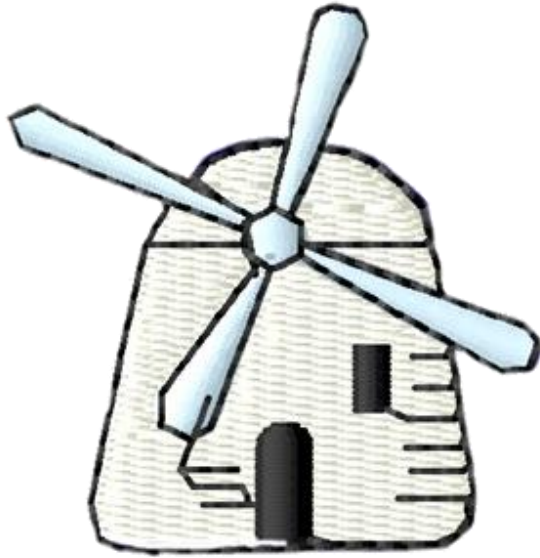


# FULWELL INFANT SCHOOL ACADEMY



Our  
Curriculum



S uccessful

H olistic







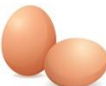

I nspiring

N urturing





E ngaging

CURRICULUM CONTENT, PROGRESSION  
GUIDE and END POINTS

# EYFS LINES OF ENQUIRY OVERVIEW: NURSERY

	Nursery	Reception
Autumn 1	Shall we be friends?	What's in my World?
'WOW' Moments/ Enrichment Weeks	 <ul style="list-style-type: none"> <li>Autumn walks</li> <li>Halloween</li> <li>Birthdays</li> <li>Tiny Tweeties</li> </ul>	 <ul style="list-style-type: none"> <li>Study of the local community</li> <li>Visits to the local amenities – library etc..                             <ul style="list-style-type: none"> <li>Autumn walks</li> <li>Harvest</li> </ul> </li> </ul>
Autumn 2	How many colours are there?	How many legs?
'WOW' Moments/ Enrichment Weeks	<ul style="list-style-type: none"> <li>Parents as Partners Week</li> <li>Anti-Bullying Week</li> <li>Bonfire Night                             <ul style="list-style-type: none"> <li>Diwali</li> </ul> </li> <li>Children in Need</li> <li>Christmas/ Nativity</li> </ul> 	<ul style="list-style-type: none"> <li>Remembrance Day</li> <li>Anti-Bullying Week</li> <li>Guy Fawkes</li> <li>World Space Week</li> <li>Children in Need</li> <li>Christmas/ Nativity</li> </ul> 
Spring 1	Where does it snow?	Does it Move?
'WOW' Moments/ Enrichment Weeks	 <ul style="list-style-type: none"> <li>Random Acts of Kindness Week                             <ul style="list-style-type: none"> <li>Story Telling Week</li> <li>Chinese New Year</li> <li>Valentines</li> <li>World Book Day</li> </ul> </li> </ul>	 <ul style="list-style-type: none"> <li>Internet Safety Week</li> <li>Random Acts of Kindness Week                             <ul style="list-style-type: none"> <li>Story Telling Week</li> <li>Chinese New Year</li> <li>Valentines</li> <li>World Book Day</li> </ul> </li> </ul>
Spring 2	What will it be?	How does it change?
'WOW' Moments/ Enrichment Weeks	<ul style="list-style-type: none"> <li>Pancake Day</li> <li>Mother's Day</li> <li>Science Week</li> <li>Planting seeds</li> <li>Hatching Eggs – 2 week cycle (chicks or ducks)                             <ul style="list-style-type: none"> <li>Easter</li> </ul> </li> </ul> 	<ul style="list-style-type: none"> <li>Pancake Day</li> <li>Mother's Day</li> <li>Science Week</li> <li>Weather experiments</li> <li>Exploring old and new</li> <li>Nature scavenger hunts                             <ul style="list-style-type: none"> <li>Easter</li> </ul> </li> </ul> 

# EYFS LINES OF ENQUIRY OVERVIEW: NURSERY

	Nursery	Reception
Summer 1	<b>What does it do?</b> <b>What do they do?</b> 	<b>What's your favourite story?</b> 
<b>'WOW' Moments/ Enrichment Weeks</b>	<ul style="list-style-type: none"> <li>• People who help us – visitors</li> <li>• Visit from Fire Engine, Police Car, Ambulance</li> <li>• Investigations around forces</li> <li>• Exploring cars, vehicles, ramps etc..</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to Seven Stories</li> <li>• Share a story – parents to visit school and read with their child</li> <li>• Author visit</li> </ul>
Summer 2	<b>Who lives there?</b>	<b>Where would you like to go?</b>
<b>'WOW' Moments/ Enrichment Weeks</b> 	<ul style="list-style-type: none"> <li>• Habitats</li> <li>• Visits or visitors in – WWT, Blue Reef, beach</li> <li>• Map of the World</li> <li>• Animal study</li> </ul>	 <ul style="list-style-type: none"> <li>• Post a letter – pen pal with another school</li> <li>• Food tasting – different cultures</li> <li>• Healthy eating week</li> <li>• World Environment Day</li> <li>• Map work</li> <li>• Countries of the world – week projects</li> <li>• Father's Day</li> </ul>



# EARLY YEARS FOUNDATION STAGE NURSERY



# NURSERY LONG TERM CURRICULUM OVERVIEW

As children settle into Autumn 1 a recap on Birth to Three will happen however those from Autumn 2 can begin earlier if appropriate. The Three and Four year old statements have been split for a deeper focus but will apply across the year. Summer 2 contains statements from Children in Reception for those HA children.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes arising from calendar events	All about Me My Family Autumn Halloween	Autumn Bonfire Night Diwali Christmas	Winter Chinese New Year Valentines	Pancake Day Easter Spring New Life	Life Cycles Seaside	Summer Holidays Change
Personal, Social and Emotional Development	<b>Birth to Three</b> 6. Find ways of managing transitions, for example from their parent to their key person. 7. Thrive as they develop self-assurance. 9. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. 13. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. 14. Be increasingly able to talk about and manage their emotions. 16. Develop friendships with other children.	<b>Three and Four year olds</b> 1. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested. 2. Develop their sense of responsibility and membership of a community. 3. Become more outgoing with unfamiliar people, in the safe context of their setting. 11. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	<b>Three and Four year olds</b> 4. Show more confidence in new social situations. 5. Play with one or more other children, extending and elaborating play ideas. 12. Begin to understand how others might be feeling.	<b>Three and Four year olds</b> 7. Increasingly follow rules, understanding why they are important. 8. Do not always need an adult to remind them of a rule. 9. Develop appropriate ways of being assertive.	<b>Three and Four year olds</b> 6. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 10. Talk with others to solve conflicts.	<b>Three and Four year olds</b> 8. Do not always need an adult to remind them of a rule. 11. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  <b>Children in Reception</b> 13. See themselves as a valuable individual. 14. Build constructive and respectful relationships. 15. Express their feelings and consider the feelings of others.
Communication and Language	<b>Birth to Three</b> 19. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. 20. Listen to other people's talk with interest, but can easily be distracted by things. 24. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops.' 25. Use the speech sounds p, b, m and w. 26. Are usually still learning to pronounce: l/r/w/y, s/sh/ch/dz/j, f/th - multisyllabic words such as 'banana' and 'computer'. 27. Listen to simple stories and understand what is happening, with the help of pictures. 30. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	<b>Three and Four year olds</b> 2. Can find it difficult to pay attention to more than one thing at a time. 4. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."	<b>Three and Four year olds</b> 5. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 10. Use longer sentences of four to six words.	<b>Three and Four year olds</b> 8. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. 9. May have problems saying: some sounds r, j, th, ch and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	<b>Three and Four year olds</b> 11. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 12. Can start a conversation with an adult or a friend and continue it for many turns. 13. Use Talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	<b>Three and Four year olds</b> 7. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  <b>Children in Reception</b> 14. Understand how to listen carefully and why listening is important. 15. Learn new vocabulary. 16. Use new vocabulary through the day. 23. Engage in story times.

Three and Four year olds

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development †	<b>Birth to Three</b> 21. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. 22. Develop manipulation and control. 24. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. 25. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. 26. Learn to use the toilet with help, and then independently.	<b>Three and Four Year Olds</b> 2. Go up steps and stairs, or climb up apparatus, using alternate feet. 4. Use large-muscle movements to wave flags and streamers, paint and make marks. 12. Start to eat independently and learning how to use a knife and fork.	<b>Three and Four Year Olds</b> 5. Start taking part in some group activities which they make up for themselves, or in teams. 9. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	<b>Three and Four Year Olds</b> 8. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a hole they dug with a trowel.	<b>Three and Four Year Olds</b> 3. Skip, hop, stand on one leg and hold a pose for a game like musical statues. 6. Are increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm. 7. Match their developing physical skills to tasks and activities in the setting. For example they decide whether to crawl, walk or run across a plan, depending on it's length and width.	<b>Three and Four year olds</b> 15. Be increasingly independent in meeting their own needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. 16. Make healthy choices about food, drink, activity and tooth brushing.  <b>Children in Reception</b> 17. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.
	<b>Three and Four Year Olds</b> 1. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 10. Use one-handed tools and equipment, for example, making snips in paper with scissors. 11. Use a comfortable grip with good control when holding pens and pencils. 13. Show a preference for a dominant hand. 14. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.					
Literacy	<b>Birth to Three</b> 10. Asks questions about the book. Make comments and shares their own ideas. 11. Develop play around favourite stories using props. 12. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. 13. Enjoy drawing freely. 14. Add marks to their drawings, which they give meaning to. For example: "That says Mummy." 15. Make marks on their picture to stand for their name.	<b>Three and Four year olds</b> 2. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	<b>Three and Four year olds</b> 1. Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and top to bottom	<b>Three and Four year olds</b> 3. Engage in extended conversations about stories, learning new vocabulary.	<b>Three and Four year olds</b> 4. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy	<b>Three and Four year olds</b> 5. Write some or all of their name 6. Write some letters accurately  <b>Children in Reception</b> 7. Read individual letters by saying the sounds for them.
	<b>Ongoing throughout the year...</b> 3. Engage in extended conversations about stories, learning new vocabulary. <b>Learning...</b> Sharing stories at the end of sessions in group time Stories as a starting point to each week of learning Texts in areas of provision Range of texts in the reading area linked to current topic and child led interests					
Phonics	<b>Sound Play</b> Tiny Tweeties sessions Rhyming stories Nursery rhymes Songs	<b>Sound Play</b> Tiny Tweeties sessions Initial sound games I am an animal sound game Visual and auditory memory games Nursery rhymes	<b>RWI Set 1</b> m a s d t i Tiny Tweeties sessions Visual and auditory memory games	<b>RWI Set 1</b> n p g o c k Recap any single sounds from previous half term that evidence gaps in learning Tiny Tweeties sessions Visual and auditory memory games	<b>RWI Set 1</b> u b f e l h r Recap any single sounds from previous half term that evidence gaps in learning Tiny Tweeties sessions Visual and auditory memory games	<b>RWI Set 1</b> j v w x y z Oral blending using single letter sounds from Set1 Tiny Tweeties sessions  Visual and auditory memory games



Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	<b>Birth to Three</b> 5. Counting like behaviour, such as making sounds, pointing or saying some numbers in sequence. 6. Count in everyday contexts, sometimes skipping numbers - '1, 2, 3, 5'. 10. Compare sizes, weights etc.. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. 11. Notice patterns and arrange things in patterns.	<b>Three and Four year olds</b> 11. Understand position through words alone - for example, "The bag is under the table," - with no pointing. 14. Make comparisons between objects relating to size, length, weight and capacity. 17. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.. 18. Extend and create ABAB patterns - stick, leaf, stick, leaf. 19. Notice and correct an error in a repeating pattern.	<b>Three and Four year olds</b> 7. Experiment with their own symbols and marks as well as numerals. 10. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.	<b>Three and Four year olds</b> 9. Compare quantities using language: 'more than', 'fewer than'. 15. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc..	<b>Three and Four year olds</b> 8. Solve real world mathematical problems with numbers up to 5. 16. Combine shapes to make new ones - an arch, a bigger triangle etc..	<b>Three and Four year olds</b> 12. Describe a familiar route. 13. Discuss routes and locations, using words like 'in front of' and 'behind'.  <b>Children in Reception</b> 21. Counts objects, actions and sounds. 23. Link the number symbol (numeral) with its cardinal number value.
	<b>Three and Four year olds</b> 1. Fast recognition of up to 3 objects, without having to count them individually ('subitising'). 2. Recite numbers past 5. 3. Say one number for each item in order: 1, 2, 3, 4, 5 4. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') 5. Show 'finger numbers' up to 5 6. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.					
Understanding the World	<b>Birth to Three</b> 3. Explore natural materials, indoors and outside. 5. Make connections between the features of their family and other families. 6. Notice differences between people.	<b>Three and Four year olds</b> 4. Begin to make sense of their own life story. 12. Continue to develop positive attitudes about the differences between people.	<b>Three and Four year olds</b> 11. Talk about the differences between materials and changes they notice.	<b>Three and Four year olds</b> 7. Plant seeds and care for growing plants. 8. Understand the key features of the life cycle of a plant and an animal.	<b>Three and Four year olds</b> 5. Show interest in different occupations. 10. Explore and talk about different forces they can feel.	<b>Three and Four year olds</b> 13. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.
	<b>Three and Four year olds</b> 1. Use all their senses in hands-on exploration of natural materials. 2. Explore collections of materials with similar and/or different properties. 3. Talk about what they see, using a wide vocabulary. 6. Explore how things work. 9. Begin to understand the need to respect and care for the natural environment and all living things.					
Expressive Arts and Design	<b>Birth to Three</b> 11. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. 12. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. 13. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star.' 17. Make simple models which express their ideas.	<b>Three and Four year olds</b> 4. Explore different materials freely, in order to develop their ideas about how to use them and what to make. 5. Develop their own ideas and then decide which materials to use to represent them. 10. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc..	<b>Three and Four year olds</b> 6. Join different materials and explore different textures. 7. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 9. Use drawing to represent ideas like movement and loud noise.	<b>Three and Four year olds</b> 8. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	<b>Three and Four year olds</b> 13. Respond to what they have heard, expressing their thoughts and feelings. 15. Sing the pitch of a tone sung by another person ('pitch match').	<b>Three and Four year olds</b> 17. Create their own songs, or improvise a song around one they know. 18. Play instruments with increasing control to express their feelings and ideas.  <b>Children in Reception</b> 20. Return to and build on their previous learning. Refining ideas and developing their ability to represent them. 21. Explore and engage in music making and dance, performing solo or in groups.
	<b>Three and Four year olds</b> 1. Take part in simple pretend play, using an object to represent something else even though they are not similar. 2. Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses. 3. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 11. Explore colour and colour mixing. 12. Listen with increased attention to sounds. 14. Remember and sing entire songs.					

# Shall we be friends?

Autumn 1 - Nursery



## Personal, Social and Emotional Development

Children can develop their ability to...

- Manage their emotions as they separate from their key adult and transition into Nursery.
- Share all about themselves as they begin to know one another through key group time and independent explore time.
- Explore a range of feelings they can feel at different points in the day through key experiences.
- Learn to follow Nursery routines and expectations.
- Establish positive relationships with staff and their peers.

## Physical Development

Children can develop...



- Skills for riding a trike, scooter and balance bike.
- Their mark making skills by exploring a range of tools.
  - Early scissor skills using safety scissors.
- Their ability to dress and undress including their coat and supporting with zips.
- Their use of the toilets in Nursery and become more independent with this.

12345  
67890

## Mathematics

Children can explore...

- Number rhymes to support counting like behaviour and saying numbers in order.
- Counting puppets to support sequencing of numbers.
- Counting everyday objects both indoors and outdoors using number cards within key group sessions to enable children to become familiar with recognition of numbers 1-5.
- Sizes when comparing themselves and their friends.
- Weight within the playdough and maths areas using appropriate resources.
  - Patterns in the environment around them.
- Creating patterns using a range of loose part and everyday objects.

## Understanding the World

Children can explore...



- Their family tree through photographs, discussions and drawings.
- That all families are different from one another which is what makes them individual.
- How they are unique in the world by looking at the differences between themselves and their friends.
- How we should celebrate being an individual and unique – this is what makes us special.
- The world around them using all of their senses to do so.
  - How things work in their new nursery setting.
- What they see and talk about this using vocabulary

## Expressive Arts and Design

Children can explore...

- Painting and drawing their face using a range of media.
- Drawing circles and using lines to make representations of people and other objects.
- Adding features to their drawings such as self portraits or drawings of their families.



## Communication and Language



Children can develop their ability to...

- Listen to stories for a developing period of time.
- Use the pictures to understand what is happening.
- Use the language they hear in their own play.
- Sustain focus for a developing period of time on a chosen activity.
- Expand their own play and their imagination within this.
- Understand and begin to answer simple questions asked.
- Sing a range of nursery rhymes and songs from music sessions in Nursery including Tiny Tweeties.

## Vocabulary

**PSED** - Friend, friendship, happy, sad, angry, worried, excited, feeling, kind, helpful, share, take turns, listen.

**STORIES** – story, author, illustrator, front cover, title, pages, turn, fiction, non-fiction

**LITERACY** – Mark making, pencil, grip, name, letter, picture, drawing

**MATHS** - Number, count, one, two, three, four, five, rhyme, how many?, pattern, repeat, shape, circle, triangle, square, rectangle

**ART** – line, circle, face, eyes, nose, mouth, eyebrows, eye lashes, freckles, colour, skin, hair, ears, features

**UW** – Family, friend, Mammy, Daddy, brother, sister, Gran/Nana, Grandad, Aunt, Uncle, cousin, the world, environment, tree, leaves, sky, grass, flowers, plants, rocks, stones, soil

VOCABULARY





## Stories To Explore

Children can explore these stories during group time at the end of sessions. They could be used as key texts also...



- Lost and Found – Oliver Jeffers
- The Tiger Who Came to Tea – Judith Kerr
- Duck and Penguin are not Friends – Julia Woolf
  - Elmer's Friends – David McKee
  - A Friend for Henry – Jen Bailey
- The Boy Who Loved Everyone – Jane Porter
  - Hello Friend – Rebecca Cobb
  - Rosie is my Best Friend – Ali Pye
    - Shine – Sarah Asuquo
  - All Are Welcome – Alexandra Penfold
- Harry and the Dinosaurs Go to School – Ian Whybrow



## Nursery Rhymes, Songs and Poems

All rhymes can be found on...

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>

- Down at the Station
- Five Little Men
- Five Little Monkeys
- Five Little Speckled Frogs
  - Five Currant Buns
- One, two, buckle my shoe
- If you're happy and you know it



## Literacy

Children can explore...

- Sharing a range of stories together in key worker group and engage in lots of discussions about what they have read.
  - Discussing features of books.
- Engaging with puppets, small world figures and small world areas to develop imagination and language.
  - Self registration to support recognising own name.
- Drawing freely during independent sessions and drawing their family, friends and themselves during adult led tasks to ascribe meaning to marks they make.
  - Representing their names using marks in a range of media such as chalks, messy play etc.



## Child Led Projects and Provocations

### CHILD LED LINES OF ENQUIRY TO EXPLORE

Children have shown an interest in...

### VOCABULARY

Key words to develop with children...

### KEY TEXTS

Stories to support learning and vocabulary...

# How many colours are there?



Autumn 2 - Nursery



## Personal, Social and Emotional Development

Children can develop their ability to...

- Become independent learners around the Nursery environment, selecting the tools and resources they need
- Have a sense of membership within their key worker group and as part of the Nursery community
- Discuss their feelings in connection to colours, e.g. 'yellow makes me feel happy'
- Become more outgoing in Nursery with visitors into our setting such as 'Tiny Tweeties' or other school staff

## Physical Development

Children can develop...



- Pouring their own drink for snack time and selecting their own choice of snack
- Their skills with using a knife and fork when eating a hot dinner or snack, also using a spoon for their cereal
- Using the steps in the nursery garden to go up and down
- Their ability to help with their coat including putting on, taking off and helping with the zip

12345  
67890

## Mathematics

Children can explore...

- Number rhymes to support counting like behaviour and saying numbers in order.
- Counting puppets to support sequencing of numbers.
- Counting everyday objects both indoors and outdoors using number cards within key group sessions to enable children to become familiar with recognition of numbers 1-5.
  - Positional language through words alone
- Size, length, weight and capacity through independent play and adult led activities, e.g. comparing weights of parcels in Santa's grotto
- Talking about and identify patterns using informal language
- Extending and correcting a repeating pattern using a range of objects and colours
- Errors in repeating patterns and how to correct these

## Understanding the World

Children can explore...



- The world around them using all of their senses to do so
  - Collections of materials with similar and different properties
    - How things work in the developing Nursery environment
- Talking about what they see using a wide range of vocabulary
- Continue to celebrate the differences between people through the exploration of festivals

## Expressive Arts and Design



Children can explore...

- Colours and colour mixing
- The names of primary colours and the secondary colours they make
- Colour linked to emotions e.g. red for angry
  - Engaging in pretend play and developing complex stories through the small worlds they create
- How they can develop their own ideas using resources of their choice to paint, draw, build and make
- Sing songs linked to colours and festivals



## Communication and Language

Children can develop their ability to...

- Follow a simple instruction initially and then a two part instruction
- Understand a two part question
- Listen to stories for a developing period of time.
- Use the pictures to understand what is happening.
- Use the language they hear in their own play.
- Sing a range of nursery rhymes and songs from music sessions in Nursery including Tiny Tweeties.

## Vocabulary

**PSED** - Friend, friendship, different, same, kind, special, unique, individual, independent, family, group, key worker

**STORIES** – story, author, illustrator, front cover, title, pages, turn, fiction, non-fiction

**LITERACY** – Mark making, pencil, grip, name, letter, picture, drawing, phonics, letter sound, rhyme, clap, syllables

**MATHS** - Number, count, one, two, three, four, five, rhyme, how many?, pattern, repeat,

**ART** – colour, colour name, mix, create, primary, secondary, colour names, emotions, story, small world, imagination, sing, songs

**UW** – explore, investigate, see, smell, taste, touch, hear, materials, celebrate, festival, different, Diwali, Christmas, tradition



## Stories To Explore

Children can explore these stories during group time at the end of sessions. They could be used as key texts also...

- Elmer – David McKee
- The Rainbow Fish – Marcus Pfister
- Brown Bear, Brown Bear, What do you see? – Bill Martin
- The Colour Monster – Anna Llenas
- A Colour of his Own – Leo Lionni
- The Day the Crayons Quit – Drew Daywalt
- Monsters Love Colors – Mike Austin
- The Mixed-Up Chameleon – Eric Carle
- Binny's Diwali – Thrity Umrigar
- Festival of Colours – Surishtha Sehgal
- Christmas stories can be used when the provision changes



## Nursery Rhymes, Songs and Poems

All rhymes can be found on...

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>

- I can sing a rainbow
- Three Blind Mice
- Yellow Bird
- Ten Green Bottles
- Hickety Pickety my red hen
- Baa Baa Black Sheep
- Twinkle Twinkle Little Star
- The Twelve Days of Christmas



## Literacy

Children can explore...

- Sharing a range of stories together in key worker group and engage in lots of discussions about what they have read.
- Their phonological awareness including spotting and suggesting rhymes as well as counting and/or clapping syllables e.g. in name
  - Playing initial sound games and beginning to sort objects or find matching pairs by initial sounds
  - Continuing to add more detail to their drawings
  - Continue to make marks on their pictures for their name



## Child Led Projects and Provocations

### CHILD LED LINES OF ENQUIRY TO EXPLORE

Children have shown an interest in...

### VOCABULARY

Key words to develop with children...

### KEY TEXTS

Stories to support learning and vocabulary...

# Where does it Snow?

Spring 1 - Nursery



## Personal, Social and Emotional Development

Children can develop their ability to...

- Be more confident in new social situations that arise in Nursery and outside
- Play with other children in a group and extend the play ideas
- Be aware of others feelings and how their behaviour can impact on others feelings
  - Show care and concern for others
- Continue to be an independent learner in the new Nursery provision and be able to select resources for their learning

## Physical Development

Children can develop...



- Their ability to help with their coat including putting on, taking off and helping with the zip
- Their skills in taking part in a group activity and work as part of a team
- Being able to collaborate with others to manage large items such as the crates in the den building area or the large wooden blocks in the construction
  - Their pencil grip when mark making

12345  
67890

## Mathematics

Children can explore...

- Number rhymes to support counting like behaviour and saying numbers in order.
- Counting puppets to support sequencing of numbers.
- Counting everyday objects both indoors and outdoors using number cards within key group sessions to enable children to become familiar with recognition of numbers 1-5.
- Experimenting with their own symbols and marks to represent numbers
- Talk about and explore 2D shapes using informal language
  - Creating pictures with 2D shapes
- Talk about and explore 3D shapes using informal language
  - Create models using 3D blocks and resources

## Understanding the World

Children can explore...



- The world around them using all of their senses to do so
- Collections of materials with similar and different properties
- Talking about what they see using a wide range of vocabulary
- Science based experiments and predict what they think may happen
- Carrying out a science experiment and talk about the changes in materials and the changes they notice

## Expressive Arts and Design



Children can explore...

- Engaging in pretend play and developing complex stories through the small worlds they create
  - Explore colour mixing with watercolours and look at shades of blue and white
- Joining different materials and exploring textures
- Creating closed shapes using a continuous line and use these shapes to begin to represent objects
- Use drawing to represent ideas like loud noises



## Communication and Language

Children can develop their ability to...

- Listen to longer stories and recall what happens
- Understand 'why' questions such as 'Why was the penguin sad?'
- Use the language they hear in their own play.
- Use longer sentences of four to six words during group time and during independent play
- Sing a range of nursery rhymes and songs from music sessions in Nursery including Tiny Tweeties.

## Vocabulary

**PSED** - Friend, friendship, different, same, kind, special, unique, individual, independent, family, group, key worker

**STORIES** – story, author, illustrator, front cover, title, pages, turn, fiction, non-fiction, information, facts

**LITERACY** – Mark making, pencil, grip, name, letter, picture, drawing, phonics, letter sound, rhyme, clap, syllables

**MATHS** - Number, count, one, two, three, four, five, rhyme, how many?, pattern, repeat, 2D shape, 3D shape, sides, corners, straight, flat, round, circle, triangle, square, rectangle, cube, sphere, cuboid

**ART** – colour, colour name, mix, create, primary, secondary, colour names, material, texture, closed shape

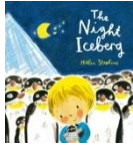
**UW** – explore, investigate, see, smell, taste, touch, hear, materials, experiment, predict, guess, observe



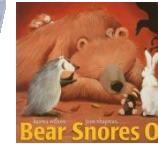
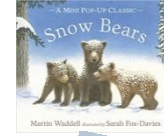


## Stories To Explore

Children can explore these stories during group time at the end of sessions. They could be used as key texts also...



- Snow Bears
- Lost and Found
- The Night Iceberg
- Elmer in the Snow
- The Big Dark
- A Dot in the Snow
- Bear Snores On
- One Snowy Night
- Non-fiction texts linked to Winter, The Arctic etc.
- Non-fiction texts linked to animals that live in cold climates



## Nursery Rhymes, Songs and Poems

All rhymes can be found on...

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>

- The Bear went over the mountain
- When Goldilocks went to the house of the bears
  - Row, row, row your boat
  - Polly put the kettle on
  - The Magic Porridge Pot
- Tiny Tweeties – Winter Songs

## Literacy

Children can explore...

- Sharing a range of stories together in key worker group and engage in lots of discussions about what they have read.
  - Non-fiction books and discuss that these provide information and use these to find out more about Winter
    - That print has meaning
    - That print can have different purposes
    - Pages are sequenced
  - That we read English text from left to right and top to bottom



## Child Led Projects and Provocations

### CHILD LED LINES OF ENQUIRY TO EXPLORE

Children have shown an interest in...

### VOCABULARY

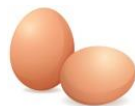
Key words to develop with children...

### KEY TEXTS

Stories to support learning and vocabulary...

# What will it be?

Spring 2 - Nursery



## Personal, Social and Emotional Development

Children can develop their ability to...

- Follow the rules and routines of Nursery
- Understand that the expectations in Nursery keep them and their peers safe
- Be able to follow rules without the prompting from an adult
  - Find appropriate ways to be assertive
- Discuss why their Mammy or guardian figure is special to them

## Physical Development

Children can develop...



- Their ability to help with their coat including putting on, taking off and helping with the zip
  - Their pencil grip when mark making
  - Their dominant hand for mark making
- Their scissor skills both independently and adult led
  - Their skills when riding a bike, trike and scooter
- Their ball skills such as throwing, catching and kicking
- Their ability to select appropriate tools they require to carry out an activity, e.g. a pencil to write their name. a spade to enlarge a small hole

12345  
67890

## Mathematics

Children can explore...

- Number rhymes to support counting like behaviour and saying numbers in order.
- Counting puppets to support sequencing of numbers.
- Counting everyday objects both indoors and outdoors using number cards within key group sessions to enable children to become familiar with recognition of numbers 1-5.
- Comparing quantities using language 'more than' and 'fewer than'
- Selecting shapes appropriately for building with

## Understanding the World

Children can explore...



- The world around them using all of their senses to do so
  - Collections of materials with similar and different properties
- Talking about what they see using a wide range of vocabulary
  - Planting seeds and caring for the growing plants
- The different shapes and sizes of seeds we use for planting
  - What we can grow from seeds
- Understand the key features in the life cycle of a plant
- Life cycles of animals this can include that of ducks or chicks and observing them hatch in an incubator
- Life cycles of mini beasts such a butterfly and observe these change from caterpillar to butterfly
  - The life cycle of a frog

## Expressive Arts and Design



Children can explore...

- Engaging in pretend play and developing complex stories through the small worlds they create
  - Explore colour mixing with watercolours and look at shades of Spring colours
- Listening with increased attention to sounds
  - Singing entire songs
- Drawing with increasing complexity such as drawing a face and adding detail



## Communication and Language

Children can develop their ability to...

- Develop their communication skills but still have errors for irregular tenses and plurals, e.g. 'runned' instead of 'ran'
- Correctly pronounce sounds r, j, th, ch and sh
- Listen to longer stories and recall what happens
- Use the language they hear in their own play.
- Sing a range of nursery rhymes and songs from music sessions in Nursery including Tiny Tweeties.

## Vocabulary

**PSED** - Friend, friendship, independent, family, group, rule, routine, expectation, safe, special person, Mammy

**STORIES** – story, author, illustrator, front cover, title, pages, turn, fiction, non-fiction, information, facts

**LITERACY** – Mark making, pencil, grip, name, letter, picture, drawing, phonics, letter sound, rhyme

**MATHS** - Number, count, one, two, three, four, five, rhyme, how many?, pattern, repeat, more than, fewer than, altogether, amount, total, shape, build, flat, 3D

**ART** – colour, colour name, mix, create, primary, secondary, colour names, closed shape, detail, features

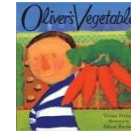
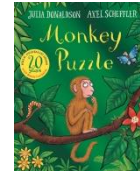
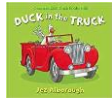
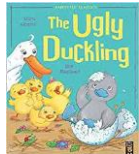
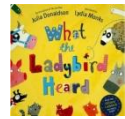
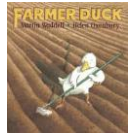
**UW** – explore, investigate, see, smell, taste, touch, hear, life cycle, hatch, grow, plant, seed, sun, water, soil, pot, butterfly, caterpillar, duck, chick



## Stories To Explore

Children can explore these stories during group time at the end of sessions. They could be used as key texts also...

- Mr Wolf's Pancakes
- Farmer Duck
- Duck in a Truck
- The Ugly Duckling
- The Little Red Hen
- Monkey Puzzle
- The Very Hungry Caterpillar
  - Oi Frog!
- Oliver's Vegetables
- Usborne Farmyard Tales – Sam and Poppy series
  - What the Ladybird Heard
  - Stories linked to Easter



## Nursery Rhymes, Songs and Poems

All rhymes can be found on...

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>

- Busy Farmer Ben
- Did you ever see a bunny?
  - Five Little Ducks
- Five Little Speckled Frogs
- Goosey, goosey, goosey
  - Humpty Dumpty
- I went to visit a farm one day
  - Old McDonald
- Tiny Tweeties – Spring songs

## Literacy

Children can explore...

- Sharing a range of stories together in key worker group and engage in lots of discussions about what they have read
  - Engage in extended stories learning new vocabulary
- Non-fiction books and discuss that these provide information and use these to find out more about how things hatch and grow
  - Continuing to add more detail to their drawings
  - Continue to make marks on their pictures for their name



## Child Led Projects and Provocations

### CHILD LED LINES OF ENQUIRY TO EXPLORE

Children have shown an interest in...

### VOCABULARY

Key words to develop with children...

### KEY TEXTS

Stories to support learning and vocabulary...

# What does it do? What do they do?



Summer 1 - Nursery



## Personal, Social and Emotional Development

Children can develop their ability to...

- Follow the rules and routines of Nursery
- Understand that the expectations in Nursery keep them and their peers safe
- Be able to follow rules without the prompting from an adult
- Find solutions to conflicts in their games, e.g. not everyone can be Spider-Man
- Talk with their peers to solve conflicts

## Physical Development

Children can develop...



