to make tints and black to colours to make tones</p> <p>Experiment with paint to produce finished pieces of work</p> <p>Use different types of paint</p> <p>Combine mixed media with paint</p>		
DT	<p>Making cakes for Macmillan coffee morning-Cooking? Related to maths-weighing?</p> <ul style="list-style-type: none"> <li>- Eats a healthy range of foodstuffs and understands the need for variety in food</li> <li>- Makes healthy choices, and knows about, healthy eating and exercise (ELG Exc)</li> </ul> <p>EYFS</p> <ul style="list-style-type: none"> <li>-Talk about what he/she eats at home and begin to discuss what healthy foods are.</li> <li>-Say where some food comes from and give examples of food that is grown.</li> <li>-Use simple tools with help to prepare food safely. Year 1</li> <li>- Understand the need for a variety of food in a diet</li> <li>- Understand that all food has to be farmed, grown or caught</li> <li>- Use a wider range of cookery techniques to prepare food safely. Year 2</li> </ul>	<p>SPRING 2: (DT) Making vehicles- possibly based on the book 'Galimoto' from Africa</p> <ul style="list-style-type: none"> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> <p>EYFS</p> <ul style="list-style-type: none"> <li>- Create simple designs for a product.</li> <li>-Use pictures and words to describe what he/she wants to do</li> <li>-Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing</li> <li>-Use a range of simple tools to cut, join and combine materials and components safely</li> <li>-Ask simple questions about existing products and those that he/she has made. Year 1</li> <li>- Design purposeful, functional, appealing products for himself/herself and other users based on design criteria</li> </ul>	<p>SUMM 1(DT) Making animal models and their habitats.</p> <ul style="list-style-type: none"> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using. EYFS</li> </ul> <ul style="list-style-type: none"> <li>- Create simple designs for a product.</li> <li>-Use pictures and words to describe what he/she wants to do</li> <li>-Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing</li> <li>-Use a range of simple tools to cut, join and combine materials and components safely</li> <li>-Ask simple questions about existing products and those that he/she has made</li> <li>- Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>-Use wheels and axles in a product. Year 1</li> </ul>

		<ul style="list-style-type: none"> <li>- Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>- Choose appropriate tools, equipment, techniques and materials from a wide range</li> <li>- Safely measure, mark out, cut and shape materials and components using a range of tools</li> <li>- Evaluate and assess existing products and those that he/she has made using a design criteria. Year 2</li> </ul>	<ul style="list-style-type: none"> <li>- Design purposeful, functional, appealing products for himself/herself and other users based on design criteria</li> <li>- Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>- Choose appropriate tools, equipment, techniques and materials from a wide range</li> <li>- Safely measure, mark out, cut and shape materials and components using a range of tools</li> <li>- Evaluate and assess existing products and those that he/she has made using a design criteria</li> <li>- Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable</li> <li>- Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products. Year 2</li> </ul>
PE	<p>Fundamentals unit/ Games core task</p> <ul style="list-style-type: none"> <li>•Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>•Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>•Shows a preference for a dominant hand/ foot</li> <li>•Children show good control and co-ordination in large and small movements.</li> <li>•They move confidently in a range of ways, safely negotiating space.</li> <li>•They handle equipment and tools effectively, including pencils for writing.</li> </ul>	<p>Gymnastics/ Net and Wall games/ Dance</p> <ul style="list-style-type: none"> <li>•Jumps off an object and lands appropriately.</li> <li>•Experiments with different ways of moving.</li> <li>• Children show good control and co-ordination in large and small movements.</li> <li>• They move confidently in a range of ways, safely negotiating space.</li> <li>•Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>•Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>•Shows a preference for a dominant hand/ foot</li> </ul>	<p>Gymnastics/ Net and Wall games/ Dance/ Athletics</p> <ul style="list-style-type: none"> <li>•Experiments with different ways of moving.</li> <li>•Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>•Children show good control and co-ordination in large and small movements.</li> <li>•They move confidently in a range of ways, safely negotiating space.</li> <li>• They move confidently in a range of ways, safely negotiating space.</li> <li>•Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>•Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> </ul>