- Their pencil grip when mark making
- Their dominant hand for mark making
- Their scissor skills both independently and adult led
- Their ability to skip, hop, stand on one leg and pose for a game of musical statues
- Their balance and control when riding bikes, scooters
- Their awareness of how to move across or through play equipment, e.g. crawl through a tunnel
- Their ability to recall the pattern of movements as they begin to recall steps for the dance festival dance

12345  
67890

## Mathematics

Children can explore...

- Number rhymes to support counting like behaviour and saying numbers in order.
- Counting puppets to support sequencing of numbers.
- Counting everyday objects both indoors and outdoors using number cards within key group sessions to enable children to become familiar with recognition of numbers 1-5.
- Different ways they can represent numbers including using fingers
- Solving real world problems with numbers up to 5
- Combining shapes to make bigger ones e.g. using 3 triangles to make a bigger one
- Fast recognition of up to 3 objects, without having to count them individually

## Understanding the World

Children can explore...



- The world around them using all of their senses to do so
- Collections of materials with similar and different properties
- Talking about what they see using a wide range of vocabulary
- People who help us and show interest in a range of different occupations
- The uniforms they can recognise of people who can help them in an emergency
- The different forces around them, e.g. exploring what happens when a toy car is on a ramp, looking at the force of water moving water wheels

## Expressive Arts and Design



Children can explore...

- Engaging in pretend play and developing complex stories through the small worlds they create
- Taking part in pretend play, using an object to represent something else even though they are not similar
  - Singing entire songs
- Responding to songs they have heard, expressing their thoughts and feelings
- Singing the pitch of a tone sung by another person, e.g. matching Rachel in warm up songs in Tweeties



## Communication and Language

Children can develop their ability to...

- Express their point of view and debate when they disagree on something
- Start a conversation with an adult of friend and continue it for many turns
- Use talk to organise their play, e.g. 'I will be the Fire Fighter... you drive the engine'
- Use the language they hear in their own play.
- Sing a range of nursery rhymes and songs from music sessions in Nursery including Tiny Tweeties.

## Vocabulary

**PSED** - Friend, friendship, conflict, argue, upset, happy, solve, take turns, rules, routines, expectations  
**STORIES** – story, author, illustrator, front cover, title, pages, turn, fiction, non-fiction, information, facts  
**LITERACY** – Mark making, pencil, grip, name, letter, picture, drawing, phonics, letter sound, rhyme



**MATHS** - Number, count, one, two, three, four, five, rhyme, how many?, show me..., altogether, amount, total, shape, build, flat, 3D

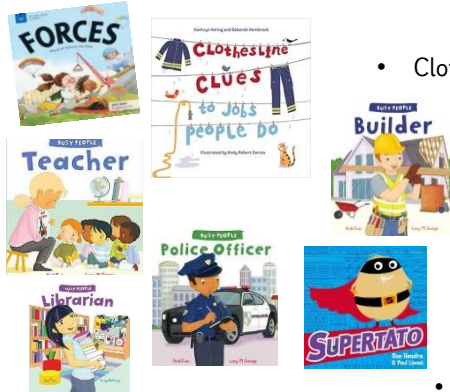
**ART** – colour, colour name, mix, create, primary, secondary, colour names, sing, pitch, pitch match, tone, express, thought, feeling

**UW** – explore, investigate, see, smell, taste, touch, hear, people who help us, occupation, teacher, police officer, fire fighter, doctor, vet, astronaut, builder, librarian, real life, superhero

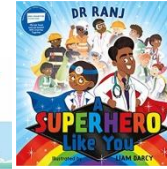


## Stories To Explore

Children can explore these stories during group time at the end of sessions. They could be used as key texts also...



- Supertato – Sue Hendra
- A Superhero like You – Dr Ranj
- Clothesline Clues to Jobs People Do – Kathryn Helling
- Busy People series – Lucy M. George
  - Firefighter
  - Doctor
  - Police Officer
  - Teacher
  - Vet
  - Builder
  - Astronaut
  - Librarian
- Non-fiction texts around forces and motion



## Nursery Rhymes, Songs and Poems

All rhymes can be found on...

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>

- Dr Foster went to Gloucester
- Five Little Monkeys Jumping on the Bed
  - I am the Baker Man
- This is the way we lay the bricks
  - We're driving in our car
  - The Wheels on the Bus
- Tiny Treetops – Superhero songs



## Literacy

Children can explore...

- Sharing a range of stories together in key worker group and engage in lots of discussions about what they have read
  - Engage in extended stories learning new vocabulary
- Non-fiction books and discuss that these provide information and use these to find out more about what people do and how things work
  - Continuing to learn new letter sounds through play based experiences
  - Use some of their print in their play, e.g. writing 'm' for Mummy



## Child Led Projects and Provocations

### CHILD LED LINES OF ENQUIRY TO EXPLORE

Children have shown an interest in...

### VOCABULARY

Key words to develop with children...

### KEY TEXTS

Stories to support learning and vocabulary...

# Who lives there?

Summer 2 – Nursery



## Personal, Social and Emotional Development

Children can develop their ability to...

- Be able to follow rules without the prompting from an adult
- Talk about their feelings using appropriate words as they discuss their emotions about transitioning to Reception
- Express their feelings and consider the feelings of others
- Begin to see themselves as a valuable individual
- Build constructive and respectful relationships

## Physical Development

Children can develop...



- Their pencil grip when mark making
- Their dominant hand for mark making
- Their scissor skills both independently and adult led
- Their ability to meet their own needs in Nursery, e.g. using the toilet independently, washing and drying their hands
- Their ability to meet their needs at home including dressing and brushing their teeth
- Their understanding about making healthy food choices and for activity to stay healthy

12345  
67890

## Mathematics

Children can explore...

- Number rhymes to support counting like behaviour and saying numbers in order.
- Counting puppets to support sequencing of numbers.
- Counting everyday objects both indoors and outdoors using number cards within key group sessions to enable children to become familiar with recognition of numbers 1-5.
- Different ways they can represent numbers including using fingers
- Fast recognition of up to 3 objects, without having to count them individually
  - Describing a familiar route
- Discussing routes and locations, using words like 'in front of', 'behind'
- Count a range of different objects, actions and sounds

## Understanding the World

Children can explore...



- The world around them using all of their senses to do so
- Collections of materials with similar and different properties
- Talking about what they see using a wide range of vocabulary
  - Countries from around the world
  - Comparing where they live to that of others
  - Look at photographs of different habitats and compare similarities and differences
    - Explore local habitats

## Expressive Arts and Design

Children can explore...



- Engaging in pretend play and developing complex stories through the small worlds they create
- Taking part in pretend play, using an object to represent something else even though they are not similar
- Creating their own songs or building one around a song they know
- Play instruments with increasing control
- Engaging in singing and dancing as a group or solo



## Communication and Language

Children can develop their ability to...

- Enjoy listening to a longer story
- Use a wide range of vocabulary
  - Know many rhymes
  - Talk about familiar books
  - Retell or tell a long story
- Sing a large repertoire of songs
- Begin to understand how to listen carefully and why listening is important
- Learn new vocabulary through experiences
- Use new vocabulary in their play
  - Engage in story times

## Vocabulary

**PSED** - Friend, friendship, independent, family, group, rule, routine, emotion, feeling, happy, sad, angry, scared, worried, anxious

**STORIES** – story, author, illustrator, front cover, title, pages, turn, fiction, non-fiction, information, facts

**LITERACY** – Mark making, pencil, grip, name, letter, picture, drawing, phonics, letter sound, rhyme, write, name

**MATHS** - Number, count, one, two, three, four, five, rhyme, how many?, route, location, in front of, behind, next to

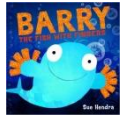
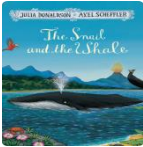
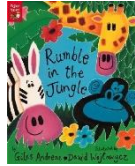
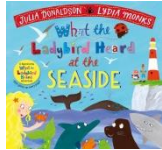
**ART** – colour, colour name, role play, small world play, imagination, song, sing, solo, group, rhyme

**UW** – explore, investigate, see, smell, taste, touch, hear, the world, country, England, UK, compare, similar, different, habitat, creature, animal, people, hot, cold, wet, dry

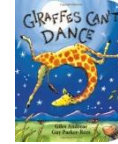
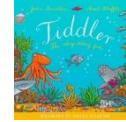


## Stories To Explore

Children can explore these stories during group time at the end of sessions. They could be used as key texts also...



- The Big Blue Train – Julia Jarman
- Sharing a Shell – Julia Donaldson
- What the Ladybird Heard at the Seaside – Julia Donaldson
  - The Snail and the Whale – Julia Donaldson
    - Tiddler – Julia Donaldson
- Barry the Fish with Fingers – Sue Hendra
- Rumble in the Jungle – Giles Andreae
- Giraffes Can't Dance - Giles Andreae
- Handa's Surprise – Eileen Browne
  - Handa's Hen – Eileen Browne
- Jungle Jamboree – Jo Empson
  - Information texts about...
- The beach, the seaside, the ocean
  - Habitats for animals



## Nursery Rhymes, Songs and Poems

All rhymes can be found on...

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>

- Yellow Bird
- A Sailor went to sea, sea, sea
- Look at the sneaky crocodile
  - Down in the Jungle
- Bobby Shafto's gone to Sea
- The big ship sails on the ally, ally, oh
  - The Animal Fair
  - Brush Your Teeth
- Tiny Tweeties – Animals and Wild Things
- Tiny Tweeties – Minibeasts

## Literacy

Children can explore...

- Sharing a range of stories together in key worker group and engage in lots of discussions about what they have read
  - Engage in extended stories learning new vocabulary
- Continuing to learn new letter sounds through play based experiences and read individual letters by saying the sound for them
  - Writing some or all of their name
  - Writing some letters accurately



## Child Led Projects and Provocations

### CHILD LED LINES OF ENQUIRY TO EXPLORE

Children have shown an interest in...

### VOCABULARY

Key words to develop with children...

### KEY TEXTS

Stories to support learning and vocabulary...



# EARLY YEARS FOUNDATION STAGE RECEPTION





As children settle into Autumn 1 a recap on Three to Four will happen however those from Autumn 2 can begin earlier if appropriate. The CIR statements have been split for a deeper focus but will apply across the year. The ELG are a focus for Summer.

**Children in Reception**  
15. Learn new vocabulary.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Physical Development</b>	<b>Three to Four year olds</b> 10. Use one-handed tools and equipment, for example, making snips in paper with scissors. 11. Use a comfortable grip with good control when holding pens and pencils. 13. Show a preference for a dominant hand. 14. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 15. Be increasingly independent in meeting their own needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	<b>Children in Reception</b> 17. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. 18. Progress towards a more fluent style of moving, with developing control and grace.	<b>Children in Reception</b> 22. Combine different movements with ease and fluency. 23. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 25. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.	<b>Children in Reception</b> 26. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 28. Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time' having a good sleep routine and being a safe pedestrian.	<b>Children in Reception</b> 27. Develop the foundations of a handwriting style which is fast, accurate and efficient.  <b>ELG - GMS</b> 1. Negotiate space and obstacles safely, with consideration for themselves and others. 2. Demonstrate strength, balance and coordination when playing.  <b>ELG - FMS</b> 5. Use a range of small tools, including scissors, paintbrushes and cutlery.	<b>ELG - SR</b> 3. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  <b>ELG - FMS</b> 4. Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. 6. Begin to show accuracy and care when drawing.
	<b>Children in Reception</b> 19. Develop their overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. 20. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 21. Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor. 24. Develop overall body-strength, balance, co-ordination and agility. 29. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene.					
<b>Literacy</b>	<b>Three to Four year olds</b> 4. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy 5. Write some or all of their name 6. Write some letters accurately  <b>Children in Reception</b> 7. Read individual letters by saying the sounds for them.	<b>Children in Reception</b> 8. Blend sounds into words, so they can read short words with known-letter-sound correspondences.	<b>Children in Reception</b> 9. Read some letter groups that each represent one sound and say sounds for them. 10. Read a few common exception words matched to the school's phonic programme. 11. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	<b>Children in Reception</b> 12. Re-read these books to build up their confidence in word reading, their fluency and their understanding and their enjoyment. 13. Form lower-case and capital letters correctly. 14. Spell words by identifying the sounds and then writing the sound with letter/s. 15. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 16. Re-read what they have written to check that it makes sense.	<b>ELG - C</b> 1. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 2. Anticipate (where appropriate) key events in stories.  <b>ELG - R</b> 4. Say a sound for each letter in the alphabet and at least 10 diagraphs. 5. Read words consistent with their phonic knowledge by sound-blending.  <b>ELG - W</b> 7. Write recognisable letters, most of which are correctly formed.	<b>ELG - C</b> 3. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  <b>ELG - R</b> 6. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  <b>ELG - W</b> 8. Spell words by identifying sounds in them and representing the sound with a letter or letters. 9. Write simple phrases and sentences that can be read by others.
<b>Phonics</b>	<b>RWI Set 1</b> m a s d t i n p g o c k u b f e l h r j v w x y z - Focus on recognising	<b>RWI Set 1</b> Recap any single sounds from previous half term that evidence gaps in learning	<b>Recap Set 1 Special Friends</b> Secure blending of words containing these	<b>RWI Set 2</b> Teach set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy	<b>RWI Set 3</b> Teach set 3 sounds: ea oi a-e i-e o-e u-e aw are ur  Teach reading of words	<b>RWI Set 3</b> Teach set 2 sounds: er ow ai oa ew ire ear ure  Teach reading of words

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Mathematics</b>	<p><b>Three to Four year olds</b></p> <p>2. Recite numbers past 5.</p> <p>3. Say one number for each item in order: 1, 2, 3, 4, 5</p> <p>4. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>5. Show 'finger numbers' up to 5</p> <p>6. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>7. Experiment with their own symbols and marks as well as numerals.</p> <p>8. Solve real world mathematical problems with numbers up to 5.</p>	<p><b>Children in Reception</b></p> <p>21. Count objects, actions and sounds.</p> <p>23. Link the number symbol (numeral) with its cardinal number value.</p> <p>24. Count beyond 10.</p> <p>27. Explore the composition of numbers to 10.</p> <p>31. Continue, copy and create repeating patterns.</p>	<p><b>Children in Reception</b></p> <p>22. Subitise.</p> <p>25. Compare numbers.</p> <p>26. Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>32. Compare length, weight and capacity.</p>	<p><b>Children in Reception</b></p> <p>28. Automatically recall number bonds for numbers 0-10.</p> <p>29. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>30. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p><b>ELG - N</b></p> <p>1. Have a deep understanding of number to 10, including the composition of each number.</p> <p>2. Subitise (recognise quantities without counting up to 5.</p> <p><b>ELG - NP</b></p> <p>4. Verbally count beyond 20, recognising the pattern of the counting system.</p>	<p><b>ELG - N</b></p> <p>3. Automatically recall (without references to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts).</p> <p><b>ELG - NP</b></p> <p>5. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>6. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<b>WHITE ROSE Maths guidance</b>	<ul style="list-style-type: none"> <li>To match, sort and compare amounts</li> <li>To compare size, mass and capacity</li> <li>To explore pattern</li> <li>To represent 1, 2 and 3</li> <li>To compare 1, 2 and 3</li> </ul>	<ul style="list-style-type: none"> <li>To explore the composition of 1, 2 and 3</li> <li>To explore circles and triangles</li> <li>To explore positional language</li> <li>To represent numbers to 5</li> <li>To understand one more and one less</li> <li>To investigate shapes with 4 sides</li> <li>To know about time</li> </ul>	<ul style="list-style-type: none"> <li>To introduce zero</li> <li>To compare numbers to 5</li> <li>To explore the composition of 4 and 5</li> <li>To compare mass</li> <li>To compare capacity</li> <li>To explore 6, 7 and 8</li> <li>To make pairs</li> </ul>	<ul style="list-style-type: none"> <li>To combine two groups</li> <li>To explore length and height</li> <li>To further explore time</li> <li>To explore 9 and 10</li> <li>To compare numbers to 10</li> <li>To develop an understanding of number bonds to 10</li> <li>To explore 3D shape</li> <li>To explore pattern</li> </ul>	<ul style="list-style-type: none"> <li>To build knowledge of numbers beyond 10</li> <li>To count patterns beyond 10</li> <li>To explore spatial reasoning</li> <li>To explore adding more</li> <li>To explore taking away</li> <li>To compose and decompose</li> </ul>	<ul style="list-style-type: none"> <li>To double numbers</li> <li>To share and group numbers</li> <li>To explore odd and even</li> <li>To visualise and build</li> <li>To develop a deeper understanding of patterns and relationships</li> <li>To explore mapping</li> </ul>
<b>Understanding the World</b>	<p><b>3-4 year olds</b></p> <p>3. Talk about what they see, using a wide vocabulary.</p> <p>4. Begin to make sense of their own life story.</p> <p>9. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>12. Continue to develop positive attitudes about the differences between people.</p> <p><b>Children in Reception</b></p> <p>14. Talk about members of their immediate family and community.</p> <p>15. Name and describe people who are familiar to them.</p> <p>24. Recognise some environments that are different to the one in which they live.</p>	<p><b>Children in Reception</b></p> <p>20. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><b>Children in Reception</b></p> <p>16. Comment on images of familiar situations in the past.</p> <p>18. Draw information from a simple map.</p> <p>19. Understand that some places are special to members of their communities.</p>	<p><b>Children in Reception</b></p> <p>21. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>24. Recognise some environments that are different to the one in which they live.</p>	<p><b>Children in Reception</b></p> <p>17. Compare and contrast characters from stories, including figures from the past.</p> <p><b>ELG - PP</b></p> <p>1. Talk about the lives of the people around them and their roles in society.</p> <p>2. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><b>ELG - TNW</b></p> <p>7. Explore the natural world around them, making observations and drawing pictures of</p>	<p><b>ELG - TNW</b></p> <p>8. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p><b>ELG - PCC</b></p> <p>4. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>5. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	<p>Three to Four year olds</p> <p>3. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>4. Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>5. Develop their own ideas and then decide which materials to use to represent them.</p> <p>10. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc..</p>	<p>Children in Reception</p> <p>24. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Children in Reception</p> <p>25. Develop storylines in their pretend play.</p> <p>26. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Children in Reception</p> <p>22. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>23. Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p><b>ELG - CWM</b></p> <p>1. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>3. Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG - BI and E</b></p> <p>4. Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>5. Sing a range of well-known nursery rhymes and song.</p>	<p><b>ELG - CWM</b></p> <p>2. Share their creations, explaining the process they have used.</p> <p><b>ELG - BI and E</b></p> <p>6. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
	<p><b>Children in Reception</b></p> <p>19. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>20. Return to and build on their previous learning. Refining ideas and developing their ability to represent them.</p> <p>21. Explore and engage in music making and dance, performing solo or in groups.</p>					



# What's in my World?

Autumn 1 – Reception



## Personal, Social and Emotional Development

- To be confident to talk to adults and peers in my new classroom
- To be aware of how to be a good citizen and care for the people in my community and the world
  - To follow the expectations of the classroom
  - To be able to talk about my feelings in my new environment
- To express my ideas, views and opinions on issues in my local community and those in the world (age appropriate)
  - To know how to keep myself safe

## Physical Development

- To develop my scissor skills through a range of adult led and independent activities
- To develop my pencil grip and control through dough disco and other malleable based activities
  - To be able to put on and remove my coat independently and be able to use the zips on this
  - To take part in PE sessions to develop my physical skills and posture when sitting
- To be able to feed myself independently at snack and lunch time



## STORIES

**PSED** - Friend, friendship, expectation, rule, routine, view, opinions, ideas, world, community, citizen

**LITERACY** – pencil, grip, control, letter name, letter sound, formation rhymes,

**MATHS** - Number, count, number names, add, subtract, total, altogether, part, whole, minus, take away, equal

**ART** – emotion, happy, sad, worried, excited, angry, small world, community, buildings, statues, landmarks, material, process, skill

**UW** – Family, friend, Mammy, Daddy, brother, sister, Gran/Nana, Grandad, Aunt, Uncle, cousin, the world, environment, tree, leaves, sky,

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## Mathematics

- To recite numbers to at least 10
- To be able to order numbers 1-5 (at least)
- To be able to match objects to the correct number
  - To be able to form numbers
- To be able to experiment with mathematical symbols involved in number sentences
- To understand the value of numbers and explain this to an adult
- To solve real world mathematical problems with numbers to at least 5
  - To match, sort and compare amounts
  - To compare size, mass and capacity
    - To explore pattern
    - To represent 1, 2 & 3
    - To compare 1, 2 & 3

## Understanding the World

- To talk about what I see on a map of my local community, a map of the UK or a map of the world
  - To identify where I live and where I was born
- To be able to care for and respect my community and my natural environment, including creatures within this
- To understand that everyone is unique and different
- To be able to talk about members of my family and community
  - To explore the world around me and my local community using my senses
  - To compare different environments
  - To discuss the changing seasons in my world



## Expressive Arts and Design

- To explore emotions through painting and drawing including work around colours
- To create a range of small worlds including replicas of buildings from my local community and those famous around the world
- To choose what materials I need to create buildings, collages and pictures
  - To engage in songs linked to my learning



## Communication and Language

- To listen and share ideas in groups time about local and global issues
- To begin to understand that I may have a different opinion to others and be able to debate this
  - To be able to take turns in a conversation and listen to others
- To listen attentively to stories and be able to discuss what has happened
- To expand my vocabulary linked to the world I live in
- To use the new vocabulary I learn in my play and everyday experiences
- To enjoy learning new songs and rhymes


Children can explore these stories during group time at the end of sessions. They could be used as key texts also...



- ## Nursery Rhymes, Songs and Poems

All rhymes can be found on...

- Down in the Jungle
  - I hear Thunder
  - I can sing a rainbow
- It's raining, it's pouring
- The North Wind doth Blow
- We're Marching in our wellingtons
  - Yellow Bird



- To review Set 1 sounds and be able to identify letter sounds
- To be able to develop formation of letter shapes in Set 1
- To identify the word my teacher orally blends

Children have shown an interest in...

Key words to develop with children...

Stories to support learning and vocabulary...

# How Many Legs?



Autumn 2 – Reception



## Personal, Social and Emotional Development

- To see myself as a valuable individual within my class and the school community
- To build constructive and respectful relationships with my friends and the staff I work with
- To express my feelings and consider the feelings of others



## Physical Development

- To develop my control and use of small tools such as paintbrushes, pencils, pens and cutlery
- To further develop my pencil grip and control through dough disco and other malleable based activities
- To revise and refine my movements when rolling, crawling, walking, jumping, running, hopping, skipping and climbing
  - To move with developing control and grace
- To develop my balance and coordination and agility



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## Mathematics

- To count objects, actions and sounds
  - To link numerals with the cardinal number value
  - To count beyond 10
- To explore the composition of numbers to 10

White Rose Maths links...

- To explore the composition of 1, 2 and 3
  - To explore circles and triangles
  - To explore positional language
  - To represent numbers to 5
- To understand one more and one less
  - To investigate shapes with 4 sides
  - To know about time

## Expressive Arts and Design

- To explore and use a variety of artistic effects to express my ideas and feelings
- To return to and build on to previous artistic pieces as well buildings and models I have made
- To explore and engage in music making with a whole group or performing solo such as in the Reception Nativity
- To continue to develop my skills in being able to match the pitch and follow the melody



## Understanding the World

- To recognise that everyone is different and unique
- To recognise people have different beliefs and celebrate special times in different ways
- To respect the similarities and differences between different beliefs
- To explore the world around me and my local community using my senses
- To discuss the changing seasons in my world



## Communication and Language

- To listen carefully to stories, instructions and questions as well as in conversations
  - To understand why listening is important
- To ask questions to find out what has been said to me
- To ask questions to find out further information and knowledge
- To listen to and talk about stories to develop my understanding
  - To engage with non-fiction texts
- To expand my vocabulary linked to the world I live in
  - To use the new vocabulary I learn in my play and everyday experiences
- To enjoy learning new songs and rhymes



## Vocabulary

**PSED** – value, individual, class, community, school, respect, relationship, friendship, feelings, hurt, happy, sad, angry, worried, excited, scared, shy

**STORIES** – story, author, illustrator, front cover, title, pages, turn, fiction, non-fiction, events, characters, beginning, end, predict

**LITERACY** – pencil, grip, control, letter name, letter sound, formation rhymes, blend, Fred Talk

**MATHS** - Number, count, number names, add, subtract, total, altogether, part, whole, minus, take away, equal, positional, in front, behind, under, over, shape, circle, triangle, square, rectangle

**ART** – material, process, skill, artistic effects, build on, extend, sing, perform, song, lyrics, group, solo, pitch, melody

**UW** – the world, environment, tree, leaves, sky, season, change, Autumn, Winter, weather, belief, culture, similar, different



## Stories To Explore

Children can explore these stories during group time at the end of sessions. They could be used as key texts also...

- How many legs? – Kes Gray
- Sammy's broken leg (Oh No!) and the amazing cast that fixed it – Judith Wolf Mendell
- Eggs and Legs – Michael Dahl

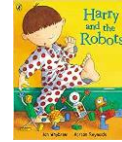
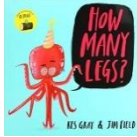
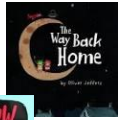
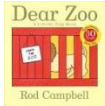
### Non-Fiction

- Lots of Legs – Claire Llewellyn
- Legs – Anna Claybourne

### Links to...

- **Animals;** Dear Zoo – Rod Campbell
- **Space;** Aliens Love Underpants – Claire Freedman
- **Space;** The Way Back Home – Oliver Jeffers
- **Robots;** Harry and the Robots – Ian Whybrow

### Christmas Stories



## Nursery Rhymes, Songs and Poems

All rhymes can be found on...

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>

- The Animal Fair
- The Animals went in Two by Two
  - Did you ever see a bunny?
  - Five Little Men
- Five Little Speckled Frogs
- Head, Shoulders, Knees and Toes
  - Humpty Dumpty
  - Wiggly Woo
- Christmas Songs



## Literacy



- To be able to write my name independently
- To write letter sounds to represent names and words (e.g. M for Mammy)
  - To be able to form letters I know
- To communicate meaning using pictures and letters
- To blend sounds into words enabling me to read short words, e.g. cat, dog
  - To record sounds I can hear in words

## Phonics

- To recap any single sounds that evidence gaps
- To blend words using single letter sounds from Set 1
- To begin to recognise and use sh, th, ch, qu, ng and nk

## Child Led Projects and Provocations

### CHILD LED LINES OF ENQUIRY TO EXPLORE

Children have shown an interest in...

### VOCABULARY

Key words to develop with children...

### KEY TEXTS

Stories to support learning and vocabulary...



# Does it Move? How does it change?



Spring Term – Reception



## Personal, Social and Emotional Development

- To learn to persist when challenges arise
- To identify and moderate my own feelings socially
- To identify and moderate my feelings emotionally
  - To think about others points of view
  - To manage my own needs

## Physical Development

- To combine different movements with ease and fluency
- To confidently and safely use a range of large and small apparatus
  - To access apparatus both indoors and outside
  - To throw, catch, kick, pass, bat and aim a ball
- To develop my confidence, competence, precision and accuracy when engaging in activities involving a ball
- To talk about the different factors involved with my health
- To know about the impact regular activity, healthy eating and brushing my teeth can have on my well being
- To know about and understand the importance of sensible amounts of screen time



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## Mathematics

- To subitise
- To compare numbers
- To understand 'one more than' and 'one less than' relationship between consecutive numbers
- To compare length, weight and capacity
- To recall bonds for numbers 0-10
- To select, rotate and manipulate shape
- To compose and decompose shapes
  - White Rose Maths links...
  - To introduce zero
  - To compare numbers to 5
- To explore the composition of 4 and 5
  - To compare mass
  - To compare capacity
  - To explore 6, 7 and 8
  - To make pairs
  - To combine two groups
  - To explore length and height
  - To further explore time
  - To explore 9 and 10
  - To compare numbers to 10
- To develop an understanding of number bonds to 10
  - To explore 3D shape
  - To explore pattern

## Expressive Arts and Design

- To develop storylines in my pretend play
- To explore and engage in music making and dance
- To perform solo or in a group
- To listen to and talk about music
- To watch and talk about dance and performance art
- To express my feelings and responses through art
- To explore, use and refine a variety of artistic effects to express my feelings



## Understanding the World

- To comment on images of situations from the past
- To draw information from a map to understand that some places are special to members of my community
  - To recognise similarities and differences between life in this country and life in other countries
    - To recognise that some environments are different to the one I live in (Chinese New Year links)



## Communication and Language

- To share my ideas and thoughts in well formed sentences
- To connect ideas using well formed sentences
  - To describe events in detail
  - To use talk to solve problems
  - To use talk to organise my thinking
  - To use talk to explain how things might work
  - To develop my social phrases
- To retell a story using some repetition and some of my own words
- To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary



## Vocabulary

**PSED** – value, individual, class, community, school, respect, relationship, friendship, feelings, hurt, happy, sad, angry, worried, excited, scared, share

**STORIES** – story, author, illustrator, front cover, title, pages, turn, fiction, non-fiction, events, characters, beginning, end, predict

**LITERACY** – pencil, grip, control, letter name, letter sound, formation rhymes, blend, Fred Talk, read, word

**MATHS** - Number, count, number names, add, subtract, total, altogether, part, whole, minus, take away, equal, explore, compare, compose, decompose, mass, capacity, weight, length, 3D, pattern

**ART** – material, process, skill, artistic effects, build on, extend, sing, perform, song, lyrics, group, solo, storyline, play

**UW** – the world, environment, belief, culture, similar, different, celebration, Chinese New Year, Easter, Pancake Day



# Child Led Projects and Provocations

## CHILD LED LINES OF ENQUIRY TO EXPLORE

Children have shown an interest in...



## VOCABULARY

Key words to develop with children...

## KEY TEXTS

Stories to support learning and vocabulary...

# What's your favourite story?

Summer 1 – Reception



## Personal, Social and Emotional Development

- To show an understanding of my own feelings and those of others
  - To regulate my own behaviour
  - To set and work towards my own goals
  - To be confident to try new activities
- To show independence, resilience and perseverance when I face challenges
- To work and play cooperatively and take turns with my friends
- To form positive attachments to adults and friendships with my peers

## Physical Development



- To develop my handwriting style which is fast, accurate and efficient
- To negotiate space and obstacles safely, with consideration for myself and others
- To demonstrate my strength, balance and coordination when playing
- To use a range of small tools, including scissors, paintbrushes and cutlery

## Mathematics

- To have a deep understanding of number to 10, including the composition of each number
  - To subitise up to 5
- To verbally count beyond 20 recognising the pattern of the counting system

White Rose Maths links...

- To build knowledge of numbers beyond 10
  - To count patterns beyond 10
  - To explore spatial reasoning
  - To explore adding more
  - To explore taking away
  - To compose and decompose

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## Expressive Arts and Design

- To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- To make use of props and materials when I am engaged in role play
  - To invent, adapt and recount narratives and stories with my friends and teachers
- To sing a range of well known nursery rhymes and songs
- To explore and engage in music making and dancing



## Understanding the World

- To compare and contrast characters from stories, including figures from the past
- To talk about the lives of people around me
- To explore the natural world around me
- To describe what I see, hear and feel whilst outside.
- To understand the effect of changing seasons on the natural world around me.



## Communication and Language

- To listen attentively and respond appropriately to what I hear with questions, comments and actions
- To make comments about what I have heard and ask questions to clarify their understanding
- To participate in small group, class and 1-1 discussions
  - To offer my ideas to discussions I take part in
  - To use key vocabulary I have learned
  - To use new vocabulary through the day
- To listen carefully to rhymes and songs and pay attention to how they sound
- To continue to learn new songs, rhymes and poems



## Vocabulary

**PSED** – value, individual, class, community, school, respect, relationship, friendship, feelings, hurt, happy, sad, angry, worried, excited, scared, share, cooperate, take turns, resilient, challenge, play, positive relationships

**STORIES** – story, author, illustrator, front cover, title, pages, turn, fiction, non-fiction, events, characters, beginning, end, predict

**LITERACY** – pencil, grip, control, letter name, letter sound, formation rhymes, blend, Fred Talk, letter formation, blending, diagraph

**MATHS** - Number, count, number names, add, subtract, total, altogether, part, whole, minus, take away, equal, pattern, compose, decompose

**ART** – material, process, skill, artistic effects, build on, extend, sing, perform, song, lyrics, group, solo, pitch, melody

**UW** – the world, environment, tree, leaves, sky, season, change, Summer, Spring, weather, feel, touch, taste, hear, smell



## Stories To Explore

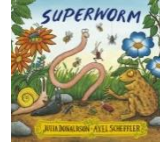
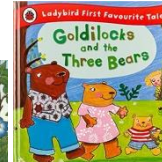
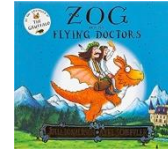
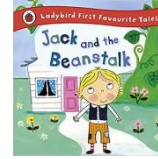
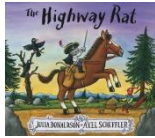
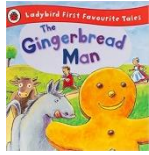
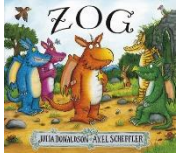
Children can explore these stories during group time at the end of sessions. They could be used as key texts also...