	<ul style="list-style-type: none"> <li>•Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>•Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. EYFS</li> <li>•Can travel in a variety of ways including running and jumping.</li> <li>•Beginning to perform a range of throws.</li> <li>•Receives a ball with basic control</li> <li>•Beginning to develop hand-eye coordination</li> <li>•Participates in simple games.</li> <li>•Can describe the effect exercise has on the body</li> <li>•Can explain the importance of exercise and a healthy lifestyle.</li> <li>Year 1</li> <li>•Confident to send the ball to others in a range of ways.</li> <li>•Beginning to apply and combine a variety of skills (to a game situation)</li> <li>•Develop strong spatial awareness.</li> <li>•Beginning to develop own games with peers.</li> <li>•Understand the importance of rules in games.</li> <li>•Develop simple tactics and use them appropriately.</li> <li>•Beginning to develop an understanding of attacking/ defending. Year 2</li> </ul>	<ul style="list-style-type: none"> <li>•Children show good control and co-ordination in large and small movements.</li> <li>•They move confidently in a range of ways, safely negotiating space.</li> <li>•They handle equipment and tools effectively, including pencils for writing. EYFS</li> <li>•Copies and explores basic movements and body patterns</li> <li>•Remembers simple movements and dance steps</li> <li>•Links movements to sounds and music.</li> <li>•Responds to range of stimuli.</li> <li>•Copies and explores basic movements with some control and coordination.</li> <li>•Can perform different body shapes</li> <li>•Performs at different levels</li> <li>•Can perform 2 footed jump</li> <li>•Can use equipment safely</li> <li>•Balances with some control</li> <li>•Can link 2-3 simple movements</li> <li>•Can travel in a variety of ways including running and jumping.</li> <li>•Beginning to perform a range of throws.</li> <li>•Receives a ball with basic control</li> <li>•Beginning to develop hand-eye coordination</li> <li>•Participates in simple games.</li> <li>•Can comment on own and others performance</li> <li>•Can give comments on how to improve performance.</li> <li>•Use appropriate vocabulary when giving feedback. Year 1</li> <li>•Copies and explores basic movements with clear control.</li> <li>•Varies levels and speed in sequence</li> <li>•Can vary the size of their body shapes</li> <li>•Add change of direction to a sequence</li> <li>•Uses space well and negotiates space clearly.</li> </ul>	<ul style="list-style-type: none"> <li>•Shows a preference for a dominant hand/ foot</li> <li>•Children show good control and co-ordination in large and small movements.</li> <li>•They move confidently in a range of ways, safely negotiating space.</li> <li>•They handle equipment and tools effectively, including pencils for writing.</li> <li>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>•Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. EYFS</li> <li>•Copies and explores basic movements and body patterns</li> <li>•Remembers simple movements and dance steps</li> <li>•Links movements to sounds and music.</li> <li>•Responds to range of stimuli.</li> <li>•Copies and explores basic movements with some control and coordination.</li> <li>•Can perform different body shapes</li> <li>•Performs at different levels</li> <li>•Can perform 2 footed jump</li> <li>•Can use equipment safely</li> <li>•Balances with some control</li> <li>•Can link 2-3 simple movements</li> <li>•Can travel in a variety of ways including running and jumping.</li> <li>•Beginning to perform a range of throws.</li> <li>•Receives a ball with basic control</li> <li>•Beginning to develop hand-eye coordination</li> <li>•Participates in simple games.</li> <li>•Can run at different speeds.</li> <li>•Can jump from a standing position</li> <li>•Performs a variety of throws with basic control.</li> <li>•Can comment on own and others performance</li> </ul>