### Explore traditional tales such as...

- Goldilocks and the Three Bears
  - Little Red Riding Hood
  - The Ginger bread Man
  - Jack and the Beanstalk

### Explore stories written by the same author...

- Charlie Cook's Favourite Book
  - Zog
- Zog and the Flying Doctor
  - The Highway Rat
  - Superworm
- A Squash and a Squeeze
- The Smartest Giant in Town



## Nursery Rhymes, Songs and Poems

All rhymes can be found on...

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>

- The Grand Old Duke of York
  - Hickory Dickory Dock
  - Miss Molly had a dolly
    - This Old Man
    - Three Blind Mice
- When Goldilocks went to the house of the bears



- Tweeties – Fairy Tales

## Literacy

- To show my understanding of what has been read by retelling a story using my own words and recently introduced vocabulary
  - To be able to anticipate key events in stories
- To say a sound for each letter in the alphabet and at least 10 diagraphs
  - To read words using sound-blending
- To write recognisable letters, most of which are correctly formed



## Phonics

- To recognise sounds ea oi a-e i-e o-e u-e aw are ur
- To read words containing these sounds
- To read and write sounds from the list of 12 Pirate Pete spellings



## Child Led Projects and Provocations

### CHILD LED LINES OF ENQUIRY TO EXPLORE

Children have shown an interest in...

### VOCABULARY

Key words to develop with children...

### KEY TEXTS

Stories to support learning and vocabulary...



# Where would you like to go?

Summer 2 – Reception



## Personal, Social and Emotional Development

- To give focused attention to what my teacher says
- To respond appropriately to questions I am asked
- To follow instructions involving several ideas or actions
  - To explain the reasons we have rules
  - To know right from wrong and try to behave accordingly
- To manage my own basic needs including dressing, toileting and the importance of healthy food choices
- To show sensitivity to my own and to others needs



## Physical Development

- To move energetically such as when I run, jump, skip, hop, climb and dance
- To hold a pencil effectively for fluent writing
  - To use a tripod grip in almost all cases
  - To show accuracy and care when drawing
- To develop my overall body strength, coordination, balance and agility
- To use core muscles to achieve good posture when sitting



## Mathematics

- To recall number bonds to 5 (without reference to rhymes or other aids)
- To recall some number bonds to 10 (without reference to rhymes or other aids)
  - To compare quantities up to 10 in different contexts
- To explore and represent patterns within numbers up to 10 (including evens, odds, double facts)
 

White Rose Maths links...

  - To double numbers
  - To share and group numbers
    - To explore odd and even
    - To visualise and build
  - To develop a deeper understanding of patterns and relationships
    - To explore mapping



## Expressive Arts and Design

- To share my creations and explain the process I have used
- To perform songs, rhymes, poems and stories with others
- To move in time to music
- To perform in the school dance festival
- To continue to explore, use and refine artistic effects in my creations
  - To return to and build on previous learning
  - To explore and engage in music making and dancing



## Understanding the World

- To know some similarities and differences between the natural world around me
- To contrast environments drawing on my knowledge and what I have learned and read
  - To describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- To know some similarities and differences between different religious and cultural communities in this country



## Communication and Language

- To hold a conversation when engaged in back and forth exchanges with others
  - To offer explanations for why things might happen
  - To make use of recently introduced vocabulary from stories, rhymes and poems
    - To use new vocabulary through the day
- To express my ideas and feelings about my experiences using full sentences
  - To use past, present and future tense in my speech
    - To begin to make use of conjunctions
  - To listen carefully to rhymes and songs and pay attention to how they sound
- To continue to learn new songs, rhymes and poems



## Vocabulary

**PSED** – value, individual, attention, focus, listen, attentive, ask, question, answer, idea, instruction, rules, routines, expectations, right, wrong, behave, dress, undress, toilet, healthy, food, good choices

**STORIES** – story, author, illustrator, front cover, title, pages, turn, fiction, non-fiction, events, characters, beginning, end, predict

**LITERACY** – pencil, grip, control, letter name, letter sound, formation rhymes, blend, Fred Talk, letter formation, blending, diagraph, spelling

**MATHS** - Number, count, number names, add, subtract, total, altogether, part, whole, minus, take away, number bond, odd, even, double

**ART** – material, process, skill, artistic effects, build on, extend, sing, perform, song, lyrics, group, solo, pitch, melody

**UW** – the world, environment, tree, leaves, feel, touch, taste, hear, smell, compare, different, similar, countries names



## Stories To Explore

Children can explore these stories during group time at the end of sessions. They could be used as key texts also...

### Explore stories about the world/countries such as...

- We all went on a Safari – Laurie Krebs
- Elephant Dance; A Journey to India – Theresa Heine
- We're going on a Lion Hunt – David Axtell
- Mama Panya's Pancakes; A Village Tale from Kenya – Mary and Rich Chamberlin
- The Big Book of the UK – Imogen Russell Williams
- My World, Your World – Melanie Walsh

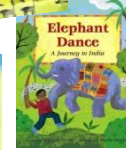
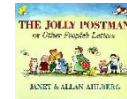
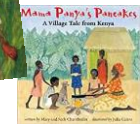
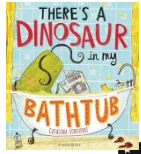
### Other stories can be explored with links to specific countries e.g.

- There's a Dinosaur in my Bathtub – Catalina Echeverri (French dinosaur)

### Links to writing letters and creating pen pals e.g.

- The Jolly Postman – Janet and Allan Ahlberg

### Information texts all about countries from around the world



## Nursery Rhymes, Songs and Poems

All rhymes can be found on...

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>

- Yellow Bird



- Tiny Treeties – Around the World songs

## Literacy

- To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play
- To read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words
- To spell words by identifying sounds in them and representing that sound with a letter
  - To write simple phrases and sentences that can be read by others



## Phonics



- To recognise letter sounds er ow ai oa ew ire ear ure
- To read words containing these sounds
- To read and write words from the list of 12 Pirate Pete Spellings

## Child Led Projects and Provocations

### CHILD LED LINES OF ENQUIRY TO EXPLORE

Children have shown an interest in...

### VOCABULARY

Key words to develop with children...



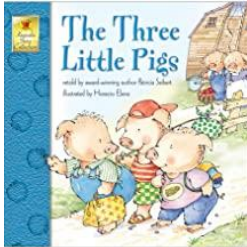

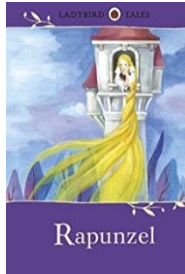
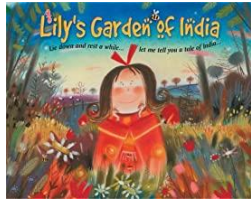
### KEY TEXTS

Stories to support learning and vocabulary...

# KEY STAGE 1

## YEAR 1

### Key texts to be used.

YEAR 1	AUTUMN		SPRING		SUMMER	
	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)
(TEXTS)	<b>THE GRUFFALO</b>  Instructions Narrative	<b>KATIE MORAG</b>  Instructions Narrative	<b>THREE LITTLE PIGS</b>  Narrative Recount	<b>AFTER THE STORM</b>  Narrative	<b>RAPUNZEL</b>  Report Narrative	<b>LILY'S GARDEN of INDIA</b>  Narrative Report
						

# YEAR 1 READING TERMLY KEY PERFORMANCE INDICATORS (KPI'S)

Term One	Term Two	Term Three
<b>KPIs On-track for Expected Standard (EXS) (T1)</b> <ol style="list-style-type: none"> <li>1. Read yellow banded books with 90% accuracy without overt sounding out.</li> <li>2. Automatic recognition of high frequency words taught so far.</li> <li>3. Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds.</li> <li>4. Makes phonetically plausible attempts to read words that have not been learnt.</li> <li>5. Begin to divide words into syllables to read.</li> <li>6. Identify predictable and repeated phrases in reading and role-play.</li> <li>7. Read sentences taking account of simple punctuation e.g. full stops.</li> <li>8. Retrieve basic information about a character using pictures and simple language.</li> <li>9. Recall basic features of stories.</li> <li>10. Check that the text makes sense as they read e.g. self-correction.</li> <li>11. Discuss word meanings, linking new meanings to those already known.</li> <li>12. Read and follow simple instructions in order.</li> </ol>	<b>KPIs On-track for Expected Standard (EXS) (T2)</b> <ol style="list-style-type: none"> <li>1. Read blue banded books with 90% accuracy.</li> <li>2. Automatic recognition of high frequency words taught so far.</li> <li>3. Read most multi-syllable words containing taught GPCs at Phase 5.</li> <li>4. Identify traditional story language and comment on its use.</li> <li>5. Identify key events and use to sequence.</li> <li>6. Retrieve basic information about setting, something or someone.</li> <li>7. Predict what might happen based on what has been read so far.</li> <li>8. Read taking account of wider punctuation such as exclamation marks.</li> <li>9. Automatically read most of the common exception words taught so far.</li> <li>10. Draw on existing vocabulary to speculate on the meaning of new words.</li> <li>11. Describe the difference between a story and a first-person recount.</li> </ol>	<b>KPIs Expected Standard (EXS) (T3)</b> <ol style="list-style-type: none"> <li>1. Read orange banded books with 90% accuracy without overt sounding out.</li> <li>2. Read all the common suffixes and all the common exception words at Phase 5.</li> <li>3. Read phonically decodable two-syllable and three-syllable words.</li> <li>4. Read automatically all the words in the list of 100 high-frequency words.</li> <li>5. Identify the features of factual texts: instructions and reports, identify features of story texts.</li> <li>6. Identify and comment on descriptive language.</li> <li>7. Draw on their existing vocabulary to speculate on the meaning of new words and explain any links.</li> <li>8. Predict what might happen based on what has been read so far.</li> <li>9. Express personal responses, including likes and dislikes; give some reasons linked to own experiences.</li> </ol>
<b>KPIs On-track for Greater Depth (GDS) (T1 GDS)</b> <ol style="list-style-type: none"> <li>1. Read blue banded books with 90% accuracy</li> <li>2. Recall key events using words like first, next, after, when.</li> <li>3. Read sentences using awareness of punctuation such as question marks and exclamation marks.</li> <li>4. Make simple connections between texts e.g. "This is like a traditional tale because there's an evil witch/a bad wolf".</li> <li>5. Read common words with contractions and show some awareness of the use of the apostrophe to represent letters.</li> <li>6. Read most multi-syllable words containing taught GPCs at Phase 4.</li> <li>7. Show some inference at a basic level.</li> </ol>	<b>KPIs On-track for Greater Depth (GDS) (T2 GDS)</b> <ol style="list-style-type: none"> <li>1. Read green banded books with 90% accuracy without overt sounding out.</li> <li>2. Begin to understand how written language can be structured in order.</li> <li>3. Independently comment on vocabulary gathered from reading. Reason about why authors choose specific words and phrases.</li> <li>4. Read own writing to check it makes sense.</li> <li>5. Independently read aloud phonetically decodable texts at an age-appropriate level (Phase 5).</li> <li>6. Identify basic similarities and differences between their own experiences and that of story characters.</li> </ol>	<b>KPIs Greater Depth (GDS) (T3 GDS)</b> <ol style="list-style-type: none"> <li>1. Read turquoise banded books with 90% accuracy without overt sounding out.</li> <li>2. Read fluently and accurately blending taught GPCs at Phase 5.</li> <li>3. Decode words, applying phonics knowledge independently and confidently when encountering a new word.</li> <li>4. Confidently and consistently read all multi-syllable words containing GPCs and Phase 5</li> <li>5. Read all common exception words at and common suffixes and Phase 5.</li> <li>6. Consistently recall features of key stories, re-telling in order with detail and story language, identifying most features.</li> <li>7. Explain, describe and reason about patterns and language of familiar stories</li> <li>8. Explain the purpose of the punctuation in texts read.</li> <li>9. Make connections between texts.</li> </ol>



# YEAR 1 WRITING TERMLY KEY PERFORMANCE INDICATORS (KPI'S)

Term One	Term Two	Term Three
<b>KPIs On-track for Expected Standard (EXS)</b> <ol style="list-style-type: none"> <li>1. Use predictable and repeated phrases in own writing drawn from reading and role-play</li> <li>2. Describe a character using simple adjectives</li> <li>3. Write sentences to match pictures, or sequences of pictures, illustrating an event</li> <li>4. Write simple instructions in order with some imperative verbs</li> <li>5. Write sentences sometimes demarcated accurately with full stops</li> <li>6. Begin to separate words with spaces</li> <li>7. Begin to use capital letters for the beginning of sentences and for names</li> <li>8. Use their phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible (sets 1, 2 and 3 of RWInc)</li> <li>9. Makes phonetically plausible attempts to spell words that have not been learnt</li> </ol>	<b>KPIs On-track for Expected Standard (EXS)</b> <ol style="list-style-type: none"> <li>1. Use traditional story language</li> <li>2. Structure story into three parts</li> <li>3. Describe a setting, something or someone with some appropriate adjectives</li> <li>4. Write in first person using capital letter for "I"</li> <li>5. Write sentences mostly demarcated by full stops and capital letters</li> <li>6. Experiment with exclamation marks</li> <li>7. Write in sequence using words to signal time e.g. first, next, then, after</li> <li>8. Maintain past tense</li> <li>9. Spell most common exception words taught so far</li> <li>10. Form most lower case letters in the correct direction, starting and finishing in the right place.</li> <li>11. Form lower-case letters of the correct size relative to one another in some of their writing</li> </ol>	<b>KPIs Expected Standard (EXS)</b> <ol style="list-style-type: none"> <li>1. Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense.</li> <li>2. Structure writing using some features of the given form</li> <li>3. Write instructions with some expansion about something they know well including imperative verbs.</li> <li>4. Assemble information about a topic, describing different aspects of the subject.</li> <li>5. Use the conjunction "and"</li> <li>6. Use descriptive language with some use of comparative and superlative adjectives</li> <li>7. Spell words containing each of the 40+ phonemes taught</li> <li>8. Use simple past and present verbs mostly accurately</li> <li>9. Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences</li> <li>10. Use spaces between words</li> <li>11. Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits</li> </ol>
<b>KPIs On-track for Greater Depth (GDS)</b> <ol style="list-style-type: none"> <li>1. Independently structure writing by ordering sequence of events with use of words like first, next, after, when.</li> <li>2. Join clauses by using the conjunction 'and'.</li> <li>3. Make careful choices of adjectives.</li> <li>4. Distinguish between a statement and a command</li> <li>5. Expand by including more instructional features e.g. numbered points</li> </ol>	<b>KPIs On-track for Greater Depth (GDS)</b> <ol style="list-style-type: none"> <li>1. Independently choose to expand ideas and sentences using "and"</li> <li>2. Independently choose to add detail using a variety of adjectives</li> <li>3. Independently choose to use and apply vocabulary gathered from reading.</li> <li>4. Consider the reader when making vocabulary choices</li> <li>5. Read own writing to check it makes sense</li> <li>6. Make simple edits and corrections to own writing after discussion with the teacher</li> </ol>	<b>KPIs Greater Depth (GDS)</b> <ol style="list-style-type: none"> <li>1. Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories</li> <li>2. Always think about reader as they write, making precise choices</li> <li>3. Choose to expand ideas with simple conjunctions and descriptive language</li> <li>4. Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately</li> <li>5. Add the suffixes -ing, -ed, -er to spell many words correctly</li> <li>6. Evaluate the impact of writing on the reader</li> </ol>

# KEY STAGE 1 YEAR 2 Key texts to be used.

YEAR 2	AUTUMN		SPRING		SUMMER	
	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)
(TEXTS)	<b>THE TWITS</b>  Quest Instructions Recount	<b>HANSEL and GRETEL</b> or <b>CINDERELLA</b>  Rags to riches Narrative	<b>GREGORY COOL</b> <b>(MULTI CULTURAL STORY)</b>  Tale of fear Comparison	<b>THE LIGHTHOUSE</b> <b>KEEPERS LUNCH</b>  Finding tale Evaluation Summary Narrative	<b>PAPER BAG PRINCESS</b> or <b>DRAGONOLOGY</b>  Defeat monster Persuasive Explanation	<b>PIRATES</b>  Report Narrative
						

# YEAR 2 READING TERMLY KEY PERFORMANCE INDICATORS (KPI'S)

Term One	Term Two	Term Three
<b>KPIs On-track for Expected Standard (EXS) (T1)</b> <ol style="list-style-type: none"> <li>1. Read turquoise banded books with 90% accuracy without overt sounding out.</li> <li>2. Recall a story structured into 3 parts with detail and story language.</li> <li>3. Find information from research and take simple notes.</li> <li>4. Identify similarities and differences between fiction and non-fiction; understand that non-fiction texts are structured in different ways</li> <li>5. In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately.</li> <li>6. Read accurately words of two or more syllables that contain the same GPCs as those taught.</li> <li>7. Answer questions on what has been read in discussion with the teacher and make simple inferences.</li> <li>8. Identify some words and phrases they like and begin to say why.</li> <li>9. Use personal experience to connect with texts</li> <li>10. Begin to comment on language choices.</li> </ol>	<b>KPIs On-track for Expected Standard (EXS) (T2)</b> <ol style="list-style-type: none"> <li>1. Read blue banded books with 90% accuracy.</li> <li>2. Automatic recognition of high frequency words taught so far.</li> <li>3. Read most multi-syllable words containing taught GPCs at Phase 5.</li> <li>4. Identify traditional story language and comment on its use.</li> <li>5. Identify key events and use to sequence.</li> <li>6. Retrieve basic information about setting, something or someone.</li> <li>7. Predict what might happen based on what has been read so far.</li> <li>8. Read taking account of wider punctuation such as exclamation marks.</li> <li>9. Automatically read most of the common exception words taught so far.</li> <li>10. Draw on existing vocabulary to speculate on the meaning of new words.</li> <li>11. Describe the difference between a story and a first-person recount.</li> </ol>	<b>KPIs Expected Standard (EXS) (T3)</b> <ol style="list-style-type: none"> <li>1. Read orange banded books with 90% accuracy without overt sounding out.</li> <li>2. Read all the common suffixes and all the common exception words at Phase 5.</li> <li>3. Read phonically decodable two-syllable and three-syllable words.</li> <li>4. Read automatically all the words in the list of 100 high-frequency words.</li> <li>5. Identify the features of factual texts: instructions and reports, identify features of story texts.</li> <li>6. Identify and comment on descriptive language.</li> <li>7. Draw on their existing vocabulary to speculate on the meaning of new words and explain any links.</li> <li>8. Predict what might happen based on what has been read so far.</li> <li>9. Express personal responses, including likes and dislikes; give some reasons linked to own experiences.</li> </ol>
<b>KPIs On-track for Greater Depth (GDS) (T1 GDS)</b> <ol style="list-style-type: none"> <li>1. Discuss favourite words and phrases and give reasons for the choice.</li> <li>2. Predict what might happen with responses linked closely to the story characters, plot and language read so far.</li> <li>3. Explain how non-fiction books are used.</li> <li>4. Can independently identify key features and use these to help find information.</li> </ol>	<b>KPIs On-track for Greater Depth (GDS) (T2 GDS)</b> <ol style="list-style-type: none"> <li>1. Independently identify key features of instructional texts and different forms of recount texts and explain the purpose of the features.</li> <li>2. Recognise when reading does not make sense and self-correct without undue hesitation</li> <li>3. Demonstrate understanding of what they have read by inferring and confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>4. Use evidence including quotations from or references to text</li> <li>5. Comment and explain the effect of different sentence types and punctuation on the reader.</li> <li>6. Comment on language choices, reasoning about their use.</li> <li>7. Show some awareness that writers have viewpoints.</li> </ol>	<b>KPIs Greater Depth (GDS) (T3 GDS)</b> <ol style="list-style-type: none"> <li>1. Confidently, accurately and fluently read Gold+ books.</li> <li>2. Use knowledge of phonics and morphology effectively to read challenging, unfamiliar words.</li> <li>3. Uses effectively intonation and expression to reflect the comprehension of what is read.</li> <li>4. Read independently and make inferences from the text.</li> <li>5. Make a plausible prediction about what might happen based on what has been read so far.</li> <li>6. Make links between the book they are reading and other books they have read, drawing on themes, characters and events to illustrate comparisons.</li> <li>7. Demonstrates breadth and depth to vocabulary.</li> </ol>

# YEAR 2 WRITING TERMLY KEY PERFORMANCE INDICATORS (KPI'S)

Term One	Term Two	Term Three
<b>KPIs On-track for Expected Standard (EXS)</b> <ol style="list-style-type: none"> <li>1. Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language</li> <li>2. Use information from research to group and assemble information into a short non-chronological report.</li> <li>3. Write about a real event, recording it simply and clearly</li> <li>4. Demarcate sentences with capital letters and full stops.</li> <li>5. Understand how to write in the past tense</li> <li>6. Write in the first and third person</li> <li>7. Begin to expand writing using co-ordinating conjunctions (e.g. or / and / but)</li> <li>8. Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>9. Form lower-case letters of the correct size relative to one another in some of their writing</li> <li>10. Use their phonic knowledge (sets 1, 2 and 3 RWInc.) and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly</li> </ol>	<b>KPIs On-track for Expected Standard (EXS)</b> <ol style="list-style-type: none"> <li>1. Write simple, coherent narratives in four parts</li> <li>2. Write about a real experience structured appropriately</li> <li>3. Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands</li> <li>4. Expand noun phrases to describe and specify</li> <li>5. Demarcate many sentences with capital letters and full stops, and use question marks correctly when required</li> <li>6. Use capital "I" for personal pronouns</li> <li>7. Use a wider range of subordination (e.g. when / if / that / because) to join clauses</li> <li>8. Form lower-case letters of the correct size relative to one another in most of their writing</li> <li>9. Use spacing between words that reflects the sizes of the letters</li> <li>10. Spell common exception words covered so far</li> </ol>	<b>KPIs Expected Standard (EXS)</b> <ol style="list-style-type: none"> <li>1. Write simple, coherent narratives in four parts</li> <li>2. Write about real events, recording these simply and clearly</li> <li>3. Write a simple persuasive piece</li> <li>4. Demarcate most sentences with capital letters and full stops, and use question marks correctly when required</li> <li>5. Use past tense mostly correctly and consistently</li> <li>6. Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> <li>7. Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>8. Spell many common exception words</li> <li>9. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> </ol>
<b>KPIs On-track for Greater Depth (GDS)</b> <ol style="list-style-type: none"> <li>1. Expand information using some subordination and co-ordination</li> <li>2. Use some expanded noun phrases to describe and specify</li> <li>3. Use a wider range of adjectives e.g. superlative and comparative adjectives</li> <li>4. Structure own writing deciding on what goes in each part</li> </ol>	<b>KPIs On-track for Greater Depth (GDS)</b> <ol style="list-style-type: none"> <li>1. Write effectively and coherently to recount, instruct and entertain</li> <li>2. Decide on the structure of writing based on its form. Know what features to change when changing the form of writing.</li> <li>3. Identify where words are spelt incorrectly</li> <li>4. Edit own writing with simple corrections</li> <li>5. Add suffixes to spell some words correctly</li> <li>6. Experiment with cursive writing</li> <li>7. Understand 1st person and 3rd person writing</li> <li>8. Experiment with a range of ways of expanding nouns</li> </ol>	<b>KPIs Greater Depth (GDS)</b> <ol style="list-style-type: none"> <li>1. Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>2. Experiment with simple figurative language</li> <li>3. Make simple additions, revisions and proof-reading corrections to their own writing</li> <li>4. spell most common exception words</li> <li>5. add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*</li> <li>6. use the diagonal and horizontal strokes needed to join some letters</li> </ol>



# EYFS KNOWLEDGE and SKILL DEVELOPMENT IN SCIENCE

## SCIENTIFIC KNOWLEDGE and SKILL DEVELOPMENT FOR NURSERY

Taught within and through the above knowledge objectives during adult directed and child initiated provision.  
Enhancements used throughout the academic year to further develop scientific enquiry.

QUESTIONING	OBSERVING and USING SIMPLE EQUIPMENT	PERFORMING SIMPLE TESTS	IDENTIFYING and CLASSIFYING	SUGGESTING CONCLUSIONS
<p>Nursery children should be taught to:</p> <ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary.</li> <li>Respond to what, where and how questions:</li> </ul> <p>What can we see? Where can we find minibeasts? How can we care for the minibeasts and keep them safe in our forest school?</p>	<p>Nursery children should be taught to:</p> <ul style="list-style-type: none"> <li>Use all their senses in hands on exploration of natural materials</li> </ul>	<p>Nursery children should be taught to:</p> <ul style="list-style-type: none"> <li>Explore how things work.</li> <li>Plant seeds and care for growing plants.</li> <li>Explore and talk about different forces they can feel.</li> </ul>	<p>Nursery children should be taught to:</p> <ul style="list-style-type: none"> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about the differences between materials and changes they notice.</li> </ul>	<p>Nursery children should be taught to:</p> <ul style="list-style-type: none"> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> </ul>

## SCIENTIFIC KNOWLEDGE and SKILL DEVELOPMENT FOR RECEPTION

Taught within and through the above knowledge objectives during adult directed and child initiated provision.  
Enhancements used throughout the academic year to further develop scientific enquiry.

QUESTIONING	OBSERVING and USING SIMPLE EQUIPMENT	PERFORMING SIMPLE TESTS	IDENTIFYING and CLASSIFYING	SUGGESTING CONCLUSIONS
<p>Reception children should be taught to:</p> <ul style="list-style-type: none"> <li>Describe what they see, hear and feel whilst outside.</li> <li>Respond to what, where and how and why questions:</li> <li>How can you make a den with your friends? Can we make it even better? How?</li> </ul>	<p>Reception children should be taught to:</p> <ul style="list-style-type: none"> <li>To be able to care for and respect my natural environment, including creatures within this.</li> </ul>	<p>Reception children should be taught to:</p> <ul style="list-style-type: none"> <li>Explore the natural world around them.</li> </ul>	<p>Reception children should be taught to:</p> <ul style="list-style-type: none"> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>	<p>Reception children should be taught to:</p> <ul style="list-style-type: none"> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>Record information using simple drawings and labels.</li> </ul>

- Enquiry Skills
- Having their own ideas- thinking of ideas; finding ways to solve problems; finding new ways to do things
  - Making predictions
  - Planning making decisions about how to solve a problem and reach a goal
  - Testing their ideas.
  - Children use everyday language as they explore to talk about size, weight, capacity. They explore characteristics of everyday objects and shapes
  - Children explore different materials freely, to develop their ideas about how to use them.
  - Return to and build on their previous learning. Refining ideas and developing their ability to represent them.

## SCIENCE END POINTS EYFS (as part of Knowledge and Understanding of the World)

### SCIENCE END POINTS (EYFS UNDERSTANDING THE WORLD)

In Understanding the World - (The Natural World) by the end of Reception children will be able to:

- Explore the natural world around them using their senses.
- Make observations about what they see and understand
- Record by drawing pictures of animals and plants e.g. labelling
- Know some similarities and differences between the natural world around them and contrasting environments e.g.. compare and contrast Fulwell and Arctic/Hot country
- Drawing on their experiences and what has been read in class discuss and answer questions about the natural world
- Understand some important processes and changes in the natural world around them, including the seasons, life cycles and changing states of matter e.g.. melting ice, making smoothie.

### SCIENCE END POINTS FOR EYFS MOST ABLE:

Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.

Awareness of Influence of human activity

Application of scientific knowledge base

Children need to have experiences that look beyond labelling but give children a real context to ask questions why/when

How to achieve this:

- Talk to children and drip feed in scientific vocabulary as they explore the environment, model vocabulary pronunciation.
- Ensure that there are opportunities for children to record their findings when in the natural environment of forest school or the outdoor space, such as drawing, writing, making a model or photographing.
- Share stories which will help children to link ideas and make sense of different environments.
- Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.
- 'How' and 'Why' question stems

### SCIENCE END POINTS and SUPPORT for EYFS LEAST ABLE:

With support children can:

- Show awareness about places, objects, materials and living things.
- They demonstrate knowledge about the features of their own immediate environment and how environments might vary from one another by responding to experiences, questions and visual prompts using their words, pictures or actions.

How to achieve this:

- Share stories which will help children to link ideas and make sense of different environments.
- Use the local area for exploring both the built and the natural environment.
- Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs.
- Provide play maps and small world equipment for children to create their own environments.
- Teach skills and knowledge in the context of practical activities, e.g.. learning about the characteristics of liquids and solids by involving children in melting chocolate or cooking eggs.

### SCIENCE END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:

- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation

This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.

SCIENCE - KEY KNOWLEDGE MAP


	YEAR 1 AUTUMN	YEAR 1 SPRING	YEAR 1 SUMMER
FAMOUS SCIENTISTS	<b>Gruffalo / Katie Morag</b> Name and discuss a famous scientist/inventor- Miller Hutchinson John Dalton, Meteorologist	<b>Three Little Pigs / After the Storm</b> Name and discuss a famous scientist/inventor, Charles Macintosh Chris Packham, wildlife	<b>Rapunzel / After the Storm</b> Know about famous scientist/inventor- Beatrix Potter, Botanist Liam Dutton, Meteorologist
SEASONAL CHANGES	<b>Katie Morag</b> Name the seasons Observe weather changes		<b>Rapunzel</b> Name the seasons and know about weather patterns Observe weather changes and write facts about Spring
MATERIALS		<b>Three Little Pigs</b> Name everyday materials Know properties of them Group materials by properties	
LIVING THINGS and HABITATS		<b>Three Little Pigs / After the Storm</b> Know how to classify by amphibian, reptile, mammal, fish and birds. Group according to what animals eat-herbivore, omnivore, carnivore	
PLANTS			<b>After the Storm</b> Know / name a variety of common wild /garden plants. Identify / describe basic structure of flowering plants.
ANIMALS INC HUMANS	<b>Gruffalo</b> Know names of complex parts of body (heart etc.) Name and use 5 senses		<b>Rapunzel</b> Understand sun safety for humans
WORKING SCIENTIFICALLY	<b>Gruffalo</b> Make predictions and record results <b>Katie Morag</b> Propose a question, carry out simple test, record.	<b>Three Little Pigs / After the Storm</b> Use scientific language to describe materials Predict Carry out waterproof investigation Explain learning Ask questions Investigate camouflage-ask and answer questions.	<b>Rapunzel</b> Sun safety-carry out simple test. Record -create a sun safety leaflet.

SCIENCE - KEY KNOWLEDGE MAP		YEAR 2 AUTUMN	YEAR 2 SPRING	YEAR 2 SUMMER
	FAMOUS SCIENTISTS	Name and discuss a famous scientist/inventor- Rachel Carson Bear Grylls	Name and discuss a famous scientist/inventor-George James Symons George Washington Carver	Name and discuss a famous scientist/inventor- Ole Kirk Christianson
	SEASONAL CHANGES		<b>Gregory Cool</b> Compare weather temperatures in Sunderland and Tobago	
	MATERIALS			<b>Paper Bag Princess</b> Understand heating /cooling Reversible/irreversible change Compare suitability Investigate squashing, bending, twisting
	LIVING THINGS and HABITATS	<b>The Twits</b> Understand habitats provide for animals. Match living things /habitat Name sources of food. Explain a food chain. Identify /name variety of plants/animals in habitats		
	PLANTS		<b>The Lighthouse K L</b> Know /explain how seeds /bulbs grow into plants Observe plant growth Know conditions plants need to grow /stay healthy	
	ANIMALS INC HUMANS	<b>Hansel and Gretel</b> Understand the needs of animals, including humans, for survival . Know the basic stages in a lifecycle Know why exercise, a balanced diet and good hygiene are important for humans		
	WORKING SCIENTIFICALLY	<b>The Twits</b> Classify by living, dead or never lived <b>Hansel and Gretel</b> Make predictions and investigate Understand a fair test Draw conclusions	<b>Gregory Cool</b> Use equipment Perform tests considering factors that affect results Use measures Use observations to answer questions Conduct exp with controlled conditions. Hypothesise	<b>Paper Bag Princess</b> Observe closely Use equipment Gather/record data Answer scientific questions Investigate/experiment floating/sinking Hypothesise Draw conclusions



# Year 1 SCIENCE CURRICULUM LONG TERM PLAN

**TRANSITION from EYFS.** Children enter KS1 with a range of knowledge and skills due to the variety of questions posed to children each half term as science permeates much of the curriculum. Children know about how to care for their natural world through the time they spend in the outdoors and in the school meadow. This will include a planned Forest school programme in Reception classes from September 2023. Within this they learn to name different creatures and plants, how they live and interact as well as managing risks. This is extended in Year 1 when they are taught to identify common plants and trees and understand the structure of a plant. They observe and discuss different seasons which informs future work on seasonal changes including learning about the sun which will facilitate their understanding of sun safety, using their senses. Year 1 children ask questions, use their knowledge to make simple predictions and begin to record results with reducing adult support.

YEAR 1	AUTUMN		SPRING		SUMMER	
	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)
<b>SCIENCE</b>  	<b>ANIMALS including humans</b> As a Scientist, be able to: <ul style="list-style-type: none"> <li>Know the name of parts of the human body (complex) that can be seen.</li> <li>Name the 5 senses and identify their uses.</li> <li>Use the 5 senses to describe what can be seen on an outdoor learning walk. <b>OLE</b></li> <li>Consider the impact on our life of losing 1 of our senses. <b>DE</b></li> <li>Make a prediction and record results.</li> <li>Name and discuss a famous scientist/inventor - Miller Hutchinson</li> </ul>	<b>SEASONAL CHANGES and EXPERIMENTING WITH COLOUR INVESTIGATION</b> As a Scientist, be able to: <ul style="list-style-type: none"> <li>Name the seasons and to describe Autumn. <b>OLE</b> - Autumnal walk</li> <li>Observe changes across the seasons and identify weather changes.</li> <li>Work scientifically to propose a question, make a prediction, carry out a simple test and record your findings. (filter paper experiment)</li> <li>Name and discuss a famous scientist/inventor- John Dalton, Meteorologist</li> </ul>	<b>MATERIALS</b> Identify and name common materials. <b>COMPARE and GROUP PROPERTIES</b> As a Scientist, be able to: <ul style="list-style-type: none"> <li>Know the name of the materials an object is made from.</li> <li>Understand the properties of common materials.</li> <li>Group a list of everyday objects according to their composite material.</li> <li>Carry out an investigation to test whether materials are waterproof or not.</li> <li>Name and discuss a famous scientist/inventor, Charles Macintosh</li> </ul> <i>To work scientifically, set up a test, know if the test has been successful and say what has been learned. Explain to someone what has been learned and draw conclusions from questions and answers. To use measures within an investigation to keep the test fair.</i>	<b>ANIMAL CLASSIFICATION</b> As a Scientist, be able to: <ul style="list-style-type: none"> <li>Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds.</li> <li>Understand how animals can be grouped according to what they eat (Herbivore, omnivore and carnivore)</li> <li>STEAM challenge (Investigate Camouflage)</li> <li>Name and discuss a famous scientist/inventor- Chris Packham, wildlife</li> </ul>	<b>SEASONAL CHANGES</b> <b>Sun safety and sun investigations</b> As a Scientist, be able to: <ul style="list-style-type: none"> <li>Name the season and know about the type of weather in each season.</li> <li>Understand sun safety.</li> <li>Carry out simple tests, recording data-sun science investigation.</li> <li>Observe closely, using simple equipment classify</li> <li>Name and discuss a famous scientist/inventor- Liam Dutton, Meteorologist</li> </ul>	<b>PLANTS</b> Identify and name common plants <b>Name basic structure</b> As a Scientist, be able to: <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees (to work scientifically to ask questions)</li> <li>Know about famous scientist/inventor- Beatrix Potter, Botanist</li> </ul>
	<b>SCIENCE CAPITAL:</b> To increase children's science capital through work around scientists and inventors. <b>SEASONAL CHANGES</b> Observe seasonal changes in Autumn, Winter, Spring and Summer. Notice key features of each season—i.e. day length Compare weather of UK to a non European country.					

**THREADS:** **OLE** Outdoor Learning **LC** Local Community **PMW** Physical and Mental Well-being **DE** Diversity and Equality **PfA**

# Year 1 SCIENCE CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)


## SCIENTIFIC SKILL DEVELOPMENT FOR YEAR 1 (DISCIPLINARY KNOWLEDGE)

*Relating to scientific content -Plants, Animals including humans, Materials, Seasonal changes.*

QUESTIONING	OBSERVING and USING SIMPLE EQUIPMENT	PERFORMING SIMPLE TESTS	IDENTIFYING and CLASSIFYING	SUGGESTING CONCLUSIONS	GATHERING and RECORDING DATA
<p>Year 1 children should be taught to:</p> <p>Ask and answer simple questions.</p> <ul style="list-style-type: none"> <li>Respond to what they have heard or observed by asking questions and responding to questions asked.</li> <li>Ask and answer questions in response to first hand experiences (using local environment) and simple information presented.</li> </ul>	<p>Year 1 children should be taught to:</p> <p>Observe closely, using simple equipment.</p> <ul style="list-style-type: none"> <li>With guidance use simple equipment safely</li> <li>Name the seasons and know the type of weather in each season</li> <li>Work scientifically, set up a test (colour and waterproofing), know if the test has been successful and say what has been learned. What happens to felt tip pen colours when they get wet?</li> <li>Observe changes across the seasons and identify weather changes.</li> <li>Increase children's science capital through knowledge of famous scientists.</li> </ul>	<p>Year 1 children should be taught to:</p> <p>Perform simple tests.</p> <ul style="list-style-type: none"> <li>Follow simple instructions to control the risks to themselves and to others.</li> <li>To work scientifically to propose a question, make a prediction, carry out a simple test and record your findings. (materials)</li> <li>To use measures within an investigation (materials)</li> <li>To construct a bridge by selecting from and using a range of tools and equipment to perform practical tasks.</li> </ul>	<p>Year 1 children should be taught to:</p> <p>Identify and classify.</p> <ul style="list-style-type: none"> <li>Sort living and non-living things into groups</li> <li>Know and classify animals by what they eat (herbivore, omnivore, carnivore) (to work scientifically)</li> <li>Know the name of parts of the human body that can be seen. (by asking questions)</li> <li>Know and name the petals, stem leaves and root of a plant.</li> <li>Know the name and properties of the materials an object is made from.</li> <li>Name the seasons and know the type of weather in each season.</li> <li>Know and name a variety of common wild and garden plants.</li> <li>Classify a range of animals by amphibian, reptile, mammal, fish and birds.</li> </ul>	<p>Year 1 children should be taught to:</p> <p>Observe and suggest ideas to answer questions.</p> <ul style="list-style-type: none"> <li>Explain and evaluate which tools/materials they have selected to create a bridge.</li> </ul> <p>I can think of some reasons why things might happen.</p> <ul style="list-style-type: none"> <li>Think about what might happen before deciding what to do.</li> <li>Explain to someone what has been learned and draw conclusions from questions and answers.</li> <li>Explain why they selected the tools/materials and suggest what might happen.</li> </ul>	<p>Year 1 children should be taught to:</p> <p>Gather and record data to help in answering questions</p> <ul style="list-style-type: none"> <li>Labelled diagrams</li> <li>Drawings</li> <li>Text</li> </ul>

# Year 2 SCIENCE CURRICULUM LONG TERM PLAN

**TRANSITION** from Year 1. Science knowledge builds on work undertaken in Year 1 that includes the classification of animals, understanding of the structure of plants and identification and naming of common plants. Seasonal changes knowledge from Year 1 is particularly relevant to planned learning in Year 2 and is extended through enquiry- use of equipment, testing, observing and measuring. Knowledge gained in Year 1 in materials is consolidated and extended through the introduction of reversible and irreversible changes. Throughout Year 2 the children must use their prior learning as scientific enquiry skills develop. In Year 1 the disciplinary knowledge taught -asking simple questions and answering them, predicting, carrying out simple tests and recording them in a range of ways underpins the substantive knowledge to be taught in Year 2 and onwards into Key Stage 2.

YEAR 2	AUTUMN		SPRING		SUMMER	
	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)
<b>SCIENCE</b>  	<b>LIVING THINGS and THEIR HABITATS</b> <b>As a Scientist be able to:</b> <ul style="list-style-type: none"> <li>Classify things by living, dead or never lived</li> <li>Know how a specific habitat provides for the basic needs of living things living there . Local area</li> <li>Match living things to their habitat- local area</li> <li>Name different sources of food for animals</li> <li>Know about and explain a simple food chain</li> <li>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.</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <b>PFA</b></li> <li>Name and discuss a famous scientist/inventor- Rachel Carson</li> </ul>	<b>ANIMALS INCLUDING HUMANS (STAYING HEALTHY, EXERCISE, SURVIVAL)</b> <b>As a Scientist be able to:</b> <ul style="list-style-type: none"> <li>Understand the needs of animals, including humans, for survival (<b>PMW</b>)</li> <li>Know the basic stages in a lifecycle for animals including humans</li> <li>Know why exercise, a balanced diet and good hygiene are important for humans (<b>PFA</b>)</li> <li>Name and discuss a famous scientist/inventor- Bear Grylls</li> </ul>	<b>SCIENTIFIC ENQUIRY</b> <b>As a Scientist be able to:</b> <ul style="list-style-type: none"> <li>Use equipment such as thermometers and rain gauges to help observe changes to local environment as the year progresses. (<b>OLE</b>)</li> <li>Perform simple tests considering factors that might influence test results.</li> <li>Use their observations to suggest answers to questions.</li> <li>Use measures to help find out more about the investigations they are engaged with. (Maths link)</li> <li>Name and discuss a famous scientist/inventor- George James Symons</li> </ul>	<b>PLANTS</b> The meadow environment will be used to support work on plants and growth. <b>OLE LC</b> <b>As a Scientist be able to:</b> <ul style="list-style-type: none"> <li>Know and explain how seeds and bulbs grow into plants</li> <li>Observe plant growth</li> <li>Know what conditions plants need to grow and stay healthy (water, light, suitable temperature)</li> <li>Conduct an experiment with controlled conditions, hypothesising, recording scientifically and considering a fair test.</li> <li>Name and discuss a famous scientist/inventor- George Washington Carver</li> </ul>	<b>MATERIALS</b> <b>As a Scientist be able to:</b> <ul style="list-style-type: none"> <li>Understand the effect of heating and cooling on materials.</li> <li>Understand reversible and irreversible change.</li> <li>Observe closely using simple equipment.</li> <li>Gather and record data to help answer scientific questions.</li> <li>Name and discuss a famous scientist/inventor- Ole Kirk Christianson</li> </ul>	<b>MATERIALS</b> <b>As a Scientist be able to:</b> Children to use their knowledge of materials taught in Year 1 to: <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.</li> <li>Investigating and experimenting - Floating/sinking and/or forces. What would make the best boat? Materials? Shape?</li> </ul> Use their prior knowledge of whether materials are waterproof in this investigation.
	SCIENCE CAPITAL: To increase children's science capital through work around scientists and inventors.					

**THREADS:** **OLE** Outdoor Learning **LC** Local Community **PMW** Physical and Mental Well-being **DE** Diversity and Equality **PFA**

# Year 2 SCIENCE CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)

## SCIENTIFIC SKILL DEVELOPMENT FOR YEAR 2 (DISCIPLINARY KNOWLEDGE)

Relating to scientific content -Plants, Animals (habitats), Materials, Food groups, Seasonal changes

QUESTIONING and VOCABULARY	OBSERVING and USING SIMPLE EQUIPMENT	PERFORMING SIMPLE TESTS	IDENTIFYING and CLASSIFYING	SUGGESTING CONCLUSIONS	GATHERING and RECORDING DATA
<p>Year 2 children should be taught to:</p> <p>Ask simple questions and recognising that they can be answered in different ways</p> <p>Ask questions and decide how to find answers.</p> <p>Give my own ideas about how to find the answer to a question.</p> <p>Use scientific language and read and spell age-appropriate scientific vocabulary</p> <p>Use scientific vocabulary in my explanations.</p>	<p>Year 2 children should be taught to:</p> <p>Observe closely, using simple equipment and measurement</p> <p>Know the basic stages in a lifecycle for animals including humans</p> <p>Use equipment such as thermometers and rain gauges to help observe changes to local environment as the year progresses. (OLE)</p> <p>To perform simple tests.</p> <p>Observe plant growth</p> <p>Observe closely (impact of heating and cooling on materials) using simple equipment.</p> <p>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>Year 2 children should be taught to:</p> <p>I can perform simple tests.</p> <p>Know why exercise, a balanced diet and good hygiene are important for humans (PFA 4)</p> <p>Create a balanced meal using the five different food groups.</p> <p>Use measures to help find out more about the investigations they are engaged with. (Maths link)</p> <p>Create a simple temperature test.</p> <p>Investigate the conditions plants need to grow and stay healthy (water, light, suitable temperature)</p> <p>Create an experiment to test whether different materials melt, freeze, or do both.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Investigate and experiment - Floating/sinking and/or forces. What would make the best boat? Waterproofing? Materials? Shape?</p> <p>Explore whether a test or comparison is fair or unfair.</p>	<p>Year 2 children should be taught to:</p> <p>I can identify and classify.</p> <p>Classify things by living, dead or never lived</p> <p>Know how a specific habitat provides for the basic needs of living things living there (LC)</p> <p>Match living things to their habitat</p> <p>Name different sources of food for animals</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>Year 2 children should be taught to</p> <p>I can use observations and ideas to suggest answers to questions.</p> <p>Predict different temperatures in rooms throughout the school and give reasons.</p> <p>Know and explain how seeds and bulbs grow into plants</p> <p>Know how materials can be changed by squashing, bending, twisting and stretching.</p> <p>I can begin to notice patterns and relationships</p> <p>Know about and explain a simple food chain</p> <p>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.</p> <p>Look at the needs of animals, including humans, for survival (PMW)</p>	<p>Year 2 children should be taught to</p> <p>I can gather and record data to help in answering questions</p> <p>Record my observations, using:</p> <p>Text, Tables, Graphs Drawings, Labelled diagrams Bulleted lists Explanations</p> <p>Make suggestions about how to collect data to answer a question</p> <p>look for patterns in my recorded measurements and try to explain them.</p>



# KS 1 SCIENCE END POINTS

## SCIENCE END POINTS (KS1)

In Science by the end of Year 2 children will be able to:

- Classify into groups.
- Know and explain the conditions needed for plant growth.
- Identify aspects needed for a healthy lifestyle.
- Match living things to their habitats.
- Explain a simple food chain.
- Know the characteristics of the four seasons and the impact of seasonal weather on humans.
- Understand the properties of materials and their uses.
- Know the changes that occur when materials are heated or cooled.
- Perform simple tests, observe closely and answer questions.
- Record their science in a range of ways.

## SCIENCE END POINTS for KS1 MOST ABLE:

Over time and in a range of contexts, children can:

Recall and explain their knowledge in science.

- Ask relevant questions.
- Set up simple practical enquiries, comparative and fair tests.
- Make accurate measurements using standard units, using a range of
- Use equipment, for example thermometers.
- Gather, record, classify and presenting data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations,
- Displays or presentations of results and conclusions.
- Use results to draw simple conclusions and suggest improvements, new
- Ask questions and make predictions for setting up further tests
- Identify differences, similarities or changes related to simple scientific ideas and processes.

How to achieve this:

- Adapt questioning around the children's results to encourage the more able to recognise that they can answer in different ways.
- Encourage self-assessment. Have you answered the enquiry? How do you know?
- What have you observed? Can you explain that to a friend so that they understand your findings?
- Correct scientific vocabulary and encourage children to explain scientific vocabulary to their friends.

## SCIENCE END POINTS and SUPPORT for KS1 LEAST ABLE

Children working below ARE

With support children can:

- Talk 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 to another.
- They make observations of animals and plants and explain why some things occur, and talk about changes.
- Understanding is shown through · investigative, experiential learning,
- discussing what is seen and discovered using their words, pictures and actions

How to achieve this:

- Ask simple questions with multi-choice answers to support children's reasoning skills.
- Pre-teach lesson where children are introduced to key scientific vocabulary that will be used within the science lesson to ensure that they understand what is being discussed. Scientific vocabulary mats, wall displays and tool kits available.
- Work as a team to set up and complete a scientific enquiry.
- Have questions written on worktops to encourage children to stay on task. What can you see? What can you hear? What can you smell? What are you observing?

## SCIENCE END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:

- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation

This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.

# EYFS KNOWLEDGE and SKILL DEVELOPMENT IN HISTORY

## HISTORICAL SKILL DEVELOPMENT FOR NURSERY (as part of Knowledge and Understanding of the World)

QUESTIONING	VOCABULARY	CHRONOLOGICAL UNDERSTANDING	IDENTIFYING CONTRASTS and THEMES	USING SOURCES
<p>Nursery children should be taught to:</p> <ul style="list-style-type: none"> <li>Respond to simple where, when and how questions?</li> </ul>	<p>Nursery children should be taught to:</p> <ul style="list-style-type: none"> <li>Talk about immediate past events (yesterday, this morning) with keyworkers.</li> <li>Talk about what they see, using a widening vocabulary.</li> </ul>	<p>Nursery children should be taught to:</p> <ul style="list-style-type: none"> <li>Begin to make sense of their 'own' life story and their own family history - 'Granny is my Mammy's mum'</li> <li>Telling their own 'nursery story'- using termly learning journals and sharing these with parents.</li> </ul>	<p>Nursery children should be taught to:</p> <ul style="list-style-type: none"> <li>Make connections between their families and others.</li> </ul>	<p>Nursery children should be taught to:</p> <ul style="list-style-type: none"> <li>Use pictures, photographs, objects to prompt and support discussion about things they have experienced e.g.. flower to talk about walk to park, train ticket to talk about their journey.</li> <li>Listen to simple stories and understand what is happening with the help of pictures - e.g.. life cycle of butterfly (Hungry Caterpillar)</li> </ul>

## HISTORICAL SKILL DEVELOPMENT FOR RECEPTION (as part of Knowledge and Understanding of the World)

QUESTIONING	VOCABULARY	CHRONOLOGICAL UNDERSTANDING	IDENTIFYING CONTRASTS and THEMES	USING SOURCES
<p>Reception children should be taught to:</p> <ul style="list-style-type: none"> <li>Ask questions to find out more and understand what has been said to them.</li> </ul>	<p>Reception children should be taught to:</p> <ul style="list-style-type: none"> <li>Talk about members of their own immediate family and community (photographs of themselves/ mammy now and as a baby)</li> <li>Describe events from the past in some detail.</li> <li>Express their ideas and feelings about their experiences using full sentences using past, present and future tenses.</li> </ul>	<p>Reception children should be taught to:</p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<p>Reception children should be taught to:</p> <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>	<p>Reception children should be taught to:</p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations from the past.</li> <li>Engage in non-fiction books</li> </ul>

## HISTORY END POINTS EYFS (as part of Knowledge and Understanding of the World)

### HISTORY END POINTS (EYFS UNDERSTANDING THE WORLD)

In Understanding the World - Past and Present by the end of Reception children will be able to:

- Talk about the lives of the people around them including their family members and people who are familiar to them e.g.. police officer and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class, discuss their own past e.g.. When I was 1 I could not... Now I'm 5 I can...
- Understand and discuss the past through settings, characters and events encountered in books read in class and storytelling e.g.. Guy Fawkes

### HISTORY END POINTS FOR EYFS MOST ABLE:

- To know how to order things chronologically and to use some terms relating to the passing of time when discussing and within recording.
- To understand how we learn about the past through looking at simple sources e.g.. photographs and simple non-fiction books.
- Children to make comments about what they have read/heard and ask and respond to questions, including why.

#### How to achieve this:

- Communicate with parents about skills and talents
- Encourage access to school based or externally provided History experiences e.g.. Remembrance Celebrations
- Talk to children about events in their past, giving them the opportunity to discuss events they have experienced, and model use of appropriate vocabulary.
- Inviting parents/grandparents/members of the community to speak to children about their past.
- Share stories from the past which will help children to link ideas and make sense of different events.
- Provide stimuli and resources for children to create simple story maps and life cycles.
- Opportunities to look at historical artefacts/ resources within school.

### HISTORY END POINTS and SUPPORT for EYFS LEAST ABLE:

Children working below ARE

With support children can:

- Identify past/present through photographs - linked to self/family
- Engage in practical experiences that allow them to experience change e.g.. caterpillar/butterfly, hatching chicks - talk about changes they have observed.
- Begin to use/understand some simple time vocabulary linked to the passage of time e.g.. next, now, before

How to achieve this:

Modelling of time language

Next Steps planned carefully for individuals

Stories

Repetition

Visual diary within classroom outlining key events across day/session

With a focus on:

- Engagement
- Enjoyment
- Their own immediate past - photographs
- Celebrating things they have learnt to do - that they couldn't do yesterday e.g.. put on own coat.

### HISTORY END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:


- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation

This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.

HISTORY - KEY KNOWLEDGE MAP								
		YEAR 1 AUTUMN TERM	YEAR 1 SPRING TERM	YEAR 1 SUMMER TERM	YEAR 2 AUTUMN TERM	YEAR 2 SPRING TERM	YEAR 2 SUMMER TERM	NATIONAL CURRICULUM
People CAUSES and CONSEQUENCES /SIGNIFICANCE		<b>David Attenborough</b> Know David Attenborough's key messages about saving our planet.	<b>Isambard Kingdom Brunel</b> Know what Isambard Kingdom Brunel did and why is he so important.	<b>Rosa Parks</b> Understand that Rosa Parks changed some peoples lives.	<b>Mary Seacole / Florence Nightingale</b> Understand the significance of both these women and their actions on life today. (legacy)	<b>St Cuthbert / Grace Darling</b> Know what influence St Cuthbert/Grace Darling had on our local area?.(legacy)	<b>Christopher Columbus</b> Understand who Christopher Columbus was. Name sources that helped them learn about him. Visit Hartlepool marina.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
Events/Places ENQUIRY		<b>Remembrance Day</b> Understand what was it like to be a soldier in WW1.  Know what war might mean to soldiers (Ukraine)	<b>Victorian Era</b> Recognise the similarities and differences to homes and school life in Victorian times and present day. Victorian day.	<b>Castles</b> Understand what was important about the building of castles.  Describe the different parts of a castle and what they were for. (Newcastle castle)	<b>Great Fire of London</b> Suggest what caused the fire to start.  Know the impact the fire had on the present day life.  Name sources of evidence that may help our understanding.	<b>St Cuthbert Visit Durham Cathedral.</b> Extend understanding of sources - How did the visit help you understand more about St Cuthbert?	<b>Christopher Columbus / Lambton Worm</b> Understand what historical information tells us about Christopher Columbus/Lambton Worm.  Appreciate that some sources are more reliable than others.	Significant historical events and places in their own locality.
Changes within living memory CHRONOLOGY		<b>David Attenborough</b> Identify things we can do to save our planet.	<b>Victorian Era</b> Suggest a way we can find out about the past.  Know that toys are different from those played with by Victorian children?			<b>Grace Darling Visit Souter lighthouse.</b> Identify any similarities and differences between Souter and the lighthouse at Longstone Island where Grace Darling lived.		Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
Changes beyond living memory CHRONOLOGY		<b>Remembrance Day</b> Know that Remembrance Day is important and why that is. .	<b>Victorian Era</b> Identify how household items have changed from Victorian times (carpet beater has become...) Create a simple timeline of objects from the Victorian era to the present day.	<b>Castles</b> Know some of the roles/jobs undertaken by those who lived in castles?	<b>Great Fire of London</b> Order events that happened during the fire. (timeline / chronology)	<b>Grace Darling</b> Complete a timeline of events, including dates.	<b>Christopher Columbus</b> Describe life on a sailing ship in 15 <sup>th</sup> century.  Know some similarities with life on board a pirate ship in the 18 <sup>th</sup> century.	Events beyond living memory that are significant nationally or globally.

# Year 1 HISTORY CURRICULUM LONG TERM PLAN

**TRANSITION from EYFS.** As part of What's in my world? the children have been introduced to the lives of family members over time. They are given daily opportunities to talk about immediate past events in their lives e.g. birthdays and celebrations and use vocabulary linked to the passing of time e.g. yesterday, tomorrow, days of the week etc. Vocabulary is modelled and used regularly. They sequence events and photographs to demonstrate/develop their understanding of the passing of time and change. Sharing stories from their own past and linking ideas will support their understanding of the 'long past' and the lives of others as they move into Key Stage 1.

YEAR 1	AUTUMN		SPRING		SUMMER	
	FIRST HALF	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)
<b>HISTORY</b> 	<b>SIGNIFICANT PERSON/EVENT</b> David Attenborough <b>As a Historian, be able to:</b> <ul style="list-style-type: none"> <li>Understand change within living memory.</li> <li>Understand the historical significance of David Attenborough</li> <li>Understand cause and consequence.</li> <li>Understand change and continuity.</li> </ul>	<b>SIGNIFICANT PERSON/EVENT—</b> Remembrance Day (DE) <b>As a Historian, be able to:</b> <ul style="list-style-type: none"> <li>Identify a significant event from beyond living memory.</li> <li>Use the vocabulary of time and understand that WW1 happened over 100 years ago.</li> <li>Ask and answer questions about what they have heard.</li> <li>Form opinions, using parts of stories to show they understand historical events.</li> </ul>	<b>CHANGE OVER TIME. SIMILARITIES and DIFFERENCES.</b> Homes in the past. The Victorian era. (PFA, OLE) <b>As a Historian, be able to:</b> <ul style="list-style-type: none"> <li>Use vocabulary associated with the passing of time.</li> <li>Understand similarities and difference between Victorian times and present day.</li> <li>Know what a number of old objects were used for.</li> <li>Show some understanding of the ways we can find out about the past.</li> <li>Know the main differences between their school days and that of Victorian children.</li> <li>Know about artefacts from the past.</li> <li>Create a timeline of an object from the Victorian era to present day.</li> </ul>	<b>SIGNIFICANT PERSON/EVENT</b> Isambard Kingdom Brunel (bridges) (LC) <b>As a Historian, be able to:</b> <ul style="list-style-type: none"> <li>Name a significant person from the past and explain why they are important. (Isambard Kingdom Brunel).</li> <li>Identify similarities and differences.</li> <li>Understand change and continuity over time.</li> <li>Ask and answer questions about what they have heard.</li> <li>Form opinions, using parts of stories to show they understand historical events.</li> <li>Debate, hearing all arguments before forming opinions.</li> </ul>	<b>CHANGE OVER TIME. HISTORY OF LIFE BEFORE LIVING MEMORY.</b> Castles (PFA, OLE, LC) <b>As a Historian, be able to:</b> <ul style="list-style-type: none"> <li>Identify similarities and differences of life in different period's ie.jobs/castle functions.</li> <li>Understand the concept of chronology.</li> <li>Understand the significance of castles in the past.</li> <li>Use the language of time.</li> <li>Know significant historical places in their own locality.</li> <li>Order information into groups.</li> </ul>	<b>SIGNIFICANT PERSON/EVENT</b> Rosa Parks (DE) <b>As a Historian, be able to:</b> <ul style="list-style-type: none"> <li>Name and describe a significant person or event. (Rosa Parks)</li> <li>Ask and answer questions about what they have heard.</li> <li>Understand the significance of Rosa Parks and the impact of her life on civil rights.</li> <li>Understand cause and consequence in this context.</li> <li>Understand that historians use sources to tell them about the past.</li> </ul>
	<ul style="list-style-type: none"> <li>Know the chronology of the events / people being studied, in relation to each other. (eh=g know that castles came before Rosa Parks)</li> </ul>					




## HISTORICAL SKILL DEVELOPMENT FOR YEAR 1

QUESTIONING	VOCABULARY	CHRONOLOGICAL UNDERSTANDING	IDENTIFYING CONTRASTS and THEMES	USING SOURCES
<p>Year 1 children should be taught to:</p> <p>Ask and answer simple questions about what they have heard.</p> <p>Form an opinion in response to a question raised.</p>	<p>Year 1 children should be taught to:</p> <p>Use common words and phrases relating to the passing of time.</p> <p><b>Vocabulary for talk (Year 1):</b></p> <p>tradition research non-fiction event artefact museum Curator Source historian</p> <p><b>Vocabulary for chronology (Year 1):</b></p> <p>long ago yesterday then when now last next before/after first/second (etc...) days months prehistoric days months prehistoric</p>	<p>Year 1 children should be taught to:</p> <p>Recognise the difference between past and present.</p> <ul style="list-style-type: none"> <li>Use common words and phrases, or answer simple questions to sequence events.</li> <li>Understand the chronology of the people / events they have studied in relation to each other.</li> <li>Order information.</li> <li>Compare the past to the present day.</li> </ul> <p>Talk about events using phrases like 'long ago', 'before my parents were born', 'around the time of Jesus'.</p>	<p>Year 1 children should be taught to:</p> <p>Make simple historical comparisons (e.g.. spot the difference between pictures).</p>	<p>Year 1 children should be taught to:</p> <p>Explain the difference between fiction and non-fiction.</p> <p>Year 1 children should use sources:</p> <p><b>To form opinions:</b></p> <ul style="list-style-type: none"> <li>Access simple books, internet sites, photos, recordings, artefacts and other sources that are given to them.</li> <li>Use parts of stories to show that they understand historical events.</li> </ul> <p><b>To understand how the past is constructed:</b></p> <ul style="list-style-type: none"> <li>Show some understanding of the ways we can find out about the past (e.g.. books, museums, artefacts, archaeology).</li> </ul>

# Year 2 HISTORY CURRICULUM LONG TERM PLAN

**TRANSITION** from Year 1. The opportunities given in Year 1 to act as a historian include asking questions and seeking answers, recognising similarities and differences and learning about the impact of the lives of significant people and significant events. As understanding and vocabulary develop, they will begin to recognise how the past impacts upon the present, how we can learn from the past. They consider the reliability of sources of evidence. They are expected to make links with previous learning or their present day experiences. As their substantive knowledge and understanding increases they will be introduced to more abstract concepts in preparation for Key Stage 2.

YEAR 2	AUTUMN		SPRING		SUMMER	
	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)
<b>HISTORY</b>  	<b>SIGNIFICANT PERSON/EVENT who have contributed to international and national achievements</b>					
	<b>SIGNIFICANT EVENT</b> <b>GREAT FIRE OF LONDON</b> <b>As a Historian be able to:</b> <ul style="list-style-type: none"> <li>Know about a significant event in history and chronology of significant facts leading to this.</li> <li>Understand cause and consequence in the context of the Great Fire of London.</li> <li>Make connections between life in the 17th century and the present day.</li> <li>Consider sources of evidence for historical events.</li> <li>Discuss continuity and change over time and the reliability of evidence.</li> <li>Understand vocabulary such as monarch.</li> </ul>	<b>SIGNIFICANT PERSON</b> <b>FLORENCE NIGHTINGALE/MARY SEACOLE</b> <b>As a Historian be able to:</b> <ul style="list-style-type: none"> <li>Further develop understanding of chronology and timelines.</li> <li>Understand legacy.</li> <li>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>Understand change and continuity and similarities and differences.</li> <li>Consider the significance of both Florence Nightingale's and Mary Seacole's lives. Debate and consider their significance and importance to life today.</li> <li>Interpret historical information.</li> </ul> <b>DE</b>	<b>SIGNIFICANT PEOPLE</b> <b>St CUTHBERT</b> <b>As a Historian be able to:</b> <ul style="list-style-type: none"> <li>Continue to understand the meaning of 'legacy'.</li> <li>Research and understand the life and teachings of St Cuthbert and his influence upon Christianity and our local area. (DE)</li> <li>Understand life in the time of Anglo-Saxons and understand the chronology of this.</li> </ul>	<b>SIGNIFICANT PEOPLE</b> <b>GRACE DARLING</b> <b>As a Historian be able to:</b> <ul style="list-style-type: none"> <li>Create and understand a timeline, ordering events according to their date.</li> <li>Understand the significance of Grace Darling.</li> <li>Understand cause and consequence.</li> <li>Use their knowledge of life in Victorian times in the context of Grace Darling and her rescue.</li> <li>Know how the local area is different to the way it used to be a long time ago</li> <li>Know the similarities and differences of Souter lighthouse to the Victorian lighthouse at Longstone Island where Grace Darling lived. Understand change over time.</li> <li>Understand the connections between Grace Darling and the RNLI today. Consider her legacy. LC</li> </ul>	<b>EXPLORING LOCAL HISTORY</b> <b>THE LAMBTON WORM</b> <b>LC</b> <b>As a Historian be able to:</b> <ul style="list-style-type: none"> <li>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>Understand some of the ways in which we find out about the past and identify different ways in which it is represented, using secondary sources.</li> </ul>	<b>SIGNIFICANT PEOPLE</b> <b>CHRISTOPHER COLUMBUS</b> <b>As a Historian be able to:</b> <ul style="list-style-type: none"> <li>Understand change over time.</li> <li>Know about similarities and differences in life on board a sailing vessel in 15th century and a pirate ship in 18th century.</li> <li>Interpret historical information.</li> <li>Elicit known historical facts through research.</li> </ul> <b>OLE- Hartlepool</b>
	<b>UNDERSTAND SOME OF THE WAYS IN WHICH WE FIND OUT ABOUT THE PAST and IDENTIFY DIFFERENT WAYS IN WHICH IT IS REPRESENTED. DEVELOP ACCURATE UNDERSTANDING OF ABSTRACT HISTORICAL CONCEPTS TO INFORM FUTURE UNDERSTANDING.</b>					

**THREADS:** OLE Outdoor Learning LC Local Community PMW Physical and Mental Well-being DE Diversity and Equality PFA

## HISTORICAL SKILL DEVELOPMENT FOR YEAR 2

QUESTIONING	VOCABULARY	CHRONOLOGICAL UNDERSTANDING	IDENTIFYING CONTRASTS and THEMES	USING SOURCES
<p>Year 2 children should be taught to:</p> <p>Show curiosity by voluntarily asking questions about what they have read or heard.</p>	<p>Year 2 children should be taught to:</p> <p>Use wide vocabulary of everyday historical terms.</p> <p><b>Vocabulary for content:</b>            Myth            Monarch            Legacy            Trade            Invade            Legend            Explores            voyage pioneer</p> <p><b>Vocabulary for talk</b>            document            technology            archaeologist            similarity            difference            sequence            evidence            reliability            cause            consequence            debate            judgement</p> <p><b>Vocabulary for chronology</b>            years (dating system)            BC/AD                      another reason            CE/BCE                   also            century            period            later            earlier            since            long (after, before)            at the same time (as)            Anglo Saxon</p>	<p>Year 2 children should be taught to:</p> <ul style="list-style-type: none"> <li>Sequence events and explain their thinking.</li> <li>Start to note connections over time.</li> <li>Date events to the nearest century or era, and occasionally to the year (e.g.. 1066).</li> <li>Compare the past to a different time in the past.</li> </ul>	<p>Year 2 children should be taught to independently identify similarities and differences when subjects (e.g.. those below) are provided for them.</p> <p>People            Places            Events            Ways of life</p>	<p>Year 2 children should use sources:</p> <p><b>To form opinions:</b></p> <ul style="list-style-type: none"> <li>Start to select and use a range of books, websites, photos, recordings, artefacts and other sources to learn about the past.</li> <li>Choose and use parts of stories to show that they understand key features of events, (e.g.. through innovating).</li> </ul> <p><b>To understand how the past is constructed:</b></p> <ul style="list-style-type: none"> <li>Identify ways in which the past is represented (e.g.. fiction, illustrations, film, song, museum displays).</li> <li>Question the reliability of sources.</li> <li>Understand that people can disagree about what happened/ what is more important without someone being wronged in the past</li> </ul>

# KS1 HISTORY CURRICULUM END POINTS

## HISTORY END POINTS KS1

### HISTORY END POINTS (KS1)

In History by the end of Year 2 children will be able to:

- Name at least two historical figures, identifying facts about their life and comparing aspects of life in different periods.
- Use a timeline to sequence things correctly.
- Know and discuss an event from the past of national significance.
- Know a local significant historical event.
- Show understanding of the abstract concept of 'legacy' and make links between events in History and modern day Britain.