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		<ul style="list-style-type: none"> <li>•Can describe a short dance using appropriate vocabulary.</li> <li>•Responds imaginatively to stimuli.</li> <li>•Explores and creates different pathways and patterns.</li> <li>•Uses equipment in a variety of ways to create a sequence</li> <li>•Link movements together to create a sequence</li> <li>•Confident to send the ball to others in a range of ways.</li> <li>•Beginning to apply and combine a variety of skills (to a game situation)</li> <li>•Develop strong spatial awareness.</li> <li>•Beginning to develop own games with peers.</li> <li>•Understand the importance of rules in games.</li> <li>•Develop simple tactics and use them appropriately.</li> <li>•Beginning to develop an understanding of attacking/ defending.</li> <li>• Can comment on own and others performance</li> <li>•Can give comments on how to improve performance.</li> <li>•Use appropriate vocabulary when giving feedback. Year 2</li> </ul>	<ul style="list-style-type: none"> <li>•Can give comments on how to improve performance.</li> <li>•Use appropriate vocabulary when giving feedback.</li> </ul> <p>Year 1</p> <ul style="list-style-type: none"> <li>•Can change speed and direction whilst running.</li> <li>•Can jump from a standing position with accuracy.</li> <li>•Performs a variety of throws with control and co-ordination.</li> <li>•Can use equipment safely</li> <li>•Confident to send the ball to others in a range of ways.</li> <li>•Beginning to apply and combine a variety of skills (to a game situation)</li> <li>•Develop strong spatial awareness.</li> <li>•Beginning to develop own games with peers.</li> <li>•Understand the importance of rules in games.</li> <li>•Develop simple tactics and use them appropriately.</li> <li>•Beginning to develop an understanding of attacking/ defending. • Can comment on own and others performance</li> <li>•Can give comments on how to improve performance.</li> <li>•Use appropriate vocabulary when giving feedback. Year 2</li> </ul>
PSHE	<p>ES12 Healthy and Safer Lifestyles Enrichment E-safety</p> <p>be able to say what it means to stay safe online and why it is important.</p> <ul style="list-style-type: none"> <li>• be able to review their online identity, image and nickname.</li> <li>• be able to publish their online identity.</li> <li>• begin to know what to do if they see something inappropriate online.</li> </ul>	<p>C4 Citizenship 4 Diversity and Communities</p> <p>HSL7 Healthy and Safer Lifestyles 7 Healthy Lifestyles</p> <p>MMR6 Myself and My Relationships 6 Family and Friends</p> <p>Life Sciences Bus</p>	<p>HSL8 Healthy and Safer Lifestyles 8 Drug Education</p> <p>HSL1 Healthy and Safer Lifestyles 1 My Body and Growing Up</p> <p>MMR8 Myself and My Relationships 8 Managing Change</p>

	<p>AB12 Myself and My Relationships Anti-bullying –Anti-Bullying workshops-divergent drama</p> <p>Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying.</p> <ul style="list-style-type: none"> <li>• Be starting to understand that sometimes people are bullied because they may be different in some way from others.</li> <li>• Be able to describe how it feels to be bullied or see someone else being bullied.</li> <li>• Be starting to demonstrate simple ways of responding to bullying including the need to be assertive.</li> <li>• Be able to demonstrate how to be kind to bullied children.</li> <li>• Be able to identify places where bullying may occur at school and be starting to suggest simple strategies to make the school a safer place where bullying is less likely to occur.</li> </ul> <p>WT12 Citizenship 3 Working Together be able to name some of their own strengths and skills.</p> <ul style="list-style-type: none"> <li>• be able to identify a new skill to develop.</li> <li>• understand and practise listening skills, take turns and make clear explanations.</li> <li>• understand and practise group work skills, including discussion, negotiation and co-operation.</li> <li>• be aware of how their strengths and skills can be useful in a group.</li> <li>• be able to evaluate a group work task</li> </ul> <p>Careers week</p>		
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<p>Music</p>	<p style="text-align: center;">Ash:</p> <ul style="list-style-type: none"> <li>* SPECIAL PEOPLE (Beat and Tempo)</li> <li>* OUR SENSES (Texture)</li> </ul> <p>Use of voice expressively and creatively Sing echo songs and perform movements to a steady beat.</p> <p>Explore singing at different speeds and pitch to create moods and feelings. Discover how to use the voice to create loud and soft sounds(YR)</p> <p>Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. Find out how to sing with expression, confidence and creativity to an audience.