### HISTORY END POINTS for KS1 MOST ABLE:

- To think of some questions for their own enquiries into other aspects of everyday life which may interest them, for example food or houses?
- To compare artefacts from different time periods, identifying similarities and differences and begin to suggest reasons for this.
- To explain their reasons why some sources are more useful than others in their historical enquiry.
- To start questioning, the reliability of some historical evidence.
- To independently describe the key events and achievements in the lives of the characters from the past which they have studied.
- To have an understanding of the significance of characters studied e.g.. Florence Nightingale and Martin Luther King to the present.
- To make links between what has happened before and what happened after a historical event.

#### How to achieve this:

- Communicate with parents about skills and talents
- Encourage access to school based or externally provided experiences
- Provide additional opportunities to engage in History related trips, visits and performances in the local area utilising local venues and organisations such as the Glass Centre, Winter Gardens, Beamish etc...
- Provide opportunities to meet and learn about inspiring artists.

### HISTORY END POINTS for KS1 LEAST ABLE:

In History by the end of Year 2, with or without support, children will be able to:

- Name a historical figures name, identifying some facts about their life.
- Know why they were important.
- Name and discuss an event from the past and suggest how things have changed..
- Name a local significant historical event.

### HISTORY END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:

- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation

This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.

# EYFS KNOWLEDGE and SKILL DEVELOPMENT IN GEOGRAPHY

## GEOGRAPHICAL SKILL DEVELOPMENT FOR NURSERY (as part of Knowledge and Understanding of the World)

GRAPHICACY SKILLS	FIELDWORK and PRACTICAL SKILLS	ACADEMIC SKILLS	VOCABULARY
<p>Nursery pupils should :</p> <ul style="list-style-type: none"> <li>. Begin to know their way around the nursery environment( indoors/outdoors) so that they can access the provision.</li> <li>. Know about and make connection to the main school - going into the hall for Tiny Tweeties/lunch.</li> <li>. Develop awareness of maps and how they can help us e.g. treasure map, making own maps when involved in small world play.</li> </ul>	<p>Nursery pupils should :</p> <ul style="list-style-type: none"> <li>. Explore their immediate environment indoors and outdoors using all of their senses.</li> <li>. During practical exploration make comparisons about different habitats locally e.g. beach. Comparing where they live to that of others.</li> </ul>	<p>Nursery pupils should :</p> <ul style="list-style-type: none"> <li>. Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs.</li> <li>. Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>. Be aware of people who help us and show an interest in different occupations.</li> </ul>	<p>Nursery pupils should :</p> <ul style="list-style-type: none"> <li>. Talk about what they can see using the words world, environment, tree, leaves , sky, grass, flowers, plants, rocks, stones and soil, explore, investigate.</li> <li>. Use words such as teacher, police officer, fire fighter, doctor, vet, astronaut , builder, librarian etc.. with growing understanding.</li> <li>. Begin to use Fulwell, Sunderland, England, country, UK when talking about where they live.</li> </ul>

### Local Environment BLOCK

Sensory adventures within the Nursery/school grounds.

Mini beasts discovery, composting, finding way around the school outdoor areas.

Planting.

Developing care and respect for living things.

## GEOGRAPHICAL SKILL DEVELOPMENT FOR RECEPTION (as part of Knowledge and Understanding of the World)

GRAPHICACY SKILLS	FIELDWORK and PRACTICAL SKILLS	ACADEMIC SKILLS	VOCABULARY
<p>Reception pupils should:</p> <ul style="list-style-type: none"> <li>. Draw information from a simple map e.g. trees represent woodland, where the treasure is hidden.</li> <li>. Describe/represent their immediate environment using their knowledge, discussion, non fiction texts and maps.</li> <li>. Talk about what they can see on a map of the local area.</li> </ul>	<p>Reception pupils should:</p> <ul style="list-style-type: none"> <li>. Explore the world around them, making observations, drawing pictures of the natural world - describing what they see, hear and feel whilst outside.</li> <li>. Explore within the locality of the school and other special places within the community- Fulwell shopping area, Beach, Light house- using simple maps, photographs.</li> </ul>	<p>Reception pupils should:</p> <ul style="list-style-type: none"> <li>. Recognise some environments that are different to the one in which they live e.g. Arctic.</li> <li>. Recognise some similarities and differences between life in this country and life in other countries.</li> <li>. Understand the effect of changing seasons on the natural world around them.</li> <li>. Know some similarities and differences between the natural world around them and contrasting environments.</li> <li>. Identify where they live, were born.</li> </ul>	<p>Reception pupils should:</p> <ul style="list-style-type: none"> <li>. Use and demonstrate understanding of terms linked to describing location/setting e.g. Fulwell, Sunderland, country, world and some of the names of places around the world they have visited, as well as within UK.</li> <li>. Use terms map, world, globe, sea, ocean, beach etc.. when describing what they can see.</li> <li>. Begin to use and demonstrate understanding of words such as same, similarities and differences when making comparisons.</li> </ul>

### Local Environment BLOCK

Moving within and beyond the immediate school environment.

Developing respect for the local environment and the effect humans can have on it (litter picking)

Our impact on the natural world. Recycling.

Plastic and the environment.

Bees and honey. Pollination and plants.



# EYFS GEOGRAPHY CURRICULUM END POINTS

## GEOGRAPHY END POINTS EYFS (as part of Knowledge and Understanding of the World)

### GEOGRAPHY END POINTS (EYFS UNDERSTANDING THE WORLD)

In Understanding the World - People, Culture and Communities - by the end of Reception children will be able to:

#### EYFS UNDERSTANDING THE WORLD - People, Culture and Communities) (GEOGRAPHY) END POINTS

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - making own maps and following simple maps e.g. pirate and treasure maps, follow simple directional clues in PE/outside to find a hidden /lost toy.
- Explain some similarities and differences between life in this country and life in other countries, recognising that some environments are different to the one we live in, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.

#### GEOGRAPHY END POINTS FOR EYFS MOST ABLE:

##### How to achieve this:

- Begin to use the geographical language: beach, cliff, sea, ocean and coast
- To begin to use maps and globes to identify a place/country they have been.
- To use observational and fieldwork skills to study a local habitat/environment - school meadow
- To link seasons with weather.
- To suggest how and why life would be different to the UK in Africa/Arctic. 'Where would you go?' - Summer 2

##### How to achieve this:

- Using Google Maps during large group teaching.
- Trip to the local beach.
- Communicate with parents about skills and talents
- Encourage access to school based or externally provided Geography experiences - working with school meadow, forest school, nature garden.
- Provide resources/ access to non-fiction texts, photographs that will support the child's growing understanding of the world beyond their immediate environment - opportunities to taste food from other countries/cultures

### GEOGRAPHY END POINTS and SUPPORT for EYFS LEAST ABLE: Children working below ARE

#### With support children can:

- Name and observe different types of weather.
- Recognise and demonstrate an awareness of their own immediate environment, they can navigate their way around it and can talk about/label what they see, hear and feel.
- Can name some of the things they see on the way to school.
- To know where they come from and to name Fulwell / Sunderland as their local area.
- To draw simple map of the classroom/treasure map and share it with another child.

#### How to achieve this:

- Modelling by adults
- Use of visual props
- Planned outdoor learning programs

### GEOGRAPHY END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:


- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation

This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.

GEOGRAPHY - KEY KNOWLEDGE MAP		YEAR 1 AUTUMN	YEAR 1 SPRING	YEAR 1 SUMMER	YEAR 2 AUTUMN	YEAR 2 SPRING	YEAR 2 SUMMER	NATIONAL CURRIC
	HUMAN and PHYSICAL	<b>Gruffalo/Katie Morag</b> Know what human and physical features are using words and pictures. Identify landmarks in our local area. (windmill, beach, park, library)	<b>Three Little Pigs</b> Know the main differences between a city, a town and the countryside. <b>After the Storm</b> Find the equator and know places near to it are hot.	<b>Rapunzel</b> Understand seasonal weather patterns for the local area.	<b>The Twits</b> Discuss global issues that are impacting on our lives. <b>Hansel and Gretel</b> Identify key physical features (mountain, cliff, valley, lake etc..) and an aerial view.	<b>The Lighthouse Keeper's Lunch</b> Identify further physical features - harbour, estuary and bay. Show some awareness of climate change. (build on prior learning) Understand local human/physical features.		Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	LOCATIONAL KNOWLEDGE	<b>Katie Morag</b> Know their address and postcode. Identify Sunderland on a map/globe within the UK. Name /locate the 4 countries of UK?	<b>After the Storm</b> Name and locate India on a map. Name some knowledge of the continents of the world.			<b>Gregory Cool</b> Name and locate the 7 continents and 5 oceans.  Locate on a map the 4 capital cities of countries in the UK.	<b>Pirates</b> Use prior learning in identifying the 7 continents and oceans of the world.	Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
	FIELDWORK	<b>Gruffalo/Katie Morag</b> Find human and physical features within school grounds. (school, playground and field) Find human and physical features when walking around the local area. Name the 4 points of the compass.	<b>Three Little Pigs</b> <b>After the Storm</b> Use locational and some directional language.	<b>(Beach week)</b> Draw a simple route map using directional language and symbols. Know the important human and physical features of the beach. Draw a map of the beach area. Use compass points.	<b>Hansel and Gretel</b> Draw a map and include basic OS symbols in a key. Use grid references on a map to locate places.	<b>Gregory Cool</b> Use a key on a map. Do you understand directional language and using N, S, W and E to locate places on a map.  Recognise and locate landmarks in the locality.	<b>Pirates</b> Understand NE, NW, SE and SW and use these to locate features and locations on a map.  Use a map with grid references and 8 points of the compass to solve clues.	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 Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
	PLACE KNOWLEDGE	<b>Katie Morag</b> Name some important physical/human features of our local area. Know some similarities and differences between Sunderland and Coll.	<b>Three Little Pigs</b> Understand similarities and differences between Sunderland a town and a rural area. <b>After the Storm</b> Know some similarities and differences between Sunderland and India.		<b>Hansel and Gretel</b> Use prior learning and compare a forest environment to our local environment. Identify similarities and differences.	<b>Gregory Cool</b> Understand the main similarities and differences between Sunderland and Trinidad and Tobago. Build on prior learning.		Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

# Year 1 GEOGRAPHY CURRICULUM LONG TERM PLAN

**TRANSITION from EYFS.** Children look at a range of skills and knowledge such as being aware of what's in their local area, looking at maps and gathering information about different places through a range of stories and non-fiction texts. This will enable them to identify and understand human and physical features when they move to Year 1. Within topics such as 'Where would you like to go?' children can explore different countries in the world and learn about their religious and cultural communities. Key texts are used to support these skills which allow children to be able to confidently use maps, atlases and globes to identify countries they know about.

YEAR 1	AUTUMN		SPRING		SUMMER	
	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)
<b>GEOGRAPHY</b>	<b>SIMPLE FIELDWORK and OBSERVATION AROUND THE SCHOOL and LOCAL ENVIRONMENT</b>					
	Be able to: <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study school and the surrounding environment. (PFA1, OLE, LC)</li> <li>Use basic geographical key vocabulary to refer to key human and physical features.</li> <li>Compare forest setting with our local area. (OLE)</li> <li>Go on walk around your local area and identify human and physical features. (LC) (OLE)</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>Know their address and postcode.</li> <li>Use maps, atlases and globes to identify UK countries, and oceans.</li> <li>Know the names of the four countries that make up the UK.</li> <li>Name the three seas that surrounds the UK.</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>Know the main differences between city (Sunderland), town and a rural area.</li> <li>Use locational and some directional language.</li> <li>Know the important human and physical features of our local area. (LC) (OLE)</li> <li>Discuss and observe the impact of climate change/extreme weather on our school environment. (LC) (OLE)</li> </ul>		Be able to: <ul style="list-style-type: none"> <li>Draw a simple map</li> <li>Use simple fieldwork and observational skills to study school and surrounding environment (LC)</li> <li>Know the important human and physical features of our beach area.</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the UK. (PFA, OLE, LC)</li> <li>Be aware that the equator is an imaginary line that divides the earth into two parts and that places located close to the equator are hot.</li> <li>Locate and name hot and cold places of the world.</li> <li>Know which is the hottest and coolest season in the UK (Science Link).</li> <li>Investigate a contrasting location of a non-European country (India)</li> </ul>
	<b>GEOGRAPHICAL VOCABULARY (PHYSICAL/HUMAN)</b>					

## Local Environment BLOCK

Visit the beach.

Observe the impact of seasonal weather on physical features.

Observe physical and human features of the local environment.

Understand and use geographical language.

Record their observations in a range of ways.

**THREADS:** OLE Outdoor Learning LC Local Community PMW Physical and Mental Well-being DE Diversity and Equality PFA


# Year 1 GEOGRAPHY CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)

## GEOGRAPHICAL SKILL DEVELOPMENT FOR YEAR 1

GRAPHICACY SKILLS	FIELDWORK and PRACTICAL SKILLS	ACADEMIC SKILLS	VOCABULARY
<p>Year 1 children should be taught to:</p> <p><b>Keys and symbols:</b> Know that some maps have a key.</p> <p><b>Read maps:</b> Follow a simple map (e.g.. buildings, roads, fields, or use one for a treasure hunt in the school grounds).</p> <p><b>Draw maps / plans:</b> Trace around simple map shapes to reproduce symbols.</p> <p><b>Digital maps:</b> With support, does a simple location or post-code search online.</p> <p><b>Charts and graphs (from Maths National Curriculum)</b> <b>Tallies and simple tables (from Maths National Curriculum)</b></p> <p><b>Use images:</b> Explain the difference between image types e.g.. photo, drawing.</p> <p>Use photographs (including aerial photos) to recognise basic features (e.g.. school on satellite view).</p>	<p>Year 1 children should be taught to:</p> <p><b>Use a compass</b> Use <b>North, South, East, West</b> for simple navigation <b>Describe position, direction and movement (from Maths National Curriculum).</b></p> <p><b>Observe/measure:</b> Begin to use first-hand observation using senses (e.g.. qualitative comments, or measurements in non- standard units).</p> <p><b>Locate:</b> Use simple locational language to describe (e.g.. near/far, North, South, East, and West).</p> <p><b>Record:</b> Make simple recordings e.g.. lists, tallies and simple tables where the template is given.</p>	<p>Year 1 children should be taught to:</p> <p><b>Ask questions:</b> Ask and answer simple questions about what they have seen or heard.</p> <p><b>Discern relevance</b> N/A</p> <p><b>Present information:</b> Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate.</p> <p>Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:</p> <ul style="list-style-type: none"> <li>for isolated datasets</li> <li>in longer and coherently-structured pieces of work.</li> </ul>	<p>Year 1 children should be taught to:</p> <p><b>For Skills and Fieldwork (Year 1):</b> map compass compass point direction North, South, East, West <b>near, far, up, down, far, further, high(er), underneath, centre, (quarter/half) turn, (anti-)clockwise, position, direction (from Maths National Curriculum)</b></p> <p><b>For Location Knowledge (Year 1):</b></p> <p>Continents: Europe, Africa, Asia, North and South America, Antarctica, Australia.</p> <p>Capitals: England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast).</p> <p><b>For Place Knowledge (Year 1):</b> area, same, different, point</p> <p><b>For Human Geography (Year 1):</b> city, town, village, factory, farm, house, shop, weekend, journey, abroad, capital, country <b>From Science National Curriculum: object</b></p> <p><b>For Physical Geography (Year 1):</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, continent, month, year, season <b>summer, autumn, winter, spring (from Maths National Curriculum)</b> <b>weather, hot, cold, desert (vaguely; i.e. more detail at Y3) rain, gauge, wind sock, wind vane</b></p>

# Year 2 GEOGRAPHY CURRICULUM LONG TERM PLAN

**TRANSITION from Year 1** In Year 1 the children have had the opportunity to develop their graphicacy skills and use these practically in the investigation of both the local environment and contrasts made with countries far away. Opportunities for field work and the development of the children's vocabulary linked to location knowledge, place knowledge and physical/human geography have provided the children with the foundation of knowledge they need to investigate the global issues our world is struggling with as well as linking together their knowledge from other Foundation subjects as they enter Year 2. The Year 2 curriculum will provide them with what is needed to move their learning forward in Year 3 where they will they need to extend their knowledge and understanding of the United Kingdom, Europe, North and South America including the location and characteristics of a range of the world's most significant human and physical features.

YEAR 2	AUTUMN		SPRING		SUMMER	
	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)
<div>GEOGRAPHY</div> <div></div>	<div>SIMPLE FIELDWORK and OBSERVATION AROUND THE SCHOOL and LOCAL ENVIRONMENT</div>					
	<div>HUMAN IMPACT / GLOBAL CONCERNS</div> <div>As a Geographer, be able to:</div> <div><ul style="list-style-type: none"><li>Understand that there are global issues that are impacting on our lives.</li></ul></div> <div>LC PFA</div>	<div>PHYSICAL FEATURES MAP WORK</div> <div>As a Geographer, be able to:</div> <div><ul style="list-style-type: none"><li>Identify features- mountain, lake, island, valley, river, cliff and beach</li><li>Identify advantages of living in different places</li><li>Understand that there are different types of map.</li><li>Compare different locations using geographical vocabulary.</li><li>Use a key on a map.</li><li>Use grid references to locate places on the map e.g. A1, D7</li></ul></div>	<div>PLACE KNOWLEDGE GEOGRAPHICAL SKILLS</div> <div>As a Geographer, be able to:</div> <div><ul style="list-style-type: none"><li>Know the main similarities and differences between a place in England and that of a small non-European country (LC)</li><li>Know the names of and locate the seven continents of the world / the five oceans / the four capital cities of the UK</li><li>Use directional language (N, S, E, W) to locate features on a map.</li><li>Locate the four capital cities of England, Wales, Scotland and Northern Ireland on a map and globe.</li></ul></div>	<div>PHYSICAL FEATURES HUMAN FEATURES PLACE KNOWLEDGE MAP WORK</div> <div>As a Geographer, be able to:</div> <div><ul style="list-style-type: none"><li>Show an awareness of the impact of climate change and rising populations (housing). (link to prior learning in Autumn 1 - Science and Geography)</li><li>Identify and understand human and physical features of the local environment.in the past and present.</li><li>Recognise and locate landmarks in our local area..</li></ul></div>	<div>PHYSICAL FEATURES HUMAN FEATURES PLACE KNOWLEDGE MAP WORK</div> <div>As a Geographer, be able to:</div> <div><ul style="list-style-type: none"><li>To use world maps, atlases, globes to identify continents and oceans.</li><li>Understand NE, NW, SE and SW. Use 8 point compass directions, locational and directional language to describe location of features and routes on a map.</li><li>Use grid references to locate places on the map e.g. A1, D7</li><li>Use a map, with grid references and the 8 points of the compass to solve clues.</li></ul></div> <div>OLE LC</div> <div>Local Environment BLOCK</div> <div>The beach</div> <div>Map work using grid references.</div> <div>Points of the compass used in the context of the route taken to the beach and to locate items whilst at the beach.</div> <div>Understand and use Geographical vocabulary.</div>	
<div>GEOGRAPHICAL VOCABULARY (PHYSICAL/HUMAN)</div>						



# Year 2 GEOGRAPHY CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)

## GEOGRAPHICAL SKILL DEVELOPMENT FOR YEAR 2

GRAPHICACY SKILLS	FIELDWORK and PRACTICAL SKILLS	ACADEMIC SKILLS	VOCABULARY
<p>Year 2 children should be taught to:</p> <p>Keys and symbols: Use basic symbols in a key. Use and construct basic symbols in a key. Recognise and identify basic OS symbols.</p> <p>Read maps: Use simple grid references to locate squares on a map (e.g.. A1, D7).</p> <p>Draw maps / plans: Devise a simple map (e.g.. sketch map of places in stories, school grounds).</p> <p>Digital maps: Use digital technologies: zoom in/out on a map Begin to highlight and annotate digital maps</p> <p>Charts and graphs (from Maths National Curriculum) Pictograms, tally charts, block diagrams, simple tables (from Maths National Curriculum)</p> <p>Use images: Start to understand the purpose of different image types.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic features.</p>	<p>Year 2 children should be taught to:</p> <p>Use a compass: Use North, South, East, West to describe locations and routes on a map. <b>Connect idea of turns to right angles (from Maths National Curriculum).</b></p> <p>Observe/measure: Use first-hand observations (e.g.. qualitative comments and starting to measure in standard units).</p> <p>Measure to nearest cm and gram. Use litres for volume and °C for temperature.</p> <p><b>Scales in divisions of ones, twos, fives, tens where the numbers are given (from Maths National Curriculum).</b></p> <p>Locate: Use simple locational language (e.g.. secure use of left/right from own perspective).</p> <p>Record: Make more sophisticated recordings, e.g.. frequency tables.</p>	<p>Year 2 children should be taught to:</p> <p>Ask questions: Show curiosity by voluntarily asking questions about what they have seen, heard or read. <b>Discern relevance</b> <b>Start to make selections, e.g.. from or within sources of information.</b> <b>Use sources (from History National Curriculum)</b></p> <p><b>Identify ways that geography is presented and represented (e.g.. fiction, images, and maps) (from History National Curriculum).</b></p> <p>Present information: Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate.</p> <p>Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently-structured pieces of work.</p>	<p>Year 2 children should be taught to:</p> <p>For Skills and Fieldwork (Year 2): atlas, key, symbol, scale, environment, surroundings left, right, beyond, contains, further, furthest, higher, lower, route, map, plan</p> <p>For Location Knowledge (Year 2): Alternatives (continents): Australasia, Oceania, Oceans: North and South Atlantic English Channel, North Sea, Irish Sea, Celtic Sea</p> <p>For Place Knowledge (Year 2): similarity, difference</p> <p>For Human Geography (Year 2): office, harbour, channel, marina, business</p> <p>For Physical Geography (Year 2) seasonal, daily (weekly, monthly, etc...), fortnight, January, February (etc...) island, poles, equator, temperature, thermometer</p> <p>Other relevant content from Maths National Curriculum <b>compare, order, value, rank, represents, stands for, exact(ly), round, nearest, symbol, calculate, measuring, scale</b></p>

## GEOGRAPHY END POINTS KS1

### GEOGRAPHY END POINTS (KS1)

In Geography by the end of Year 2 children will be able to:

- Name, locate and identify characteristics of the four countries and capital cities of the UK
- Name and locate the seven continents of the world and the 5 oceans. Locate some of them on a world map.
- Identify geographical features (human and physical) of the local area and compare with a contrasting locality (Caribbean).
- Understand a simple map and use the four points of the compass.
- Use appropriately geographical vocabulary to refer to physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley) and human features (city, town, village, factory, farm, house, office, port, harbour, shop)

### GEOGRAPHY END POINTS for KS1 MOST ABLE:

- To associate hot/cold places in the UK with the equator.
- To link seasons with weather.
- To suggest how and why life would be different to the UK in the Caribbean.
- To have a secure understanding of the difference between continents and countries.
- To name the continents.
- To name different physical and human features and to explain the difference between them.
- To create accurate maps of local area using keys and symbols.
- To compare physical and human features of different locations.

Children who excel in the Geography curriculum objectives or are identified as having a specific talent or passion in Geography will be supported and encouraged to reach their potential and access the best support possible.

### How to achieve this:

- Communicate with parents about skills and talents
- Encourage access to school based or externally provided Geography experiences
- Provide additional opportunities to engage in Geography related trips and visits in the local area utilising local venues and organisations such as The Discovery Museum, Boldon Lodge, Local Coastline/beaches.
- Provide opportunities to meet and learn about inspiring people within the field.

### GEOGRAPHY END POINTS for KS1 LEAST ABLE:

With or without support:

- To know where they come from and to name Sunderland and the North East as their local area.
- To name some features of our local area.
- To name some physical features.
- Understand a simple map and recognise the four points of the compass.
- Identify some contrasting features between the local area and a contrasting locality (Caribbean).

### GEOGRAPHY END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:

- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation

This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.

# EYFS KNOWLEDGE and SKILL DEVELOPMENT IN ART and DESIGN

## NURSERY ART SKILL DEVELOPMENT FOR EYFS (EXPRESSIVE ARTS and DESIGN)

EXPLORING and DEVELOPING IDEAS (ONGOING)	EVALUATING and DEVELOPING WORK (ONGOING)	DRAWING	PAINTING
Nursery children should be taught to: <ul style="list-style-type: none"> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Selects appropriate resources and adapts work where necessary.</li> <li>Chooses particular colours to use for a purpose.</li> </ul>	Nursery children should be taught to: <ul style="list-style-type: none"> <li>Begin to discuss what they like about their own and others' work</li> <li>Suggest improvements (i.e. change the colour to red etc..)</li> </ul>	Nursery children should be taught to:           Continuous provision - mark making, different media. <ul style="list-style-type: none"> <li>Begin to use a variety of drawing tools</li> <li>Use lines to enclose a space, and then begin to use these shapes to represent objects</li> <li>Create simple representations of events, people and objects.</li> </ul>	Nursery children should be taught to:           Continuous provision - mixing colours. <ul style="list-style-type: none"> <li>Explores what happens when they mix colours.</li> <li>Create simple representations of events, people and objects.</li> </ul>
PRINTING	TEXTILES/COLLAGE	3 D FORM	BREADTH OF STUDY
Nursery children should be taught to: <ul style="list-style-type: none"> <li>Beginning to be interested in and describe the texture of things.</li> <li>Explore pattern</li> </ul>	Nursery children should be taught to: <ul style="list-style-type: none"> <li>Beginning to be interested in and describe the texture of things.</li> <li>Handling, manipulating and enjoying using materials and describing the sensory experience</li> <li>Simple collages including simple weaving</li> </ul>	Nursery children should be taught to: <ul style="list-style-type: none"> <li>Uses various construction materials.</li> <li>Realises that tools can be used for a purpose.</li> <li>Uses simple tools to effect changes to materials.</li> </ul>	Nursery children should be taught to: <ul style="list-style-type: none"> <li>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. (with guidance from teacher)</li> <li>Use ICT</li> <li>Investigate different kinds of art, craft and design</li> </ul>

## RECEPTION ART SKILL DEVELOPMENT FOR EYFS (EXPRESSIVE ARTS and DESIGN)

EXPLORING and DEVELOPING IDEAS (ONGOING)	EVALUATING and DEVELOPING WORK (ONGOING)	DRAWING	PAINTING
Reception children should be taught to: <ul style="list-style-type: none"> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Selects appropriate resources and adapts work where necessary.</li> <li>Chooses particular colours to use for a purpose.</li> </ul>	Reception children should be taught to: <ul style="list-style-type: none"> <li>Begin to discuss what they like about their own and others' work</li> <li>Suggest improvements (i.e. change the colour to red etc..)</li> </ul>	Reception children should be taught to:           Continuous provision - mark making, different media. <ul style="list-style-type: none"> <li>Use a variety of drawing tools with growing confidence.</li> <li>Explore different textures</li> <li>Encourage accurate drawings of people</li> <li>Investigate different lines</li> <li>Use drawings to tell a story</li> </ul>	Reception children should be taught to:           Continuous provision - mixing colours. <ul style="list-style-type: none"> <li>Explores colour and how colours can be changed.</li> <li>Captures experiences and responses with a range of media, such as paint and other materials or words.</li> </ul>
PRINTING	TEXTILES/COLLAGE	3 D FORM	BREADTH OF STUDY
Reception children should be taught to: <ul style="list-style-type: none"> <li>Create a simple stamp and use this to produce repeating patterns</li> <li>Experiment with consistency of paint and discuss the effects created</li> <li>Explores concept of negative / positive</li> </ul>	Reception children should be taught to: <ul style="list-style-type: none"> <li>Experiments to create different textures.</li> <li>Uses simple tools and combines different media techniques competently and appropriately to create new effects.</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	Reception children should be taught to: <ul style="list-style-type: none"> <li>Experiments to create different textures.</li> <li>Manipulates materials to achieve a planned effect.</li> <li>Design and make 3D figurines using a range of materials that the children choose</li> </ul>	Reception children should be taught to: <ul style="list-style-type: none"> <li>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. (with guidance from teacher)</li> <li>Use ICT</li> <li>Investigate different kinds of art, craft and design</li> </ul>

KEY ARTISTS	<ul style="list-style-type: none"> <li>Jackson Pollock: painting (large, abstract)</li> <li>Georgia O'Keeffe: watercolours (flowers)</li> <li>Paul Klee: shape art</li> </ul>
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HISTORY OF ART	<ul style="list-style-type: none"> <li>Explore colour and texture within art work</li> <li>Talk about the work of artists</li> </ul>
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# EYFS ART and DESIGN CURRICULUM END POINTS

## ART and DESIGN END POINTS EYFS (as part of Expressive Arts and Design)

### ART END POINTS (EYFS EXPRESSIVE ARTS and DESIGN)

In Expressive Arts and Design - Creating with materials by the end of Reception children will be able to:

- Choose, safely use and explore a variety of materials, tools and techniques to create buildings, collage and pictures.
- Experiment with colour, design, texture, form and function using a range of artistic effects.
- Share their creations, explaining the process they have used, expressing their ideas and feelings
- Make use of props and materials, they have created when role playing characters in narratives and stories.

### ART END POINTS (EYFS PHYSICAL DEVELOPMENT)

In Physical Development - Fine Motor Skills by the end of Reception children will be able to:

- Use a range of small tools, including scissors, paint brushes independently, safely and with increasing accuracy e.g.. cut out simple basic shapes
- Begin to show accuracy and care when drawing demonstrating good pencil grip and control.

### ART END POINTS FOR EYFS MOST ABLE:

Exploring and using media and materials:

- Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed

Being imaginative:

- Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.

How to achieve this:

Development of ideas and interests

- Specific creative design/purpose
- Combining/ changing purposefully
- Talking about ideas and processes
- Own work and work of others
- Reflecting and reviewing
- Able to recognise strengths of others

### ART END POINTS and SUPPORT for EYFS LEAST ABLE: Children working below ARE

With support children can:

- Observe art making activities
- Engage in art making with their a variety of resources/mediums
- Identify if they like and dislike certain piece of art using their words, actions or expressions

How to achieve this:

Modelling

Next Steps planned carefully for individuals

Opportunities to practise skills in continuous provision time

Repetition

With a focus on:

- Engagement
- Enjoyment
- Key artistic skills (mark making, using scissors, applying materials etc..)
- Experiences in outdoor areas (including Forest school)

### ART END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:

- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation

This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.

## ART and DESIGN - KEY KNOWLEDGE MAP


		YEAR 1 AUTUMN	YEAR 1 SPRING	YEAR 1 SUMMER	YEAR 2AUTUMN	YEAR 2 SPRING	YEAR 2 SUMMER	NATIONAL CURRICULUM
ART and DESIGN - KEY KNOWLEDGE MAP	3-D FORM	<b>Katie Morag</b> Use salt dough and malleable materials to create Christmas decorations.	<b>Three Little Pigs</b> Design and make a house from junk materials? (DT)	<b>Rapunzel</b> Use clay to sculpt a castle tower. Include textures and effects. <b>Lily's Garden</b> Roll and coil malleable materials	<b>Hansel and Gretel (DT)</b> Create a gingerbread house, Join materials through sewing.	<b>Lighthouse Keepers Lunch</b> Create a 3-D lighthouse with moving parts?(DT)	<b>Paper Bag Princess</b> Use paier mache to create a dragon's egg. Use stitching to join fabric's together.	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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</li> </ul>
	TEXTURE and COLLAGE	<b>Katie Morag</b> Cut, tear and decorate art work using collage materials. Improve cutting skills.	<b>After the Storm</b> Sort fabric and threads into colours and textures. Use fabric and threads to create moods.			<b>Gregory Cool</b> Use natural materials to create a Caribbean collage.	<b>Paper Bag Princess</b> Create a large scale collage in a group. Repeat a pattern within the collage.	
	PRINTING		<b>Three Little Pigs</b> Recognise pattern in the environment. Create a repeating pattern. Weave a pattern. With paper.		<b>Hansel and Gretel</b> Discuss the use of shape, colour and pattern in George Seurat's work.	<b>Lighthouse Keepers Lunch</b> Create a print using rolling, rubbing and stamping. Create a mosaic.		
	PAINTING	<b>Gruffalo</b> Create a backwash using watercolours. <b>Katie Morag</b> Know primary/secondary colour names and mix secondary colours.		<b>Rapunzel</b> Use Paul Klee's 'castle and the sun' and create own image.	<b>The Twits</b> Use George Seurat's work to paint an image in his style.	<b>Gregory Cool/LHKL</b> Create your own Caribbean art using vibrant colours. Create an tulip using water colours for a background wash.	<b>Pirates</b> Use a paint program to create a picture independently.	
	DRAWING	<b>Gruffalo</b> Create a pencil self-portrait. Use lines of diff thickness in a picture.	<b>Three Little Pigs</b> Create a pencil self-portrait. (build on prior learning)	<b>Rapunzel</b> Create a pencil self-portrait. (build on prior learning)	<b>The Twits</b> Create self-portrait Use 3 grades of pencil for effect. Create tones of light/dark. Use a view finder.	<b>Gregory Cool</b> Create a pencil self-portrait. (building on prior learning) Show pattern and texture within a drawing.	<b>Pirates</b> Use tye dye and fabric crayons to create a leavers T-shirt.	
	EXPLORING, DEVELOPING , EVALUATING IDEAS	<b>Gruffalo/Katie Morag</b> Give an opinion about a piece of Art. (Kandinsky) Replicate Andy Goldsworthy's art using natural materials.	<b>After the Storm</b> Identify the 'mood' in Van Gogh's work. Research Paul Klee and discuss his work.		<b>The Twits</b> Compare illustrators in terms of colour, shape and pattern. <b>Hansel and Gretel</b> Respond to work of George Seurat. Offer opinions.	<b>Gregory Cool/LHKL</b> Understand that Art produced around the world represents different styles. Discuss. Ask and answer questions about work.	<b>Paper Bag Princess</b> Explain your opinion on art work. <b>Pirates</b> Evaluate and reflect on sketch book progress.	



# Year 1 ART and DESIGN CURRICULUM LONG TERM PLAN

**TRANSITION from EYFS.** Children focus on developing a range of basic skills which are built upon as they move through EYFS such as drawing or painting a self portrait of themselves where they explore shape, size and colours of their features. This allows children to have key starting points for KS1 which they can then develop using other techniques such as pencils with different thicknesses. Colour names and varying tones are explored in EYFS such as colour mixing leaves which this enables children to learn secondary colours and shades. Children enter KS1 knowing a range of tools they can use to create different props and pieces of art and what materials they can use for these giving them a good foundation to create various crafts in Year 1.

YEAR 1	AUTUMN	SPRING	SUMMER
The implementation will be embedded across the curriculum through topics and subjects developed following the children's learning and interests from key texts.			

ART and DESIGN	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>Be able to:</p> <ul style="list-style-type: none"> <li>Create a simple pencil self portrait</li> <li>Use pencils to create lines of different thickness in a forest setting.</li> <li>Investigate using new techniques (watercolours) to create a backwash.</li> <li>Describe what can be seen and to give an opinion about the work of an artist (Andy Goldsworthy) and ask questions about a piece of art.</li> <li>Replicate a piece of Andy Goldsworthy's art, using natural materials.</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>Know the names of primary and secondary colours.</li> <li>Mix secondary colours and shades.</li> <li>Describe what can be seen and to give an opinion about the work of an artist (Kandinsky) and ask questions about a piece of art. Create their own art in the style of Kandinsky.</li> <li>Cut, tear and decorate a piece of art work using collage materials. (Autumnal animals, Halloween craft, rockets/fireworks, poppies).</li> <li>Christmas craft activities using malleable materials - tree decorations, salt dough decorations, 3D snowman, oil pastel holly, Christmas card, calendar, chalk winter scene.</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>Create a self portrait using correct face dimensions.</li> <li>Recognise pattern in the environment.</li> <li>Know how create a repeating pattern in print.</li> <li>Weave a pattern using paper.</li> <li>Cut, tear and decorate a piece of self-drawn art work using collage materials (making three little pig houses).</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>Use a paint program to create a self-portrait, using tools and changing their image.</li> <li>Roll and coil materials.</li> <li>Use a range of materials creatively to design and make products.</li> <li>Use a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>Create a self portrait using face dimensions and shading.</li> <li>Research Artist Paul Klee.</li> <li>Replicate Paul Klee's castle in the sun picture.</li> <li>Explore sculpture with malleable materials (clay)</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>To sort fabrics and threads by colour and texture.</li> <li>Create moods in art work (PMW).</li> </ul>


# Year 1 ART and DESIGN CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)

## ART SKILL DEVELOPMENT FOR YEAR 1

EXPLORING and DEVELOPING IDEAS (ONGOING)	EVALUATING and DEVELOPING WORK (ONGOING)	DRAWING	PAINTING
<p>Year 1 children should be taught to:</p> <ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work, and develop their ideas.</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</li> </ul>	<p>Year 1 children should be taught to:</p> <ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</li> <li>Identify what they might change in their current work or develop in their future work.</li> </ul>	<p>Year 1 children should be taught to:</p> <ul style="list-style-type: none"> <li>Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>Use a sketchbook to gather and collect artwork.</li> <li>Begin to explore the use of line, shape and colour</li> </ul>	<p>Year 1 children should be taught to:</p> <ul style="list-style-type: none"> <li>Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>Mix and match colours to artefacts and objects.</li> <li>Work on different scales.</li> <li>Mix secondary colours and shades using different types of paint.</li> <li>Create different textures e.g.. use of sawdust.</li> </ul>
PRINTING	TEXTILES/COLLAGES	3 D FORM	BREADTH OF STUDY
<p>Year 1 children should be taught to:</p> <ul style="list-style-type: none"> <li>Make marks in print with a variety of objects, including natural and made objects.</li> <li>Carry out different printing techniques e.g.. monoprint, block, relief and resist printing.</li> <li>Make rubbings.</li> <li>Build a repeating pattern and recognise pattern in the environment.</li> </ul>	<p>Year 1 children should be taught to:</p> <ul style="list-style-type: none"> <li>Use a variety of techniques, e.g.. weaving, finger knitting, fabric crayons, sewing and binca.</li> <li>How to thread a needle, cut, glue and trim material.</li> <li>Create images from imagination, experience or observation.</li> <li>Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc...</li> </ul>	<p>Year 1 children should be taught to:</p> <ul style="list-style-type: none"> <li>Manipulate clay in a variety of ways, e.g.. rolling, kneading and shaping.</li> <li>Explore sculpture with a range of malleable media, especially clay.</li> <li>Experiment with, construct and join recycled, natural and man-made materials.</li> <li>Explore shape and form.</li> </ul>	<p>Year 1 children should be taught to:</p> <ul style="list-style-type: none"> <li>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>Use ICT</li> <li>Investigate different kinds of art, craft and design.</li> </ul>

# Year 2 ART and DESIGN CURRICULUM LONG TERM PLAN

**TRANSITION** from Year 1. In Year 1 the children were provided with plentiful opportunities to develop a range of techniques, use a variety of tools, as well as exploring and commenting upon the work of other artists and crafts people including themselves and their peers. These skills allow the children to confidently explore and grow as 'artists' using their knowledge and understanding to plan and create whilst responding to the work of other artists. The Year 2 Art Curriculum will support the development of the knowledge and skills needed in Key stage 2 where they need to become proficient in drawing, painting, sculpture and other art, craft and design techniques. As well as supporting their ability to evaluate and analyse creative works using the language of art, craft and design

YEAR 2	AUTUMN	SPRING			SUMMER	
	The implementation will be embedded across the curriculum through topics and subjects developed following the children's learning and interests from key texts.					
<div>ART and DESIGN</div> <div></div>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<div>As an Artist be able to:</div> <ul style="list-style-type: none"><li>• Use three different grades of pencils in my drawing to achieve a desired effect, (Charcoal, pencil crayons and pastels.)</li><li>• Create different tones using light and dark.</li><li>• Show pattern and texture within the drawing.</li><li>• Use a viewfinder to focus on specific areas before drawing.</li><li>• Compare illustrators and say how other artists have used colour, shape and pattern.</li></ul>	<div>As an Artist be able to:</div> <ul style="list-style-type: none"><li>• Respond to the work of George Seurat.</li><li>• Create a piece of work in response to George Seurat's work.</li><li>• Consider the use of shape, colour and pattern in his work.</li><li>• Create different tones using light and dark.</li><li>• Show pattern and texture within the drawing.</li><li>• Use a viewfinder to focus on specific areas before drawing.</li></ul>	<div>As an Artist be able to:</div> <ul style="list-style-type: none"><li>• Show pattern and texture within the drawing</li><li>• Link colours to natural and manmade objects</li><li>• Create a piece of work in response to another artist's work.</li><li>• Work within a group to create a large scale collage. (Caribbean Island)</li><li>• Use a selection of materials for different effects.</li><li>• Write notes on how they have changed their work. Record in sketch books.</li></ul>	<div>As an Artist be able to:</div> <ul style="list-style-type: none"><li>• Create a print using; pressing, rolling, rubbing and stamping.</li><li>• Create a print like a designer (look at tiles and fabric designs).</li><li>• Demonstrate ideas through photographs and sketches.</li><li>• Set out ideas and plan/annotate designs.</li><li>• Keep notes as to how they have changed their work.</li></ul>	<div>As an Artist be able to:</div> <ul style="list-style-type: none"><li>• Create a large scale class/group collage.</li><li>• Work creatively within a team. (PMW)</li><li>• Use different materials and explain why they have used them.</li><li>• Repeat a pattern within their collage.</li><li>• Use stitching and knotting techniques to create and evaluate a product.</li></ul>	<div>As an Artist be able to:</div> <ul style="list-style-type: none"><li>• Use grades of pencils effectively to create tones of light and dark within a self-portrait.</li><li>• Evaluate and reflect on progress made in sketch book, throughout Year 2.</li><li>• Use a paint program and edit and improve an image they have created.</li><li>• Work creatively using their knowledge of colour, pattern to create a T-shirt design.</li></ul>

# Year 2 ART and DESIGN CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)

## ART SKILL DEVELOPMENT FOR YEAR 2

EXPLORING and DEVELOPING IDEAS (ONGOING)	EVALUATING and DEVELOPING WORK (ONGOING)	DRAWING	PAINTING
<p>Year 2 children should be taught to:</p> <ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>	<p>Year 2 children should be taught to:</p> <ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</li> <li>Identify what they might change in their current work or develop in their future work.</li> <li>Annotate work in sketchbook.</li> </ul>	<p>Year 2 children should be taught to:</p> <ul style="list-style-type: none"> <li>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>Understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>Experiment with the visual elements; line, shape, pattern and colour.</li> </ul>	<p>Year 2 children should be taught to:</p> <ul style="list-style-type: none"> <li>colours, shades and tones.</li> <li>Experiment with tools and techniques, including layering, mixing media, scraping through etc...</li> <li>Name different types of paint and their properties.</li> <li>Work on a range of scales e.g.. large brush on large paper etc...</li> <li>Mix and match colours using artefacts and objects.</li> </ul>
PRINTING	TEXTILES/COLLAGE	3 D FORM	BREADTH OF STUDY
<p>Year 2 children should be taught to:</p> <ul style="list-style-type: none"> <li>Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings.</li> <li>Design patterns of increasing complexity and repetition.</li> <li>Print using a variety of materials, objects and techniques.</li> </ul>	<p>Year 2 children should be taught to:</p> <ul style="list-style-type: none"> <li>Use a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</li> <li>Create textured collages from a variety of media.</li> <li>Make a simple mosaic.</li> <li>Stitch, knot and use other manipulative skills.</li> </ul>	<p>Year 2 children should be taught to:</p> <ul style="list-style-type: none"> <li>Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models.</li> <li>Build a textured relief tile.</li> <li>Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</li> </ul>	<p>Year 2 children should be taught to:</p> <ul style="list-style-type: none"> <li>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>Use ICT.</li> <li>Investigate different kinds of art, craft and design.</li> </ul>

## ART and DESIGN END POINTS KS1

### ART END POINTS (KS1)

In Art by the end of Year 2 children will be able to:

- Become proficient in drawing, show pattern, texture, light and dark within their work.
- Mix colours to create tints and shades in painting.
- Use sculpture to produce creative work and represent their ideas.
- Join materials in a range of ways.
- Name and discuss a famous artist and know about the historical and cultural development of their art form.
- Discuss creative works using the language of art, craft and design.

### ART END POINTS for KS1 MOST ABLE:

In the context of KS1 Art Curriculum or in any extracurricular art experiences, children can:

- Apply skills learnt effectively to produce original pieces of artwork
- Recognise the work of key artists and key art movements

children who excel in the Art curriculum objectives or are identified as having a specific talent or passion in Art will be supported and encouraged to reach their potential and access the best support possible.

How to achieve this:

- Promote engagement in extracurricular Art clubs
- Communicate with parents about skills and talents
- Encourage access to school based or externally provided Art experiences
- Provide additional opportunities to engage in Art related trips, visits and performances in the local area utilising local venues and organisations such as the Glass Centre, Laing Art Gallery etc...
- Provide opportunities to meet and learn about inspiring artists

### ART END POINTS and SUPPORT for KS1 LEAST ABLE

**Children working below ARE**

**With support children can:**

- Engage in drawing, painting, sculpture and other art, craft and design techniques
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Identify if they like and dislike certain piece of art using their words, pictures, actions or expressions

*Children who are identified as working below ARE in Art may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or child Support Plan; elements of which may be recommended by external agencies such as OT and Physio.*

*It is also important to recognise that children identified as having SEND may not always be least able in Art and could in fact excel in the subject. Pupil's attainment will be assessed in a subject specific manner and based on their strengths rather than barriers.*

How to achieve this:

focus on key artists with different styles

provide a variety of learning experiences: visiting artists, opportunities to visit art galleries and museums etc...

allow children to look at a range of artworks and keep referring back to these  
keep sessions practical allowing children time to investigate media and tools so they can build up progression of skills slowly but surely

### ART END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:

- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation

This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.



# EYFS KNOWLEDGE and SKILL DEVELOPMENT IN DESIGN TECHNOLOGY

## DESIGN TECHNOLOGY SKILL DEVELOPMENT FOR EYFS (as part of Expressive Arts and Design) NURSERY

DEVELOPING, PLANNING and COMMUNICATING IDEAS	WORKING WITH TOOLS, EQUIPMENT, MATERIALS and COMPONENTS TO MAKE QUALITY PRODUCTS (INC FOOD)	EVALUATING PROCESSES and PRODUCTS
<p>Nursery children should be taught to:</p> <ul style="list-style-type: none"><li>• Show curiosity about objects, events and people.</li><li>• Create simple representations of events, people and objects.</li><li>• Use senses to explore the world around them.</li><li>• Planning, making decisions about how to approach a task</li></ul>	<p>Nursery children should be taught to:</p> <ul style="list-style-type: none"><li>• Engage in open – ended activities</li><li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li><li>• Develop their own ideas and then decide which materials to use to express them.</li><li>• Join different materials and explore different textures</li></ul>	<p>Nursery children should be taught to:</p> <ul style="list-style-type: none"><li>• Checking how well their activities are going.</li></ul>

## DESIGN TECHNOLOGY SKILL DEVELOPMENT FOR EYFS (as part of Expressive Arts and Design) RECEPTION

DEVELOPING, PLANNING and COMMUNICATING IDEAS	WORKING WITH TOOLS, EQUIPMENT, MATERIALS and COMPONENTS TO MAKE QUALITY PRODUCTS (INC FOOD)	EVALUATING PROCESSES and PRODUCTS
<p>Reception children should be taught to:</p> <ul style="list-style-type: none"><li>• Question why things happen.</li><li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal.</li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively, sharing ideas, resources and skills.</li></ul>	<p>Reception children should be taught to:</p> <ul style="list-style-type: none"><li>• Use one handed tools and equipment e.g.. scissors.</li><li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently – scissors, knives (under supervision) to chop vegetables.</li><li>• Safely use a range of materials, tools and techniques.</li></ul>	<p>Reception children should be taught to:</p> <ul style="list-style-type: none"><li>• Find ways to solve problems / find new ways to do things / test their ideas.</li><li>• .Changing strategy as needed.</li><li>• .Review how well their approach worked.</li></ul>

# EYFS DESIGN TECHNOLOGY CURRICULUM END POINTS

## DESIGN TECHNOLOGY END POINTS EYFS (as part of Expressive Arts and Design)

### DESIGN TECHNOLOGY END POINTS EYFS PHYSICAL DEVELOPMENT - Fine Motor Skills (Art) END POINTS In Physical Development - Fine Motor Skills by the end of Reception children will be able to:

- Use a range of small tools safely and independently, including scissors, paint brushes to design, create, and enhance models, buildings and props for storytelling and role play.
- Select and use the materials they will use to 'create' - e.g.. using construction toys and art areas effectively.
- To record their designs through drawing, pictures or photographs and labelling
- Discuss their choices with an adult and express their feelings about their creations.
- Make use of props and materials when role playing characters in narratives and stories.

### DESIGN TECHNOLOGY END POINTS FOR EYFS MOST ABLE:

- Share their creations explaining the process they have used and why they have chosen particular materials
- Understand and explain the need to use tools and materials safely
- Experiment with colour, design, texture and form being able to offer suggestions about how they might improve, change their finished product.
- Use a variety of different joining techniques (cut, staple, glue, use of sellotape)
- Begin to use / draw around a templates.

#### How to achieve this:

- Communicate with parents about skills and talents
- Encourage access to school based or externally provided opportunities - indoors and outdoors e.g.. Den Making
- Talk to children about their ideas and the processes used
- Provide opportunities for the children to reflect and review own work and that of others, recognising the strengths of others

### DESIGN TECHNOLOGY END POINTS and SUPPORT for EYFS LEAST ABLE:

#### With support children can:

- Manipulate materials to achieve a planned effect.
- Construct with a purpose in mind, using a variety of resources provided
- Use simple tools and techniques competently and appropriately
- Select appropriate resources and adapts work where necessary

#### How to achieve this:

- MTYT - My turn, your turn
- Modelling
- Next Steps planned carefully for individuals
- Opportunities to practise skills in continuous provision time
- Repetition

#### With a focus on:

- Engagement
- Enjoyment
- Key design skills (mark making, using scissors, applying materials etc..)
- Experiences in outdoor areas (including Forest school)

### DESIGN TECHNOLOGY END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

#### The five areas of engagement are:

- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation

This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.

DESIGN TECHNOLOGY - KEY KNOWLEDGE MAP		YEAR 1 AUTUMN	YEAR 1 SPRING	YEAR 1 SUMMER	YEAR 2 AUTUMN	YEAR 2 SPRING	YEAR 2 SUMMER	NATIONAL CURRIC
	COOKING and NUTRITION	<b>Gruffalo</b> Design a Gruffalo crumble to make and eat. Design and make a Halloween biscuit.	<b>Three Little Pigs</b> Know and discuss how healthy Victorian diet was.	<b>Lily's Garden</b> Taste foods from another country (India day) Taste, describe, evaluate food from a different country Safely use tools to cut and prepare fruit and vegetables to eat.	<b>H &amp; G</b> Cooking and nutrition. Design and make a healthy soup for Gretel. Cutting skills using tools.	Explain/use hygiene. Follow safety procedures. Describe ingredients used when making a dish. Know balanced diet and use food groups in their packed lunch. Taste foods from another country. Compare/contrast describing tastes.		By the end of KS1 be able to: <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, and communicate their ideas through talking, drawing, templates, mock ups and where appropriate use information and communication technology.</li> <li>Select from and use a range of tools and equipment to perform practical tasks (For example cutting, shaping, joining and finishing)</li> <li>Explore and evaluate existing products.</li> <li>Evaluate their ideas against an existing criteria.</li> <li>Build structures exploring how they can be made stronger, stiffer and more stable.</li> <li>Explore and use mechanisms for example levers, sliders, wheels and axles in their products.</li> <li>Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>Understand where food comes from.</li> </ul>
	TECHNICAL KNOWLEDGE	<b>Gruffalo/Katie Morag</b> Safely use tools and reason selection Explore and evaluate a range of existing products. Understand wheels/axles	<b>After the Storm</b> Build structures exploring how they can be made stronger, stiffer and more stable.	<b>Rapunzel</b> Build structures exploring how they can be made stronger, stiffer and more stable. <b>Lily's Garden</b> Use tools safely to prepare food.	<b>The Twits/H &amp; G</b> Measure accurately how much textile they need for their product. Use tools safely. Assemble, join, combine materials and make the product.	<b>Gregory Cool/LKL</b> Use measuring skills. Join components together in different ways in moving product. Know how winding mechanisms work.	<b>PBP/Pirates</b> Choose tools and materials and explain why they have chosen them	
	EVALUATE	<b>Gruffalo</b> Evaluate their own Gruffalo Crumble. <b>Katie Morag</b> Evaluate their ideas and products against given design criteria.	<b>Three Little Pigs</b> Evaluate their shelter and suggest improvements <b>After the Storm</b> Explain and evaluate which tools they have selected and why. Understand and use design criteria	<b>Rapunzel</b> Explain and evaluate which tools they have selected and why. Understand and use design criteria	<b>The Twits/H &amp; G</b> Explain choice of specific textiles Evaluate product as it develops and identify strengths /possible changes they might make.	<b>Gregory Cool/LKL</b> Explain what went well and suggest improvements. Use prior learning through modelling of experts, to design and create glass product.	<b>PBP/Pirates</b> Explain why they have chosen specific textiles Explain what went well with their work	
	MAKE	<b>Gruffalo</b> Make a Gruffalo crumble by selecting the appropriate healthy ingredients and tools. <b>Katie Morag</b> Construct a trolley by selecting /using a range of tools/equip.	<b>Three Little Pigs</b> Use a range of different materials to construct an accessible shelter. <b>After the Storm</b> Construct a bridge by selecting from and using a range of tools and equipment to perform practical tasks.	<b>Rapunzel</b> Construct a castle by selecting from and using a range of tools and equipment to perform practical tasks.	<b>The Twits/H &amp; G</b> Select materials considered to be suitable. Add to their design to improve appearance.	<b>Gregory Cool/LKL</b> Make sensible choices about which materials would be most appropriate for their construction.	<b>PBP/Pirates</b> Join materials and components in different ways Measure materials to use in a model or structure Incorporate some type of movement into your product	
	DESIGN	<b>Gruffalo</b> Design and make a character using clay. <b>Katie Morag</b> Design a model post trolley and adapt it to make it better.	<b>Three Little Pigs</b> Use design knowledge to design a shelter <b>After the Storm</b> Design a model bridge and adapt their bridge to make it better.	<b>Rapunzel</b> Design a model castle and adapt their bridge to make it better.	<b>The Twits/H &amp; G</b> Understand the purpose of design criteria Think of an idea and plan what to do next Discuss, observe	<b>Gregory Cool/LKL</b> Develop their own ideas from their initial starting point.	<b>PBP/Pirates</b> Think of an idea and plan what to do next Incorporate some type of movement into your product	

# Year 1 DESIGN TECHNOLOGY CURRICULUM LONG TERM PLAN

**TRANSITION from EYFS.** Children learn to use a variety of tools to feed themselves and use within food preparation which provides good food technology skills that children can apply to making food such as 'A Gruffalo Crumble' in Year 1. Children are exposed to using scissors, pens and other tools throughout their provision in EYFS and this ensures good grip and effective use enables children to design and make various products whilst beginning to identify what has gone well and what could be done better next time.

YEAR 1 D.T.	DESIGN	MAKE	EVALUATE		TECHNICAL KNOWLEDGE	COOKING and NUTRITION
	Developing, planning and communicating ideas.	Developing, planning and communicating ideas.	Developing, planning and communicating ideas.		By the end of KS1 be able to:	By the end of KS1 be able to:
	By the end of KS1 be able to:	By the end of KS1 be able to:	By the end of KS1 be able to:		By the end of KS1 be able to:	By the end of KS1 be able to:
	<ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, and communicate their ideas through talking, drawing, templates, mock ups and where appropriate use information and communication technology.</li> </ul>	<ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks (For example cutting, shaping, joining and finishing)</li> </ul>	<ul style="list-style-type: none"> <li>Explore and evaluate existing products.</li> <li>Evaluate their ideas against an existing criteria.</li> </ul>		<ul style="list-style-type: none"> <li>Build structures exploring how they can be made stronger, stiffer and more stable.</li> <li>Explore and use mechanisms for example levers, sliders, wheels and axles in their products.</li> </ul>	<ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>Understand where food comes from.</li> </ul>
AUTUMN			SPRING		SUMMER	
AUTUMN 1		AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<ul style="list-style-type: none"> <li>Design a Gruffalo crumble that I am going to make and eat.</li> <li>Make a Gruffalo crumble by selecting the appropriate healthy ingredients and tools. (Cooking and nutrition)</li> <li>To safely use tools.</li> <li>Begin to evaluate their own Gruffalo Crumble.</li> <li>Talk to others about how they will make their product and share ideas.</li> <li>Design and make a Gruffalo character using clay. (link to sculpture in Art)</li> <li>Use appropriate tools in completing their Gruffalo.</li> </ul>		<ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products.</li> <li>Design a model post trolley and adapt it to make it better.</li> <li>Construct a trolley by selecting from and using a range of tools and equipment to perform practical tasks.</li> <li>Explain and evaluate which tools they have selected and why.</li> <li>Evaluate their ideas and products against given design criteria.</li> <li>Design and make a Halloween biscuit.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of different materials to construct an accessible shelter.</li> <li>To evaluate their shelter and suggest improvements</li> <li>To taste a selection of Victorian foods. Consider/know how healthy their diet was.</li> </ul>	<ul style="list-style-type: none"> <li>Construct a bridge by selecting from and using a range of tools and equipment to perform practical tasks.</li> <li>Explain and evaluate which tools they have selected and why.</li> <li>Design a model bridge and adapt their bridge to make it better.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Construct a castle by selecting from and using a range of tools and equipment to perform practical tasks.</li> <li>Explain and evaluate which tools they have selected and why.</li> <li>Design a model castle and adapt their castle to make it better.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Taste, describe and evaluate food from a different country (India Day)</li> <li>Use tools safely to prepare food.</li> </ul>

## DESIGN TECHNOLOGY SKILL DEVELOPMENT FOR YEAR 1

DEVELOPING, PLANNING and COMMUNICATING IDEAS		WORKING WITH TOOLS, EQUIPMENT, MATERIALS and COMPONENTS TO MAKE QUALITY PRODUCTS (INC FOOD)		EVALUATING PROCESSES and PRODUCTS	
Year 1 children should be taught to: <ul style="list-style-type: none"><li>• Draw on their own experience to help generate ideas</li><li>• Suggest ideas and explain what they are going to do</li><li>• With support, identify a target group for what they intend to design and make</li><li>• Model their ideas in card and paper</li><li>• Work out how something works by looking at it (sometimes taking it apart)</li><li>• Begin to develop their design ideas applying findings from their earlier research</li></ul>		Year 1 children should be taught to: <ul style="list-style-type: none"><li>• Make their design using appropriate techniques</li><li>• With help measure, mark out, cut and shape a range of materials</li><li>• Use tools e.g.. scissors and a hole punch safely</li><li>• Assemble, join and combine materials and components together using a variety of temporary methods e.g.. glues or masking tape</li><li>• Use a construction kit and other materials to make models.</li><li>• Select and use appropriate fruit and vegetables, processes and tools</li><li>• Use basic food handling, hygienic practices and personal hygiene</li><li>• Use simple finishing techniques to improve the appearance of their product</li></ul>		Year 1 children should be taught to: <ul style="list-style-type: none"><li>• Evaluate their product by discussing how well it works in relation to the purpose</li><li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make</li><li>• Evaluate their product by asking questions about what they have made and how they have gone about it</li></ul>	
DT Vocabulary:					
change	evaluate	equipment	suggest		
Measure	predict	tools			
Design	explain	cutting			
Prepare	construct	joining			
Product	materials	finishing			



# Year 2 DESIGN TECHNOLOGY CURRICULUM LONG TERM PLAN

**TRANSITION** from Year 1. Children enter Year 2 with a sound understanding of how to develop, plan and communicate their ideas when designing. In Year 1 they have worked with a range of materials, tools and textiles in focused planned learning and have explored the possibilities of differing techniques. They have been encouraged to share their successes, evaluate and test their ideas. This provides pupils with the knowledge, understanding and skills needed to engage in the building, refining, improving and evaluating their product against a design criteria. When they leave Year 2 and enter Key Stage 2 they will be able to apply their knowledge, understanding and skills to an increasing range of innovative and functional products and designs.

YEAR 2 D.T.	DESIGN		MAKE		EVALUATE		TECHNICAL KNOWLEDGE		COOKING and NUTRITION		
	Developing, planning and communicating ideas		Developing, planning and communicating ideas		Developing, planning and communicating ideas						
	Be able to: <ul style="list-style-type: none"><li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li><li>Generate, develop, and communicate their ideas through talking, drawing, templates, mock ups and where appropriate use information and communication technology.</li></ul>		Be able to: <ul style="list-style-type: none"><li>Select from and use a range of tools and equipment to perform practical tasks (For example cutting, shaping, joining and finishing)</li></ul>		Be able to: <ul style="list-style-type: none"><li>Explore and evaluate existing products.</li><li>Evaluate their ideas against an existing criteria.</li></ul>		Be able to: <ul style="list-style-type: none"><li>Build structures exploring how they can be made stronger, stiffer and more stable.</li><li>Explore and use mechanisms for example levers, sliders, wheels and axles in their products.</li></ul>		Be able to: <ul style="list-style-type: none"><li>Use the basic principles of a healthy and varied diet to prepare dishes.</li><li>Understand where food comes from.</li></ul>		
	AUTUMN			SPRING			SUMMER				
	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2
Materials and textiles <ul style="list-style-type: none"><li>Understand the purpose of design criteria</li><li>Think of an idea and plan what to do next</li><li>Select materials considered to be suitable.</li><li>Explain why they have chosen specific textiles</li><li>Measure accurately how much textile they need for their product.</li><li>Use prior knowledge and skills from Year 1 rolling and coiling materials.</li></ul>		Materials and textiles (clay and fabrics) <ul style="list-style-type: none"><li>Generate ideas by drawing on experiences.</li><li>Develop design ideas through discussion, observation and drawing.</li><li>Select tools and materials.</li><li>Use tools safely.</li><li>Assemble, join and combine materials to make the product.</li><li>Evaluate the product as it develops and identify strengths and possible changes they might make.</li><li>Add to their design to improve appearance.</li><li>Design and make a healthy soup for Gretel.</li><li>Select and prepare ingredients using tools appropriately.</li></ul>		Materials and construction <ul style="list-style-type: none"><li>Develop their own ideas from their initial starting point.</li><li>Make sensible choices about which materials would be most appropriate for their construction.</li><li>Use measuring skills.</li><li>Join materials and components together in different ways.</li><li>Use tools safely.</li><li>Explain what went well with their work and suggest improvements.</li><li>Use prior learning through modelling of experts, to design and create a glass product.</li></ul>		Cooking and Nutrition Mechanisms <ul style="list-style-type: none"><li>Explain what it means to be hygienic and action this in the kitchen.</li><li>Use kitchen equipment safely and follow kitchen safety procedures.</li><li>Describe the ingredients used when making a dish.</li><li>Understand the need for a balanced diet and use knowledge of food groups in preparing their packed lunch.</li><li>Join materials together as part of a moving product.</li><li>Understand how winding mechanisms operate.</li></ul>		Materials and construction <ul style="list-style-type: none"><li>Think of an idea and plan what to do next</li><li>Explain why they have chosen specific textiles</li><li>Choose tools and materials and explain why they have chosen them</li><li>Join materials and components in different ways</li><li>Measure materials to use in a model or structure</li><li>Explain what went well with their work</li></ul>		Materials, construction and mechanisms <ul style="list-style-type: none"><li>Choose tools and materials and explain why they have chosen them</li><li>Join materials and components in different ways</li><li>Incorporate some type of movement into your product.</li><li>Measure materials to use in a model or structure.</li></ul>	

## DESIGN TECHNOLOGY SKILL DEVELOPMENT FOR YEAR 2

DEVELOPING, PLANNING and COMMUNICATING IDEAS	WORKING WITH TOOLS, EQUIPMENT, MATERIALS and COMPONENTS TO MAKE QUALITY PRODUCTS (INC FOOD)	EVALUATING PROCESSES and PRODUCTS														
<p>Year 2 children should be taught to:</p> <ul style="list-style-type: none"><li>• Generate ideas by drawing on their own and other people's experiences</li><li>• Develop their design ideas through discussion, observation , drawing and modelling</li><li>• Identify a purpose for what they intend to design and make</li><li>• Identify simple design criteria</li><li>• Make simple drawings and label part</li></ul>	<p>Year 2 children should be taught to:</p> <ul style="list-style-type: none"><li>• Begin to select tools and materials; use vocab' to name and describe them</li><li>• Measure, cut and score with some accuracy</li><li>• Use hand tools safely and appropriately</li><li>• Assemble, join and combine materials in order to make a product</li><li>• Cut, shape and join fabric to make a simple garment. Use basic sewing techniques</li><li>• Follow safe procedures for food safety and hygiene</li><li>• Choose and use appropriate finishing technique</li></ul>	<p>Year 2 children should be taught to:</p> <ul style="list-style-type: none"><li>• Evaluate against their design criteria</li><li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make</li><li>• Talk about their ideas, saying what they like and dislike about them</li></ul>														
<p><b>DT Vocabulary:</b></p> <table><tr><td>Evaluate</td><td>choices</td></tr><tr><td>Select</td><td>product</td></tr><tr><td>Appropriate</td><td>technique</td></tr><tr><td>Manage</td><td>mechanism</td></tr><tr><td>Adapt</td><td></td></tr><tr><td>Develop</td><td></td></tr><tr><td>Improve</td><td></td></tr></table>			Evaluate	choices	Select	product	Appropriate	technique	Manage	mechanism	Adapt		Develop		Improve	
Evaluate	choices															
Select	product															
Appropriate	technique															
Manage	mechanism															
Adapt																
Develop																
Improve																

# KS1 DESIGN TECHNOLOGY CURRICULUM END POINTS

## DESIGN TECHNOLOGY END POINTS KS1

### DT END POINTS (KS1)

In DT by the end of Year 2 children will be able to:

- Design, make a model in response to an idea and describe how and why they made it as it is.
- Select tools and materials appropriately for a design.
- Build structures and investigate how they can be improved in response to design criteria.
- Evaluate what went well and say what they would do differently next time.