(Y1)</p> <p>Play tuned and untuned instruments Play instruments to a steady beat. Understand how to hold and play an instrument with care. Explore the different sounds instruments make. Choose an instrument to create a specific sound. Express feelings in music by responding to different moods in a musical score. Play instruments showing an awareness of others. Repeat and investigate simple beats and rhythms. Learn to play sounds linking with symbols. Understand how to play an instrument with care and attention. (Y1)</p>	<p style="text-align: center;">Ash:</p> <ul style="list-style-type: none"> <li>* GOING PLACES (High and low)</li> <li>* STORIES AND SOUNDS (Structure)</li> </ul> <p style="text-align: center;">Elm:</p> <ul style="list-style-type: none"> <li>* OUR LAND (Musical Focus: Exploring Sounds)</li> <li>* TRAVEL (Musical Focus: Performance)</li> </ul>	<p style="text-align: center;">Ash:</p> <ul style="list-style-type: none"> <li>* MOVING PATTERNS (Structure)</li> <li>* WORKING WORLD (Texture)</li> <li>* GROWTH AND CHANGE (Loud and quiet)</li> </ul> <p style="text-align: center;">Elm:</p> <ul style="list-style-type: none"> <li>* WEATHER (Musical Focus: Exploring Sounds)</li> <li>* ANIMALS (Musical Focus: Pitch)</li> <li>* SEASONS (Musical Focus: Pitch)</li> </ul>
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	<p>Listen with concentration and understanding</p> <p>Listen to music and respond by using hand and whole body movements.</p> <p>Listen to different sounds (animal noise, water etc.) and respond with voice and movement. Choose different instruments, including the voice, to create sound effects in play.</p> <p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p> <p>Reflect on music and say how it makes people feel, act and move.</p> <p>Respond to different composers and discuss different genres of music.(Y1)</p> <p>Experiment with, create, select and combine sounds</p> <p>Investigate a variety of ways to create sound with different materials.</p> <p>Experiment performing songs and music together with body movements to a steady beat.(YR)</p> <p>Create a sequence of long and short sounds with help, including clapping longer rhythms.</p> <p>Investigate making sounds that are very different (loud and quiet, high and low etc.).</p> <p>Explore own ideas and change as desired.</p> <p style="text-align: center;">Elm:</p> <p>* OURSELVES (Musical Focus: Exploring Sounds)</p> <p>* OUR BODIES (Musical Focus: Beat) Sing with a sense of the shape of a melody.</p> <p>Use of voice expressively and creatively</p>		
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	<p>Explore the use of the voice in different ways such as speaking, singing and chanting.</p> <p>Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.</p> <p>Find out how to sing with expression, confidence and creativity to an audience.(Y1)</p> <p>To represent sounds with symbols.</p> <p>To improvise in making sounds with the voice.</p> <p>Perform songs using creativity and expression and create dramatic effect. (Y2)</p> <p><b>Play tuned and untuned instruments</b></p> <p>Play instruments showing an awareness of others.</p> <p>Repeat and investigate simple beats and rhythms.</p> <p>Learn to play sounds linking with symbols.</p> <p>Understand how to play an instrument with care and attention. (Y1)</p> <p>Perform simple patterns and accompaniments keeping to a steady pulse.</p> <p>Recognise and explore how sounds can be organised.</p> <p>Respond to starting points that have been given</p> <p>Understand how to control playing a musical instrument so that they sound, as they should. (Y2)</p> <p>Listen with concentration and understanding</p>		
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	<p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p> <p>Reflect on music and say how it makes people feel, act and move.</p> <p>Respond to different composers and discuss different genres of music.(y1)</p> <p>Notice how music can be used to create different moods and effects and to communicate ideas.</p> <p>Listen and understand how to improve own composition.</p> <p>Sort composers in to different genres and instruments in to different types.(Y2)</p> <p>Experiment with, create, select and combine sounds</p> <p>Create a sequence of long and short sounds with help, including clapping longer rhythms.</p> <p>Investigate making sounds that are very different (loud and quiet, high and low etc.).</p> <p>Explore own ideas and change as desired.(Y1)</p> <p>Choose carefully and order sounds in a beginning, middle and end.</p> <p>Use sounds to achieve an effect. (including use of ICT) Create short musical patterns.</p> <p>Investigate long and short sounds Explore changes in pitch to communicate an idea.(Y2)</p>		
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Purple- EYFS

Green – Year 1

Blue- year 2