### DT END POINTS for KS1 MOST ABLE:

In the context of KS1 DT Curriculum or in any extracurricular art experiences , children can:

- Plan by suggesting what to do next.
- Explain their choice of tools and equipment.
- Suggest how their products could be improved.
- Know that a 3-D textiles product can be assembled from two identical fabric shapes.
- know that food ingredients should be combined according to their sensory characteristics.
- know the correct technical vocabulary for the projects they are undertaking
- children who excel in the DT curriculum objectives or are identified as having a specific talent or passion in DT will be supported and encouraged to reach their potential and access the best support possible.

How to achieve this:

- Promote engagement in extracurricular DT and clubs
- Communicate with parents about skills and talents
- Encourage access to school based or externally provided DT experiences
- Provide additional opportunities to engage in DT related trips, visits and performances in the local area utilising local venues and organisations such as The Glass Centre, The Word, Discovery Museum, Local Universities etc.
- Provide opportunities to meet and learn about inspiring designers.

### DT END POINTS for KS1 LEAST ABLE:

With support children can:

- Generate ideas and recognise characteristics of familiar products.
- Produce plans show that, with help, they can put their ideas into practice.
- Use pictures and words to describe what they want to do.
- Explain what they are making and which tools they are using.
- Use tools and materials with help, where needed.
- Talk about their own and other people's work in simple terms and describe how a product works.

How to achieve this:

- Planning frames to aid the planning process.
- Pre teaching key vocabulary. vocabulary mats

### DT END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:

- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation

This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.



COMPUTING - KEY KNOWLEDGE MAP		YEAR 1 AUTUMN TERM	YEAR 1 SPRING TERM	YEAR 1 SUMMER TERM	NATIONAL CURRICULUM
	DIGITAL LITERACY	<p>Log in safely and understand why</p> <p>Create an avatar and add own name to it.</p> <p>Save work.</p> <p>Find saved work.</p> <p>Know how to see messages left by teacher.</p> <p>Search to find resources.</p> <p>Investigate topic section of Purple Mash.</p> <p>Add pictures and text to work.</p> <p>Explore tools and common icons.</p> <p>Understand the importance of logging out.</p> <p>Find and understand examples of where technology is used in the local community</p> <p>Record examples of Technology outside of school.</p>			<ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>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.</li> </ul>
	INFORMATION TECHNOLOGY		<p>Understand the differences between books and e-books.</p> <p>Explore the tools of 2Create.</p> <p>Play the page created.</p> <p>Save changes and overwrite the file.</p> <p>Add animation to a picture.</p> <p>Add a sound effect, voice recording and music to a picture.</p> <p>Use copy and paste to create additional pages.</p> <p>Continue and complete an animated story.</p>	<p>Understand that data can be represented in picture format.</p> <p>Contribute to a class pictogram.</p> <p>Use a pictogram to record the results of an experiment.</p>	
	COMPUTER SCIENCE	<p>Understand the functionality of the basic direction keys on keyboard.</p> <p>Use direction keys in a range of challenges.</p> <p>Understand how to create and debug a set of instructions (algorithm)</p> <p>Use direction keys as part of an algorithm.</p> <p>Change and extend the algorithm list.</p>	<p>Emphasise the importance of following instructions.</p> <p>Follow and create simple instructions on the computer.</p> <p>Consider how the order of instructions affects the result.</p>	<p>Sort items using a range of criteria.</p> <p>Sort items on the computer using the 'Grouping' activities in Purple Mash.</p>	

COMPUTING - KEY KNOWLEDGE MAP		YEAR 2 AUTUMN TERM	YEAR 2 SPRING TERM	YEAR 2 SUMMER TERM	NATIONAL CURRICULUM
	DIGITAL LITERACY	<p>Know how to refine searches using the Search tool.</p> <p>Use digital technology to share work on Purple Mash to communicate and connect with others locally.</p> <p>Have some knowledge and understanding about sharing more globally on the Internet.</p> <p>Understand how we talk to others when they are not there in front of us.</p> <p>Open and send simple online communications in the form of email.</p> <p>Understand that information put online leaves a digital footprint or trail.</p> <p>Identify the steps that can be taken to keep personal data and hardware secure</p>		<p>Understand the terminology associated with the Internet and searching. the Internet</p> <p>Gain a better understanding of searching the Internet.</p> <p>Create a leaflet to help someone search for information on the Internet.</p>	<ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>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.</li> </ul>
	INFORMATION TECHNOLOGY	<p>Revise prior learning on spreadsheets.</p> <p>Use copying, cutting and pasting shortcuts in 2Calculate.</p> <p>Use 2Calculate totalling tools.</p> <p>Use 2Calculate to solve a simple puzzle</p> <p>Explore a spreadsheet in adding up coins to match the prices of objects</p> <p>Add and edit data in a table layout.</p> <p>Use the data</p>	<p>Explore 2Paint A Picture.</p> <p>Look at the work of Impressionist artists and recreate them using the Impressionism template.</p> <p>Look at the work of pointillist artists such as Seurat.</p> <p>Recreate pointillist art using the Pointillism template.</p> <p>Look at the work of Piet Mondrian and recreate it using the Lines template.</p> <p>Look at the work of William Morris and recreate it using the Patterns template.</p> <p>To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture.</p> <p>Show that the information provided on pictograms is of limited use beyond answering simple questions</p> <p>Use yes/no questions to separate information</p> <p>Construct a binary tree to separate different items.</p> <p>Use 2Question (a binary tree) to answer questions</p> <p>Use a database to answer more complex search questions.</p> <p>Use the Search tool to find information.</p>	<p>Be introduced to making music digitally using 2Sequence.</p> <p>Explore, edit and combine sounds using 2Sequence</p> <p>Add sounds to a tune -improve it.</p> <p>Think about how music can be used to express feelings and create tunes which depict feelings..</p> <p>Upload a sound from a bank of sounds into the Sounds section</p> <p>.Record their own sound and upload it into the Sounds section.</p> <p>Create their own tune using the sounds which they have added to the Sounds section.</p> <p>Explore how a story can be presented in different ways.</p> <p>Make a quiz about a story or class topic</p> <p>Make a fact file on non-fiction topic.</p> <p>Make a presentation to the class.</p>	
	COMPUTER SCIENCE	<p>Understand what an algorithm is.</p> <p>Create a computer program using an algorithm</p> <p>Create a program using a given design.</p> <p>Understand the collision detection event.</p> <p>Understand that algorithms follow a sequence.</p> <p>Design an algorithm that follows a timed sequence.</p> <p>Understand that different objects have different properties.</p> <p>Understand what different events do in code.</p> <p>Create a program using a given design.</p> <p>Understand the function of buttons in a program.</p> <p>Know what debugging means.</p> <p>Understand the need to test and debug a program repeatedly.</p> <p>Debug simple programs.</p>			



# Year 1 COMPUTING CURRICULUM LONG TERM PLAN

**TRANSITION** from EYFS. Children use computers and Tablets within their classroom settings learning to log on and begin to navigate the keyboard and use the mouse. As the year progresses they access the school's ICT suite which enables them to further develop their skills and develops growing independence. They are introduced to Purple Mash to further develop their basic skills. The independence and confidence gained in EYFS will support their understanding of computing allowing them to access information through the computer to support their learning in a range of subjects.



YEAR 1	AUTUMN		SPRING		SUMMER	
COMPUTING	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
 	Be able to: <ul style="list-style-type: none"> <li>Log in safely and understand why</li> <li>Create an avatar and add own name to it.</li> <li>Save work.</li> <li>Find saved work.</li> <li>Know how to see messages left by teacher.</li> <li>Search to find resources.</li> <li>Investigate topic section of Purple Mash.</li> <li>Add pictures and text to work.</li> <li>Explore tools and common icons.</li> <li>Understand the importance of logging out.</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>Understand the functionality of the basic direction keys on keyboard.</li> <li>Use direction keys in a range of challenges.</li> <li>Understand how to create and debug a set of instructions (algorithm)</li> <li>Use direction keys as part of an algorithm.</li> <li>Change and extend the algorithm list.</li> <li>Find and understand examples of where technology is used in the local community (LC)</li> <li>Record examples of Technology outside of school.</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>Understand the differences between books and e-books.</li> <li>Explore the tools of 2Create.</li> <li>Play the page created.</li> <li>Save changes and overwrite the file.</li> <li>Add animation to a picture.</li> <li>Add a sound effect, voice recording and music to a picture.</li> <li>Use copy and paste to create additional pages.</li> <li>Continue and complete an animated story.</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>Emphasise the importance of following instructions.</li> <li>Follow and create simple instructions on the computer.</li> <li>Consider how the order of instructions affects the result.</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>Sort items using a range of criteria.</li> <li>Sort items on the computer using the 'Grouping' activities in Purple Mash.</li> <li>Understand that data can be represented in picture format.</li> <li>Contribute to a class pictogram.</li> <li>Use a pictogram to record the results of an experiment.</li> </ul>	

## COMPUTING SKILL DEVELOPMENT FOR YEAR 1

COMPUTER SCIENCE	DIGITAL LITERACY	PRACTICAL SKILLS	VOCABULARY
<p>Year 1 children should be taught to:</p> <p><b>Program:</b> Program a (short set of) instructions on e.g.. Bee-Bot, Scratch.</p> <p><b>Debug:</b> Identify and start to verbalise problems in a simple program (written by someone else).</p> <p><b>Use logic:</b> Start to demonstrate logical reasoning e.g.. by role- playing the movements for a Bee-Bot program.</p>	<p>Year 1 children should be taught to:</p> <p><b>Working with digital content:</b> Create, manipulate and present: Follow instructions to create content on simple editing programs like <i>Word</i> and <i>Paint</i>.</p> <p>Manipulate simple digital content</p> <p><b>Organise / store:</b> Save files when the location is set for them.</p> <p><b>Retrieve:</b> Do a simple search with support e.g.. for a postcode</p> <p><b>Analyse / evaluate:</b> N/A</p> <p><b>Use IT safely:</b> Understand that there may be dangers online, and explain who they'll talk to if they're worried. Communications technology: N/A</p> <p><b>Using IT respectfully:</b> Recognise that their actions may have negative consequences.</p>	<p>Year 1 children should be taught to:</p> <p><b>Keyboard:</b> Find letters on a qwerty keyboard, e.g.. type their name.</p> <p><b>Mouse:</b> Manipulate a mouse without looking (i.e. eyes on screen).</p>	<p>Year 1 children should be taught to:</p> <p><b>For programming (Year 1):</b> robot up instruction down program underneath turtle centre control (anti) clockwise rule position coding direction design above below</p> <p><b>For hardware, systems etc... (Year 1):</b> network search engine internet gif web digital computer app Google</p> <p><b>For controls (Year 1):</b> keyboard mouse right-click left-click double-click screen touch-screen start shut down menu</p> <p><b>For talk about IT (Year 1):</b> research search</p>

# Year 2 COMPUTING CURRICULUM LONG TERM PLAN

**TRANSITION** from Year 1. The children in Year 1 use Purple Mash to prepare pupils to thrive in an increasingly digital world, the three essential components taught are computer science, digital literacy and information technology. The children have been taught to understand the importance of using technology safely and respectfully, they have been introduced to the common uses of technology beyond the school environment, the functionality of direction keys on the keyboard and understand how to create and debug a set of instructions (algorithm). This means on entering Year 2 children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They are ready for the challenges of using spreadsheets, editing data and gaining a better understanding of how to search the internet for information safely, 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. Children will enter Year 3 ready use search technologies effectively and be discerning in evaluating digital content.

YEAR 2	AUTUMN		SPRING		SUMMER	
COMPUTING	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
 	<b>Be able to:</b> <ul style="list-style-type: none"> <li>Understand what an algorithm is.</li> <li>Create a computer program using an algorithm</li> <li>Create a program using a given design.</li> <li>Understand the collision detection event.</li> <li>Understand that algorithms follow a sequence.</li> <li>Design an algorithm that follows a timed sequence.</li> <li>Understand that different objects have different properties.</li> <li>Understand what different events do in code.</li> <li>Create a program using a given design.</li> <li>Understand the function of buttons in a program.</li> <li>Know what debugging means.</li> <li>Understand the need to test and debug a program repeatedly.</li> <li>Debug simple programs.</li> </ul>	<b>Be able to:</b> <ul style="list-style-type: none"> <li>Know how to refine searches using the Search tool.</li> <li>Use digital technology to share work on Purple Mash to communicate and connect with others locally.</li> <li>Have some knowledge and understanding about sharing more globally on the Internet.</li> <li>Understand how we talk to others when they are not there in front of us.</li> <li>Open and send simple online communications in the form of email.</li> <li>Understand that information put online leaves a digital footprint or trail.</li> <li>Identify the steps that can be taken to keep personal data and hardware secure</li> <li>Revise prior learning on spreadsheets.</li> <li>Use copying, cutting and pasting shortcuts in 2Calculate.</li> <li>Use 2Calculate totalling tools.</li> <li>Use 2Calculate to solve a simple puzzle</li> <li>Explore a spreadsheet in adding up coins to match the prices of objects</li> <li>Add and edit data in a table layout.</li> <li>Use the data</li> </ul>	<b>Be able to:</b> <ul style="list-style-type: none"> <li>Explore 2Paint A Picture.</li> <li>Look at the work of Impressionist artists and recreate them using the Impressionism template.</li> <li>Look at the work of pointillist artists such as Seurat.</li> <li>Recreate pointillist art using the Pointillism template.</li> <li>Look at the work of Piet Mondrian and recreate it using the Lines template.</li> <li>Look at the work of William Morris and recreate it using the Patterns template.</li> <li>To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture.</li> <li>Understand the terminology associated with the Internet and searching</li> <li>Gain a better understanding of searching the Internet.</li> <li>Create a leaflet to help someone search for information on the Internet.</li> </ul>	<b>Be able to:</b> <ul style="list-style-type: none"> <li>Show that the information provided on pictograms is of limited use beyond answering simple questions</li> <li>Use yes/no questions to separate information</li> <li>Construct a binary tree to separate different items.</li> <li>Use 2Question (a binary tree) to answer more questions</li> <li>Use a database to answer more complex search questions.</li> <li>Use the Search tool to find information.</li> </ul>	<b>Be able to:</b> <ul style="list-style-type: none"> <li>Be introduced to making music digitally using 2Sequence.</li> <li>Explore, edit and combine sounds using 2Sequence</li> <li>Add sounds to a tune to improve it.</li> <li>Think about how music can be used to express feelings and create tunes which depict feelings..</li> <li>Upload a sound from a bank of sounds into the Sounds section</li> <li>Record their own sound and upload it into the Sounds section.</li> <li>Create their own tune using the sounds which they have added to the Sounds section.</li> </ul>	<b>Be able to:</b> <ul style="list-style-type: none"> <li>Understand the terminology associated with the Internet and searching. the Internet</li> <li>Gain a better understanding of searching the Internet.</li> <li>Create a leaflet to help someone search for information on the Internet.</li> <li>Explore how a story can be presented in different ways.</li> <li>Make a quiz about a story or class topic</li> <li>Make a fact file on a non-fiction topic.</li> <li>Make a presentation to the class.</li> </ul>

# Year 2 COMPUTING CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)

## COMPUTING SKILL DEVELOPMENT FOR YEAR 2

COMPUTER SCIENCE	DIGITAL LITERACY	PRACTICAL SKILLS	VOCABULARY
<p>Year 2 children should be taught to:</p> <p><b>Program:</b> Create a simple program in e.g.. Scratch, Logo, and Kodu.</p> <p><b>Debug:</b> Identify and describe bugs in a simple program, and start to suggest corrections.</p> <p><b>Use logic:</b> Verbalise what will happen in a simple program before activating.</p>	<p>Year 2 children should be taught to:</p> <p>Working with digital content year 2</p> <p><b>Create, manipulate and present:</b> Go beyond teacher instruction to create content in simple editing programs. With support, create simple presentations e.g.. a poster through Publisher or Word. Manipulate digital content e.g.. highlight and delete text in Word, zoom in on a digital map.</p> <p><b>Organise/store:</b> Follow instructions to save files to a specific location.</p> <p><b>Retrieve:</b> Visit a known website and select some information (copying onto paper).</p> <p><b>Analyse/evaluate:</b> Start to make selections, e.g.. from or within sources of information. Using IT safely (Year 2) Understand who they can report things to if they're worried about anything digital.</p> <p><b>Communications technology:</b> With support, set up a video conference call, e.g.. Skype or Facetime. Using IT respectfully (Year 2) Start to verbalise other people's needs and feelings.</p>	<p>Year 2 children should be taught to:</p> <p><b>Keyboard:</b> Navigate a qwerty keyboard, e.g. type a simple sentence and use cursor keys, back-space, etc.</p> <p><b>Mouse:</b> Use the double-click function.</p>	<p>Year 2 children should be taught to:</p> <p><b>For programming</b> sprite (de)bug data information object model process horizontal vertical diagonal (i.e. sloped) symmetrical reflect left right <b>For hardware, systems, etc...</b> device application tool file drive disk (sub)folder save save-as internet search video</p> <p>audio text image hardware editing/presentation software window material For controls Shift control caps-lock password Return enter back-space delete open close select zoom highlight <b>For talk about IT</b> similarity difference landscape portrait</p>

# KS1 COMPUTING CURRICULUM END POINTS

## COMPUTING END POINTS KS1

### COMPUTING END POINTS (KS1)

In Computing by the end of Year 2 children will be able to:

- Use a paint program to create a picture.
- Name and discuss ways of staying safe on the internet.
- Use coding to write a simple program.
- Use the internet as a research tool
- Retrieve and store information

### COMPUTING END POINTS for KS1 MOST ABLE:

children who excel in the Computing curriculum objectives or are identified as having a specific talent or passion in Computing will be supported and encouraged to reach their potential and access the best support possible.

children can:

- Make links between the online and offline world;
- Save their work to a folder independently;
- Construct, send and retrieve an email using a computer or digital device;
- Identify dangers online and know what to do about them.
- Explain what to do if a website makes them uncomfortable and why this is important.
- See how a product changes when they change the instructions;
- Evaluate and improve their sequence (debug).
- Explain what a 'digital footprint' is and how it is generated.
- Have knowledge of the location of letters and symbols on the keyboard.

How to achieve this:

- Communicate with parents about skills and talents
- Encourage access to school based or externally provided Computing experiences
- Provide additional opportunities to engage in Computing related trips and visits in the local area utilising local venues and organisations such as The Word.
- Provide opportunities to meet and learn about inspiring inventors and computer scientists.

### COMPUTING END POINTS for KS1 LEAST ABLE:

With support children can:

- Use a paint program to create a picture.
- Use a website to safely search for information;
- Know that people can use the information they put online;
- Begin to identify possible dangers online and what to do if a website makes them uncomfortable;
- Know how to save and store information in a folder;

### How to achieve this:

Planning frames to aid the planning process (where appropriate).

Pre teaching key vocabulary.

Vocabulary mats.

Support LSA/TCH

Visual instructions - first, then, next

### COMPUTING END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:

- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation

This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.



# EYFS KNOWLEDGE and SKILL DEVELOPMENT IN RELATIONSHIPS and SEX EDUCATION

## RSE SKILL DEVELOPMENT FOR NURSERY

Taught within and through the above knowledge objectives during adult directed and child initiated provision.

Families and People Who Care for Me	Caring Friendships	Respectful Relationships	Being Safe	Wellbeing	Health
<ul style="list-style-type: none"> <li>. Know who their special people are within Nursery and at home e.g. key worker, name family members.</li> <li>. Can describe self in positive terms and talk about abilities.</li> </ul>	<ul style="list-style-type: none"> <li>. Recognise and demonstrate friendly behaviour.</li> <li>. Develop friendships with other children.</li> </ul>	<ul style="list-style-type: none"> <li>. They are able to wait for a turn and can share resources</li> <li>. Begin to understand how others might feel and talk with others to resolve a conflict.</li> <li>. Use mannerisms and vocabulary to communicate with adults and peers regarding wants/needs/feelings</li> </ul>	<ul style="list-style-type: none"> <li>• They increasingly follow rules and understand why they are important.</li> <li>• Use simple tools and equipment safely, storing them safely after use.</li> </ul>	<ul style="list-style-type: none"> <li>• They are able to talk about their feelings using words like happy, angry, sad or worried.</li> <li>• . Show confidence in new social situations e.g. changes to normal routine, visits to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent in meeting own needs e.g. brushing teeth, using the toilet, washing and drying hands</li> <li>• Eat independently and using knife and fork.</li> <li>• Increasingly independent in dressing e.g. putting on coat/shoes/wellies</li> </ul>

## RSE SKILL DEVELOPMENT FOR RECEPTION

Taught within and through the above knowledge objectives during adult directed and child initiated provision.

Families and People Who Care for Me	Caring Friendships	Respectful Relationships	Being Safe	Wellbeing	Health
<ul style="list-style-type: none"> <li>. See themselves as a valuable individual.</li> <li>. Recognise and show sensitivity to their own needs and those of others.</li> <li>. Able to talk about their own family and understand that some families are different.</li> </ul>	<ul style="list-style-type: none"> <li>. Be able to play and work with more than one child/small group.</li> <li>. Recognise the responsibilities and expectations within friendships.</li> <li>. Learn to accept and describe a peers likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>. Can talk about their own and others' behaviour, and its consequences, and know that some behaviour is acceptable</li> <li>. Build constructive and respectful relationships.</li> <li>. Problem solve, taking account of each other's ideas.</li> </ul>	<ul style="list-style-type: none"> <li>. Do not need adults to always remind them of a rule.</li> <li>. Explain the reason for rules, know right from wrong.</li> <li>. Develop understanding in relation to 'trust' - 'Stranger Danger' - 'online'</li> </ul>	<ul style="list-style-type: none"> <li>. Identify and moderate their own feelings socially and emotionally.</li> <li>. Understand how to show feelings using vocabulary and resources.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Set and work towards simple goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage all personal needs including dressing and undressing (PE), using the toilet, use of cutlery.</li> <li>• Able to discuss the effects of exercise on their bodies and making healthy eating choices (treats)</li> </ul>

# EYFS RELATIONSHIPS and SEX EDUCATION CURRICULUM END POINTS

## RSE END POINTS EYFS (as part of Personal, Social and Emotional development)

### RSE END POINTS (EYFS PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT)

#### EYFS PERSONAL, SOCIAL and EMOTIONAL - Building Relationships (R.S.E.) END POINTS

In Personal, Social and Emotional Development - Building Relationships by the end of Reception children will be able to:

- Recognise their own sense of self and worth
- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Express their feelings appropriately and consider the feelings of others.
- Show sensitivity to their own and to others' needs

#### EYFS PERSONAL, SOCIAL and EMOTIONAL - Managing Self (R.S.E.) END POINTS

In Personal, Social and Emotional Development - Managing Self by the end of Reception children will be able to:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

#### EYFS PERSONAL, SOCIAL and EMOTIONAL - Self Regulation (R.S.E.) END POINTS

In Personal, Social and Emotional Development - Self Regulation by the end of Reception children will be able to:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### RSE END POINTS FOR EYFS MOST ABLE:

In Personal, Social and Emotional Development - Building Relationships by the end of Reception children will be able to:

- Children know some ways to manage their feelings and are beginning to use these to maintain control.
- They can listen to each other's suggestions and plan how to achieve an outcome without adult help.
- They know when and how to stand up for themselves appropriately.
- They can stop and think before acting and can wait for things they want.
- They understand someone else's point of view can be different from their own. They resolve minor disagreements through listening to each other to come up with a fair solution.
- Children know about and can make healthy choices in relation to healthy eating and exercise
- They are resourceful in finding support when they need help or information.

#### How to achieve this:

- Communicate with parents about skills and talents
- Involve the children in decision making processes regarding classroom rules, consequences for action etc..
- Celebration and involvement in the planning for events that involve thinking of others e.g. Anti - Bullying Week, Harvest, Children in Need.
- Involvement in School Council (Third Term)

## RSE END POINTS EYFS (as part of Personal, Social and Emotional development)

### **RSE END POINTS and SUPPORT for EYFS LEAST ABLE:**

With support children can:

- Demonstrate an awareness of their own feelings and know that some actions and words can hurt others' feelings.
- Take turns and share, sometimes with support from others.
- Usually adapt their behaviour to different events, social situations and changes in routine.
- Play as part of a group, and know how to make friends with others.
- Show some awareness of other children's needs

#### **How to achieve this:**

- Involve children in small group games/play alongside others
- Modelling by adults
- Planning of opportunities where collaboration is key to success e.g. large scale art work, building in construction
- Ensuring the learning environment initiates opportunities for decision making, sharing of resources', exploration of and practise using a variety of materials and tools competently and safely.

### **RSE END POINTS and SUPPORT children in both EYFS and KS1 with SEND**

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:

- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation

This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.

# Year 1 RELATIONSHIPS and SEX EDUCATION CURRICULUM LONG TERM PLAN

YEAR 1		RSE			
AUTUMN			SPRING		
FAMILIES and PEOPLE WHO CARE FOR ME	CARING FRIENDSHIPS	RESPECTFUL RELATIONSHIPS	FAMILIES and PEOPLE WHO CARE FOR ME	CARING FRIENDSHIPS	RESPECTFUL RELATIONSHIPS
<p>Be able to:</p> <ul style="list-style-type: none"> <li>Identify similarities/differences between people</li> <li>Know that they belong to different groups</li> <li>Recognise different types of relationships Identify their special people</li> <li>Understand the term 'trust'</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>Recognise that their behaviour can affect other people</li> <li>Recognise what is kind and unkind, right and wrong</li> <li>Recognise and understand what is fair and unfair</li> <li>Resolve disputes and conflicts as modelled by adults</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>Learn about the conventions of courtesy and manners</li> <li>Listen to other people, taking part in discussions.</li> <li>Understand how rules help them and collaboratively develop class rules/charter</li> <li>Show respect through their actions</li> <li>Know that people and living things have rights and it is everyone's responsibility to protect these</li> <li>Recognise unkindness, teasing and bullying to themselves or others, knowing that this is wrong</li> <li>Develop strategies to resist teasing or bullying if they experience or witness it.</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>Know who their special people are, and why they are special</li> <li>Recognise that family should care for each other</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>Recognise friends should care for each other</li> <li>Practise resolving disputes</li> <li>Recognise that resorting to violence is never right.</li> </ul>	<p>Be able to:</p> <p>Use the conventions of courtesy and manners in interactions with others.</p> <p>Listen to other people, taking part in discussions, playing co-operatively</p> <p>Begin to offer feedback to others</p> <p>Share their opinions on things that matter to them and explain their views</p> <p>Consider social and moral dilemmas they come across in everyday life, with adult support</p>
BEING SAFE	WELLBEING	HEALTH	BEING SAFE	WELLBEING	HEALTH
<p>Be able to:</p> <ul style="list-style-type: none"> <li>Use class rules/charter</li> <li>Know school rules about health and safety</li> <li>Recognise that they share a responsibility to keep themselves safe online.</li> <li>Know what to do and who to tell if they see inappropriate content online</li> <li>Know how to keep safe from risks associated with bonfire night and fire hazard in the home</li> <li>Know how to make a clear and efficient call to emergency services in an emergency situation</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>Understand feelings (emotions) and describe them</li> <li>Know about people who look after them, their family networks and adults in school</li> <li>Know who to go to if they are worried and how to attract attention.</li> <li>Develop understanding that mental wellbeing is a normal, important part of daily life.</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>Understand the need for a healthy lifestyle- diet and activity.</li> <li>Recognise what they like and dislike</li> <li>Know how some diseases are spread and can be controlled</li> <li>Understand how to prevent the spreading of disease e.g. effective handwashing, toilet etiquette</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>Develop rules and ways of keeping physically and emotionally safe</li> <li>Know what is meant by the term privacy</li> <li>Know and be able to verbalise the basic concept that each person's body belongs to them.</li> <li>Know the difference between secrets and nice surprises and the importance of not keeping secrets that make them feel uncomfortable.</li> <li>Name people who look after them, their family network, who to go to if they are worried and how to attract their attention</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>Recognise what they are good at</li> <li>Identify things that impact their physical, mental and emotional health.</li> <li>Know the benefits to mental health of an active lifestyle.</li> </ul>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>Know more of what constitutes a healthy lifestyle (physical activity, mindfulness, relaxation and rest).</li> <li>Use good hygiene practises and self-care skills to prevent the spreading of disease.</li> </ul>

# Year 1 RELATIONSHIPS and SEX EDUCATION CURRICULUM LONG TERM PLAN

YEAR 1	RSE	
SUMMER		
FAMILIES and PEOPLE WHO CARE FOR ME	CARING FRIENDSHIPS	RESPECTFUL RELATIONSHIPS
Be able to: <ul style="list-style-type: none"><li>Understand that if people who look after them make them feel unhappy or unsafe they must share worries with someone trusted</li></ul>		
BEING SAFE	WELLBEING	HEALTH
Be able to: <ul style="list-style-type: none"><li>Know about the conventions of road safety</li><li>Know that exposure to the sun may be harmful and learn ways in which to keep safe</li></ul>	Be able to: <ul style="list-style-type: none"><li>. Know what a goal is and how to set a simple goal</li><li>Tackle a challenge, with adult support, until it is resolved</li></ul>	Be able to: <ul style="list-style-type: none"><li>Understand the importance of personal hygiene and hygiene standards when preparing, cooking and eating food</li><li>Know about good oral hygiene and dental health and the benefits.</li><li>Understand the need for regular dental check ups</li><li>Recognise that the things they like and dislike may have consequences</li><li>Know that some household products can be harmful if not used properly</li></ul>

**TRANSITION from EYFS.** Personal, social and emotional development is embedded throughout EYFS and children learn to build positive relationships with both staff and children ensuring they are resilient, confident and independent learners as they move into KS1. This allows children to develop positive relationships and recognising what good qualities are in friends, what constitutes to being kind and traits of bullying whilst they move through Year 1.



# Year 1 RELATIONSHIP and SEX EDUCATION CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)

Families and People Who Care for Me	Caring Friendships	Respectful Relationships	Being Safe	Wellbeing	Health
<ul style="list-style-type: none"> <li>• Show some understanding of how their community is organised (e.g.. family, school).</li> <li>• . Recognise the impact they can have and what makes themselves and others special.</li> </ul>	<ul style="list-style-type: none"> <li>• .Demonstrate respect for, others' needs, interests and feelings, as well as their own.</li> <li>• .Start to challenge other people's values and opinions in a respectful manner with some support.</li> </ul>	<ul style="list-style-type: none"> <li>• .Show respect through their actions e.g. seeking help/support for friends, others.</li> <li>• .Cooperate with others, including those not from immediate friendship group in shared activities.</li> </ul>	<ul style="list-style-type: none"> <li>• .Make choices based on an understanding of right and wrong, be able to explain choices and recognise their actions may have negative consequences.</li> <li>• .Participate in activities that contribute to the school, keeping our school environment safe for ourselves and others (e.g.. litter picking).</li> <li>• .They have an understanding about safety in familiar situations and personal safety e.g. near water, crossing the road</li> </ul>	<ul style="list-style-type: none"> <li>• .Recognise or explain how they and others are feeling using the appropriate vocabulary.</li> <li>• .With support, recount events to reflect on experiences and learning.</li> <li>• .Tackle a challenge until it is resolved, demonstrating perseverance and being willing to accept the ideas of others</li> <li>• .Can discuss change and loss and how this can feel e.g. loss of a pet</li> </ul>	<ul style="list-style-type: none"> <li>• .They can make suggestions about keeping themselves safe in the sun.</li> <li>• .Recognise that exercise is important to stay healthy. Understand that some foods should be eaten in moderation.</li> <li>• . Explain why handwashing and toilet etiquette are important, particularly in relation to food preparation and eating.</li> <li>• Know that some household products can be harmful if not used properly</li> </ul>

# Year 2 RELATIONSHIPS and SEX EDUCATION CURRICULUM LONG TERM PLAN

YEAR 2		RSE			
AUTUMN			SPRING		
FAMILIES and PEOPLE WHO CARE FOR M	CARING FRIENDSHIPS	RESPECTFUL RELATIONSHIPS	FAMILIES and PEOPLE WHO CARE FOR ME	CARING FRIENDSHIPS	RESPECTFUL RELATIONSHIPS
<ul style="list-style-type: none"> <li>Understand that they belong to different groups such as family, school and communities</li> <li>Understand the difference between these relationships</li> <li>Understand that if people who look after them make them feel unhappy or unsafe they can go to someone trusted and know how to attract attention.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that their behaviour can affect other people and understand the impact of their behaviour on the other person (positive and negative)</li> <li>Make choices based on what is fair and unfair, kind and unkind, right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>Know that in school, they can be expected to be treated with respect, and should show due respect to others</li> <li>Understand how rules help them and work together to agree class rules/charter</li> <li>Recognise unkindness, teasing and bullying to themselves or others, knowing that this is wrong. Develop understanding of how to respond and who can help.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that they belong to different groups such as family, school and communities.</li> </ul>	<ul style="list-style-type: none"> <li>Know that friends should care for each other and how they do so</li> <li>Understand that people's bodies and feelings can be hurt and identify what makes them feel comfortable or uncomfortable</li> </ul>	<ul style="list-style-type: none"> <li>Share their opinions on a wider range of things and explain their views</li> <li>Consider social and moral dilemmas they come across in everyday life</li> <li>Offer constructive feedback and support to others</li> <li>Respect that there may be rules or charters for behaviour in different settings</li> <li>Recognise that unkindness, teasing and bullying can occur in person as well as online.</li> <li>Act if they see inappropriate content online or if something makes them feel 'uncomfortable'</li> </ul>
BEING SAFE	WELLBEING	HEALTH	BEING SAFE	WELLBEING	HEALTH
<ul style="list-style-type: none"> <li>Know and develop rules for keeping emotionally, physically and mentally safe, including rules for online safety</li> <li>Start to explain how they recognise who to trust</li> <li>Know about people who look after them, their family and school networks, who to go to if they are worried and how to attract attention.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise their strengths, explaining how they are unique</li> <li>Understand good and not so good feelings and the impact on others.</li> <li>Know what can positively and negatively affect their physical, mental and emotional health.</li> <li>Know what constitutes, and how to maintain, a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating, mindfulness and time outdoors.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop understanding of , appropriate touch and personal space and expand these body-rights to other people's property etc.. too.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple strategies for managing feelings.</li> <li>Set a simple goal and demonstrate a willingness to persevere with challenges to implement good practises with regard to maintaining positive mental health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Know how some diseases are spread and can be controlled.</li> <li>Use knowledge of sun safety.</li> </ul>

# Year 2 RELATIONSHIPS and SEX EDUCATION CURRICULUM LONG TERM PLAN

YEAR 2	RSE		
SUMMER			
FAMILIES and PEOPLEWHO CARE FOR ME	CARING FRIENDSHIPS	RESPECTFUL RELATIONSHIPS	
<ul style="list-style-type: none"><li>Develop further understanding of and respect similarities and differences between, people and families and communities</li></ul>	<ul style="list-style-type: none"><li>Use strategies to resolve disputes and conflicts as through negotiation and compromise</li></ul>		
BEING SAFE	WELLBEING	HEALTH	
<ul style="list-style-type: none"><li>Learn about the conventions of safety around water (school locality is walking distance to the sea/beach/river)</li><li>Know how to make a clear and efficient call to emergency services in an emergency situation .</li><li>Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how)</li></ul>		<ul style="list-style-type: none"><li>Exercise effective personal hygiene.</li><li>Extend understanding of good oral hygiene and dental health and learn about and the effects of poor oral hygiene.</li><li>Understand that household products, including medicines, can be harmful if not used properly</li><li>Know basic First -Aid skills</li></ul>	

# Year 2 RELATIONSHIP and SEX EDUCATION CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)

Families and People Why Care for Me	Caring Friendships	Respectful Relationships	Being Safe	Wellbeing	Health
<ul style="list-style-type: none"> <li>. Demonstrate knowledge of how their community is organised (e.g.. family, school, town).</li> <li>. Pupils can discuss and identify what makes them special and what makes other people special - family, friends and people within community.</li> <li>. Recognise that there are about different types of family and how their home-life is special</li> </ul>	<ul style="list-style-type: none"> <li>. Express enjoyment in a variety of ways, including an appreciation of the enjoyment of others.</li> <li>. Understand what makes a good friend and how to make friends who can help with friendships.</li> <li>. Recognise the need to solve problems that might arise with friendships through negotiation and compromise.</li> </ul>	<ul style="list-style-type: none"> <li>. Demonstrate a respect for other people's knowledge.</li> <li>. Demonstrate respect for others (e.g. by choosing to help each other).</li> <li>. Show respect by starting to explain other people's needs, interests and feelings, as well as their own.</li> <li>. Show awareness that different behaviour might be needed in differing settings e.g. Religious building.</li> <li>. Show an awareness of, and respect for, disability and gender and sexual orientation (in a primary-appropriate way)</li> <li>. Know what to do and who to tell if they see something inappropriate online or if something makes them feel uncomfortable.</li> </ul>	<ul style="list-style-type: none"> <li>. Make choices based on an understanding of right and wrong, start to develop their own principles.</li> <li>. Understand what is meant by 'being fair'</li> <li>. Participate in activities that contribute to the school and wider community.</li> <li>. Demonstrate respect for living things, property and the environment</li> <li>. Pupils learn about keeping safe in the home, including fire safety and within school (fire drills)</li> </ul>	<ul style="list-style-type: none"> <li>. Reflect on experiences and learning by recounting events (i.e. without much support).</li> <li>. Demonstrate a willingness to tackle problems/challenges until they are resolved/achieved.</li> <li>. Willingly accept and follow advice, but start to appreciate that some advice might not be so useful - be willing to challenge other people's values and opinions, being polite when doing so.</li> <li>. Understand they all have a unique voice and have the right to share an opinion and be heard.</li> </ul>	<ul style="list-style-type: none"> <li>. Demonstrate and understanding about why medicines are know about keeping themselves safe around medicines.</li> <li>. Know some basic first aid skills, know how to attract attention or help to protect themselves and others.</li> <li>. Know how disease can spread and can be controlled - they have responsibility for their own health and that of others. (hand washing, use of tissues etc..)</li> </ul>

# KS1 RELATIONSHIPS and SEX EDUCATION CURRICULUM END POINTS

## RSE END POINTS KS1 (as part of Personal, Social and Emotional development, Health Education and Sex Education)

### RSE END POINTS (KS1)

In RSE by the end of Year 2, children will know:

- That families are important for children growing up because they can give love and security.
- The importance of spending time together and sharing each others lives.
- That others' families, either in school or the wider world, sometimes look different from their family, but they should respect those differences.
- Begin to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- How important friendships are in making us feel happy and secure.
- The characteristics of friendships including truthfulness, kindness, sharing interests and experiences.
- That healthy relationships are positive and welcoming towards others.
- That most friendships have ups and downs, and that these can often be worked through so that friendship is repaired or even strengthened and that resorting to violence is never right.
- Begin to recognise who to trust and who not to trust and how to seek help or advice from others, if needed.
- The importance of respecting others, even if they are very different from them.
- The conventions of courtesy and manners.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyber bullying), the impact of bullying and how to get help.
- The rules and principals for staying safe on line.
- Begin to understand how information and data is shared and used on line.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other, contact.
- How to respond safely and appropriately to adults they encounter (in all contexts, including on line) whom they don't know).

### RSE END POINTS for KS1 MOST ABLE:

- Pupils learn about and can discuss solving problems that might arise with friendships.
- Pupils understand about valuing the similarities and differences between themselves and others and can explain what is meant by a community and the importance of belonging to a group e.g. Class group
- Pupils know about celebrating achievements and setting personal goals , and about positive ways to deal with set-backs
- Pupils can discuss the need to about make healthy choices about food and drinks and how branding can affect what foods people choose to buy
- Pupils have an understanding of why people may eat or avoid certain foods (religious, moral, cultural or health reasons)
- Pupils know about keeping active, can discuss ways in which to do this and some of the challenges this might involve.
- Pupils can talk about how everybody needs to be cared for and ways in which they care for others. They know about different types of family and how their home-life is special.

### How to achieve this:

- Organisation and involvement in class/school events and celebrations linked to RSE
- Opportunities to visit and perform other groups within the community e.g. singing for elderly, McMillan Cancer coffee morning.
- Involve children in School Council Initiatives
- Invitation of visitors to school from differing cultures and communities
- Planned teaching re: different families and the celebration of similarities and differences.



## RSE END POINTS KS1 (as part of Personal, Social and Emotional development, Health Education and Sex Education)

### RSE END POINTS and SUPPORT for KS1 LEAST ABLE

Children working below ARE

With support children can:

- Discuss what makes themselves and others special
- Demonstrate an understanding of the importance of being cooperative with others
- Talk about safety in familiar situations, including personal safety. They can name people who help keep them safe outside the home.
- Explain the importance of physical activity, sleep and rest and will articulate the names and roles of people who help us to stay healthy and well and outline basic health and hygiene routines.
- Recognise bullying and how it can make people feel. Pupils can talk about and are becoming more aware of different types of bullying, including 'online' and how to respond to bullying incidents.

How to achieve this:

- Involve children in small group games/play alongside others
- Modelling by adults
- Planning of opportunities where collaboration is key to success
- Ensuring the planned learning initiates opportunities for decision making, sharing of resources', exploration of and practise using a variety of materials and tools competently, safely and purposefully.

### RSE END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:

- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation

This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.

YEAR 1 AUTUMN TERM	YEAR 1 SPRING TERM	YEAR 1 SUMMER TERM
<p><b>What does it mean to belong to a faith community?</b></p> <p><i><b>Making sense of beliefs</b></i></p> <ul style="list-style-type: none"> <li>Recognise that loving others is important in lots of communities</li> <li>Say simply what Jesus and one other religious leader taught about loving other people</li> </ul> <p><i><b>Understand the impact</b></i></p> <ul style="list-style-type: none"> <li>Give an account of what happens at a traditional Christian and Jewish welcome ceremony, and suggest what the actions and symbols mean</li> <li>Identify at least two ways people show they love each other and belong to each other when they get married (Christian and Jewish/non-religious)</li> </ul> <p><b>What do Christians believe God is like?</b></p> <p><i><b>Making sense of beliefs</b></i></p> <ul style="list-style-type: none"> <li>Identify what a parable is</li> <li>Tell the story of The Lost Son and recognise a link with the Christian idea of God as a forgiving Father</li> </ul> <p><i><b>Understand the impact</b></i></p> <ul style="list-style-type: none"> <li>Give two examples of a way in which Christians show their belief in God as loving and forgiving</li> <li>Give an example of how Christians put their beliefs into practise in worship</li> </ul>	<p><b>Who is Jewish and how do they live? (part 1)</b></p> <p><i><b>Making sense of beliefs</b></i></p> <ul style="list-style-type: none"> <li>Recognise the words of the Shema as a Jewish prayer</li> <li>Retell some stories used in Jewish celebrations (e.g. Chanukah).</li> <li>Give examples of how the stories used in celebrations remind Jews about what God is like</li> </ul> <p><i><b>Understand the impact</b></i></p> <ul style="list-style-type: none"> <li>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>Make links between Jewish ideas of God found in the stories and how people live</li> <li>Give an example of how some Jewish people might remember God in different ways</li> </ul> <p><b>Who is Jewish and how do they live? (part 2)</b></p> <p><i><b>Making sense of beliefs</b></i></p> <ul style="list-style-type: none"> <li>Recognise the words of Shema as a Jewish prayer</li> <li>Retell some stories used in Jewish celebrations (e.g. Chanukah).</li> <li>Give examples of how the stories used in celebrations remind Jews about what God is like</li> </ul> <p><i><b>Understand the impact</b></i></p> <ul style="list-style-type: none"> <li>Give examples of how Jewish people celebrate special times</li> <li>Make links between Jewish ideas of God found in the stories and how people live</li> <li>Give an example of how some Jewish people might remember God in different ways</li> </ul>	<p><b>Who do Christians say made the world?</b></p> <p><i><b>Making sense of beliefs:</b></i></p> <ul style="list-style-type: none"> <li>Retell the story of creation from Genesis</li> <li>Recognise that 'Creation' is the beginning of the 'big story' of the Bible</li> <li>Say what the story tells Christians about God, Creation and the world</li> </ul> <p><i><b>Understand the impact:</b></i></p> <ul style="list-style-type: none"> <li>Give one example of what Christians do to say 'thank you' to God for Creation</li> </ul> <p><b>How should we care for others and the world and why does it matter?</b></p> <p><i><b>Making sense of beliefs</b></i></p> <ul style="list-style-type: none"> <li>Identify a story that says something about each person being unique and valuable</li> <li>Give an example of a key belief some people find in one of these stories</li> <li>Give a simple account of what Genesis 1 tells Christians and Jews about the natural world</li> </ul> <p><i><b>Understand the impact</b></i></p> <ul style="list-style-type: none"> <li>Give an example of how people show that they care for others</li> <li>Give examples of how Christians and Jews can show care for the natural earth</li> <li>Say why Christians and Jews might look after the natural world</li> </ul>

YEAR 2 AUTUMN TERM	YEAR 2 SPRING TERM	YEAR 2 SUMMER TERM
<p><b>Who is Muslim and how do they live? (part 1)</b>  <b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise the words of the Shahadah and its importance to Muslims</li> <li>• Identify some of the key Muslim beliefs about God and the 99 names of Allah, and give a simple description of what some of them mean</li> <li>• Give examples of how stories about the Prophet show what Muslims believe about Muhammad</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions</li> <li>• Give examples of how Muslims put their beliefs about prayer into action</li> </ul> <p><b>Why does Christmas matter to Christians?</b>  <b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise that stories of Jesus' life come from the Bible</li> <li>• Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</li> </ul>	<p><b>Who is Muslim and how do they live? (part 2)</b>  <b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise the words of the Shahadah and its importance to Muslims</li> <li>• Identify some of the key Muslim beliefs about God and the 99 names of Allah, and give a simple description of what some of them mean</li> <li>• Give examples of how stories about the Prophet show what Muslims believe about Muhammad</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions</li> <li>• Give examples of how Muslims put their beliefs about prayer into action</li> </ul> <p><b>Why does Easter matter to Christians?</b>  <b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</li> <li>• Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</li> </ul>	<p><b>What is the good news Christians say Jesus brings? Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'</li> <li>• Give clear, simple accounts of what Bible texts mean to Christians</li> <li>• Recognise that Jesus gives instructions to people about how to behave</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless</li> <li>• Give two examples of how Christians put these beliefs into practice in the Church community and their own lives</li> </ul> <p><b>What makes some places sacred to believers?</b>  <b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>• Identify three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</li> <li>• Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give examples of stories, objects, symbols and actions used in churches, mosques and synagogues which show what people believe</li> <li>• Give simple examples of how people worship at a church, mosque or synagogue</li> <li>• Talk about why some people like to belong to a sacred building or community</li> </ul>

# Year 1 RELIGIOUS EDUCATION CURRICULUM LONG TERM PLAN

**TRANSITION from EYFS.** Children develop an understanding of other cultures and religions in their exploration of other countries in topics such as 'Where would you like to go.' Children develop an awareness of key calendar events and festivals which are celebrated such as Chinese New Year and Easter. They might listen to or share stories from home regarding their own families faith or beliefs and respect for the faith, beliefs and culture of others is always encouraged, celebrated and modelled.

YEAR 1	AUTUMN		SPRING		SUMMER	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RE	<p>What does it mean to belong to a faith community? <i>Making sense of beliefs</i> <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Recognise that loving others is important in lots of communities</li> <li>Say simply what Jesus and one other religious leader taught about loving other people</li> </ul> <p><b>Understand the impact</b> <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Give an account of what happens at a traditional Christian and Jewish welcome ceremony, and suggest what the actions and symbols mean</li> <li>Identify at least two ways people show they love each other and belong to each other when they get married (Christian and Jewish/non-religious)</li> </ul>	<p>What do Christians believe God is like? <i>Making sense of beliefs</i> <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Identify what a parable is</li> <li>Tell the story of The Lost Son and recognise a link with the Christian idea of God as a forgiving Father</li> </ul> <p><b>Understand the impact</b> <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Give two examples of a way in which Christians show their belief in God as loving and forgiving</li> <li>Give an example of how Christians put their beliefs into practise in worship</li> </ul>	<p>Who is Jewish and how do they live? (part 1) <i>Making sense of beliefs</i> <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Recognise the words of the Shema as a Jewish prayer</li> <li>Retell some stories used in Jewish celebrations (e.g. Chanukah).</li> <li>Give examples of how the stories used in celebrations remind Jews about what God is like</li> </ul> <p><b>Understand the impact</b> <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>Make links between Jewish ideas of God found in the stories and how people live</li> <li>Give an example of how some Jewish people might remember God in different ways</li> </ul>	<p>Who is Jewish and how do they live? (part 2) <i>Making sense of beliefs</i> <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Recognise the words of Shema as a Jewish prayer</li> <li>Retell some stories used in Jewish celebrations (e.g. Chanukah).</li> <li>Give examples of how the stories used in celebrations remind Jews about what God is like</li> </ul> <p><b>Understand the impact</b> <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Give examples of how Jewish people celebrate special times</li> <li>Make links between Jewish ideas of God found in the stories and how people live</li> <li>Give an example of how some Jewish people might remember God in different ways</li> </ul>	<p>Who do Christians say made the world? <i>Making sense of beliefs:</i> <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Retell the story of creation from Genesis</li> <li>Recognise that 'Creation' is the beginning of the 'big story' of the Bible</li> <li>Say what the story tells Christians about God, Creation and the world</li> </ul> <p><b>Understand the impact:</b> <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Give one example of what Christians do to say 'thank you' to God for Creation</li> </ul>	<p>How should we care for others and the world and why does it matter? <i>Making sense of beliefs</i> <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Identify a story that says something about each person being unique and valuable</li> <li>Give an example of a key belief some people find in one of these stories</li> <li>Give a simple account of what Genesis 1 tells Christians and Jews about the natural world</li> </ul> <p><b>Understand the impact</b> <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Give an example of how people show that they care for others</li> <li>Give examples of how Christians and Jews can show care for the natural earth</li> <li>Say why Christians and Jews might look after the natural world</li> </ul>

# Year 1 RELIGIOUS EDUCATION CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)


## RELIGIOUS EDUCATION SKILL DEVELOPMENT FOR YEAR 1

UNDERSTANDING RELIGION AND FAITH	SKILLS: THINKING and INTERACTION	VOCABULARY APPLICATION																																		
<p>Year 1 pupils should be taught to:</p> <p><b>Understand religion and faith:</b> Understand what a belief is and why it is important to people.</p> <p><b>Questioning:</b> Ask and answer simple questions about what they have seen or heard.</p> <p><b>Reading:</b> Access (read or listen to) religious poems, stories and non-fiction.</p> <p><b>Using texts:</b> Explain the difference between fiction and non-fiction. Show some understanding of the ways we can find out about religion (e.g. books, internet, museums, and photos). Use parts of religious stories to show that they understand.</p> <p><b>Finding Morals (in stories):</b> Understand that some stories have a hidden 'message'.</p>	<p>Year 1 pupils should be taught to:</p> <p><b>Insight versus knowledge:</b> Demonstrate awareness that other people have knowledge.</p> <p><b>Respect &amp; empathy:</b> Start to show respect through their actions (e.g. following school or class rules). Explain own views politely.</p> <p><b>Right and wrong:</b> Demonstrate an understanding of right and wrong.</p> <p><b>Social skills</b> Show awareness that different behaviour might be needed in a religious setting.</p>	<p>Year 1 pupils should use common words and phrases relating to religious practices.</p> <p>For context:</p> <p>long ago yesterday then when now last next before after first/second (etc.) days of the week/months of the year</p> <p>For discussions:</p> <table><tr><td>research</td><td>group</td></tr><tr><td>non-fiction</td><td>share</td></tr><tr><td>artefact</td><td></td></tr><tr><td>effect</td><td>most</td></tr><tr><td>Belief</td><td>opinion</td></tr><tr><td></td><td>some</td></tr></table> <p>For doctrine, theology and faith:</p> <table><tr><td>tradition</td><td>worship</td></tr><tr><td>religious</td><td>amen</td></tr><tr><td>holy</td><td>prayer</td></tr><tr><td>faith</td><td></td></tr><tr><td>object (i.e. from science)</td><td>angel</td></tr><tr><td>priest /rabbi</td><td>wedding</td></tr><tr><td>festival</td><td>baptism</td></tr><tr><td></td><td>Gospel</td></tr><tr><td></td><td>Bible</td></tr><tr><td>Church/synagogue</td><td>Torah</td></tr><tr><td>service</td><td></td></tr></table>	research	group	non-fiction	share	artefact		effect	most	Belief	opinion		some	tradition	worship	religious	amen	holy	prayer	faith		object (i.e. from science)	angel	priest /rabbi	wedding	festival	baptism		Gospel		Bible	Church/synagogue	Torah	service	
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service																																				



# Year 2 RELIGIOUS EDUCATION CURRICULUM LONG TERM PLAN

**TRANSITION** from Year 1. Children enter Year 2 having explored what a belief is and why it is important to people, they have been exposed to a range of resources to explore and support their understanding of religion and belief. They have had the opportunity to share and ask questions about what they know, have seen or heard in relation to What do Christians believe God looks like and who is Jewish and how do they live. This 'people' based approach to exploring faiths and beliefs allows the children to make connections between faiths and helps them understand the impact on of believers. In Year 2 this approach and respect for the faith of others is further developed when who is a Muslim, why does Christmas matter to Christians and places sacred to believers are all explored. In Year 2 children will also begin to use abstract terms linked to faith for context, discussions and doctrine, theology and faith. This approach underpins the work that will be undertaken in Key Stage 2 using the new syllabus established in Sunderland.

YEAR 2	AUTUMN		SPRING		SUMMER	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>RE</b> 	<p><b>Who is Muslim and how do they live? (part 1)</b>  <b>Make sense of belief:</b>  <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Recognise the words of the Shahadah and its importance to Muslims</li> <li>Identify some of the key Muslim beliefs about God and the 99 names of Allah, and give a simple description of what some of them mean</li> <li>Give examples of how stories about the Prophet show what Muslims believe about Muhammad</li> </ul> <p><b>Understand the impact:</b>  <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions</li> <li>Give examples of how Muslims put their beliefs about prayer into action</li> </ul>	<p><b>Why does Christmas matter to Christians?</b>  <b>Make sense of belief:</b>  <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Recognise that stories of Jesus' life come from the Bible</li> <li>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</li> </ul> <p><b>Understand the impact:</b>  <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</li> </ul>	<p><b>Who is Muslim and how do they live? (part 2)</b>  <b>Make sense of belief:</b>  <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Recognise the words of the Shahadah and its importance to Muslims</li> <li>Identify some of the key Muslim beliefs about God and the 99 names of Allah, and give a simple description of what some of them mean</li> <li>Give examples of how stories about the Prophet show what Muslims believe about Muhammad</li> </ul> <p><b>Understand the impact:</b>  <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions</li> <li>Give examples of how Muslims put their beliefs about prayer into action</li> </ul>	<p><b>Why does Easter matter to Christians?</b>  <b>Make sense of belief:</b>  <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</li> <li>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation</li> </ul> <p><b>Understand the impact:</b>  <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</li> </ul>	<p><b>What is the good news Christians say Jesus brings?</b>  <b>Make sense of belief:</b>  <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'</li> <li>Give clear, simple accounts of what Bible texts mean to Christians</li> <li>Recognise that Jesus gives instructions to people about how to behave</li> </ul> <p><b>Understand the impact:</b>  <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Give two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless</li> <li>Give two examples of how Christians put these beliefs into practice in the Church community and their own lives</li> </ul>	<p><b>What makes some places sacred to believers?</b>  <b>Make sense of belief:</b>  <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>Identify three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</li> <li>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> </ul> <p><b>Understand the impact:</b>  <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>Give examples of stories, objects, symbols and actions used in churches, mosques and synagogues which show what people believe</li> <li>Give simple examples of how people worship at a church, mosque or synagogue</li> <li>Talk about why some people like to belong to a sacred building or community</li> </ul>

## RELIGIOUS EDUCATION SKILL DEVELOPMENT FOR YEAR 2

UNDERSTANDING RELIGION AND FAITH	SKILLS: THINKING and INTERACTION	VOCABULARY APPLICATION
<p>Year 2 pupils should be taught to:</p> <p>Understanding religion and faith:</p> <p>Understand that there is more than one belief system.</p> <p>Questioning:</p> <p>Show curiosity by voluntarily asking questions about what they have seen, heard or read.</p> <p>Reading:</p> <p>Read, hear and discuss religious literature; start to make own selections.</p> <p>Using Texts:</p> <p>Identify ways that religion is presented and represented (e.g. fiction, images, maps).</p> <p>Start to explain a personal response to (parts of) books and religious texts.</p> <p>Finding Morals: (in stories)</p> <p>Recognise and start to explain the moral of a story.</p>	<p>Year 2 pupils should be taught to:</p> <p>Insight versus knowledge:</p> <p>Demonstrate a respect for other people's knowledge.</p> <p>Respect &amp; empathy:</p> <p>Demonstrate respect for others (e.g. by choosing to help each other).</p> <p>Listen courteously: (e.g. take turns to explain views).</p> <p>Right &amp; Wrong:</p> <p>Understand the concept of right and wrong, and accept that other people and other faiths may view this differently.</p> <p>Social skills:</p> <p>Demonstrate awareness of the 'rules' for behaviour in a religious setting.</p>	<p>Year 2 pupils should start using abstract terms that link to faith:</p> <p>For context</p> <p>years BC/AD</p> <p>CE/BCE (dating system)</p> <p>century</p> <p>period</p> <p>later</p> <p>earlier</p> <p>since</p> <p>long (after, before)</p> <p>at the same time</p> <p>sculpture</p> <p>For discussions</p> <p>document</p> <p>compare</p> <p>rank</p> <p>order</p> <p>value</p> <p>experience</p> <p>stands for</p> <p>difference</p> <p>similarity</p> <p>represents</p> <p>imagination</p> <p>For doctrine, theology and faith</p> <p>Convert</p> <p>Martyr</p> <p>Eternal</p> <p>ceremony</p> <p>hymn</p> <p>marriage</p> <p>funeral</p> <p>sacrifice</p> <p>fast</p> <p>truth</p> <p>Bible/Qu'ran</p> <p>Church/mosque</p> <p>Priest/rabbi</p>

# KS1 RELIGIOUS EDUCATION CURRICULUM END POINTS

## RE END POINTS KS1

### RE END POINTS (KS1)

In RE by the end of Year 2, children will know:

#### Sense of Beliefs

Pupils should be able to:

- Identify the core beliefs and concepts studied and give a description of what they mean
- Give examples of how stories show what people believe
- Give clear, simple accounts of what stories and other texts mean to believers

#### Understanding the impact

Pupils should be able to:

- Give examples of how people use stories, texts and teachings to guide their beliefs and actions
- Give examples of ways in which believers put their belief into action

#### Make connections

Pupils should be able to:

- Think, talk and ask questions about whether the ideas they have been studying have something to say to them
- Give a good reason for the views they have and the connections they make.

### RE END POINTS for KS1 MOST ABLE:

- Associate core beliefs and concepts studied demonstrating understanding.
- Make connections between stories and what they have studied and their own beliefs.

Children who excel in the RE curriculum objectives or are identified as having a specific talent or passion in RE will be supported and encouraged to reach their potential and access the best support possible.

#### **How to achieve this:**

- Communicate with parents about skills and talents
- Encourage access to school based or externally provided RE experiences
- Provide opportunities to meet and learn about inspiring people within the field.

### RE END POINTS for KS1 LEAST ABLE:

In RE by the end of Year 2, children will know:

With or without support:

#### Sense of Beliefs

- Identify the core beliefs and concepts studied and give a simple description of what they mean
- Give some examples of how stories show what people believe

#### Understanding the impact

- Give some examples of how people use stories, texts and teachings to guide their beliefs and actions

#### Make connections

- Think, talk and ask questions about whether the ideas they have been studying have something to say to them

### RE END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:

- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation

This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.

# EYFS KNOWLEDGE and SKILL DEVELOPMENT IN MUSIC

## NURSERY MUSIC KNOWLEDGE and SKILL DEVELOPMENT FOR EYFS (EXPRESSIVE ARTS and DESIGN, COMMUNICATION and LANGUAGE, PHYSICAL DEVELOPMENT)

LISTENING	SINGING	PLAYING/PERFORMING	RESPONDING
<p>Nursery children should be taught to:</p> <ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> </ul>	<p>Nursery children should be taught to</p> <ul style="list-style-type: none"> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul>	<p>Nursery children should be taught to:</p> <ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<p>Nursery children should be taught to:</p> <ul style="list-style-type: none"> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>
BREADTH OF STUDY			
<p>Nursery children should be taught to:</p> <ul style="list-style-type: none"> <li>Create their own songs, or improvise a song around one they know.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Work on their own, and collaboratively with others, on projects. (with guidance from teacher)</li> <li>Use ICT</li> </ul>			

## RECEPTION MUSIC KNOWLEDGE and SKILL DEVELOPMENT FOR EYFS (EXPRESSIVE ARTS and DESIGN, COMMUNICATION and LANGUAGE, PHYSICAL DEVELOPMENT)

LISTENING	SINGING	PLAYING/PERFORMING	RESPONDING
<p>Reception children should be taught to:</p> <ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	<p>Reception children should be taught to:</p> <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<p>Reception children should be taught to:</p> <ul style="list-style-type: none"> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p>Reception children should be taught to:</p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>
BREADTH OF STUDY			
<p>Reception children should be taught to:</p> <ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. (with guidance from teacher)</li> <li>Use ICT</li> <li>Combine different movements with ease and fluency.</li> </ul>			

# Year 1 MUSIC CURRICULUM LONG TERM PLAN

**TRANSITION from EYFS.** Children explore a range of musical instruments within provision where they can also express how they feel through dancing and using ribbons. In Nursery musical sessions with Tiny Tweeties children are able to develop their awareness of high and low sounds as well as pitch, develop rhythm through songs such as 'The Animals went to the Fair' and use a range of instruments which they play to the beat. This is developed further in Reception through musical sessions with Dr Renwick that ensures children are ready to extend their knowledge of rhythms, pitch and tempo in Year 1.

## MUSIC CONTENT OVERVIEW YEAR 1

YEAR 1 MUSIC	AUTUMN		SPRING		SUMMER	
	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)
	<ul style="list-style-type: none"><li>- Exploring <b>TIMBRE</b></li><li>- Performing, using Charanga (online music resource)</li><li>- Exploring <b>DURATION</b></li><li>- <b>Christmas performance</b> content</li></ul>		<ul style="list-style-type: none"><li>- Exploring <b>PITCH</b></li><li>- <b>Performing</b>, using Charanga</li><li>- Exploring <b>RHYTHMS</b></li></ul>		<ul style="list-style-type: none"><li>- Exploring <b>DYNAMICS + TEMPO</b></li><li>- Performing, using Charanga</li><li>- Performance content for <b>Summer Concert</b></li><li>- Musical Stories (series 4)</li></ul>	
<p><b>Listen &amp; Appraise:</b> Begin to 'actively listen', explore familiar musical styles, find the pulse, recognise common instruments and talk about 'musical elements'.</p> <p><b>Musical Activity:</b> Begin to identify 'musical elements' (timbre, duration, pitch, dynamics + tempo).</p> <p>Start to sing confidently and participate in small and large groups. Start to play classroom instruments solo and in small/large groups.</p> <p><b>Improvisation &amp; Composition:</b> Begin to explore and create individual melodic &amp; rhythmic responses. Begin to 'record' and reproduce those responses and melodic / rhythmic ideas.</p> <p><b>Performance:</b> Begin to work together in small and large groups using voice and instruments. Discuss and improve / refine a performance.</p>						



# Year 1 MUSIC CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)

## MUSIC SKILL DEVELOPMENT FOR YEAR 1

LISTEN	VOCABULARY	PERFORM	COMPOSE
<p>Year 1 pupils should be taught to:</p> <p><b>Listen &amp; describe:</b></p> <p>Listen to, and concentrate on, a range of musical styles.</p> <p><b>Identify themes:</b></p> <p>Make simple comments about the 'feel' of a piece of music.</p> <p><b>Appreciation:</b></p> <p>Express opinions about musical experiences.</p> <p><b>Compare:</b></p> <p>Make musical comparisons (between simple pieces with few instruments).</p> <p><b>Ask questions:</b></p> <p>Ask and answer simple questions about what they have heard.</p>	<p>Year 1 pupils should be taught to:</p> <p><b>In general:</b></p> <p>Use common words and phrases relating to music.</p> <p><b>Vocabulary for structure:</b></p> <p>verse chorus bridge (structural, not guitar) single album cover demo</p> <p><b>Vocabulary for notes and notation:</b></p> <p>beat tune rhythm (spoken) loud soft quiet notes</p> <p><b>For music history</b></p> <p>long ago                      newer then                              older when                      first/second (etc.) last                              after next before</p> <p><b>Vocabulary for instrumentation:</b></p> <p>accompaniment drone instrument triangle</p>	<p>Year 1 pupils should be taught to:</p> <p><b>Sing</b></p> <p>Clap, sing or chant in time with existing music.</p> <p><b>Aural memory</b></p> <p>Reproduce simple rhythms.</p> <p><b>Play - untuned</b></p> <p>Clap or play an untuned instrument in time; reproduce rhythms from memory.</p> <p><b>Play - tuned</b></p> <p>Make some notes with control.</p>	<p>Year 1 pupils should be taught to:</p> <p><b>Create:</b></p> <p>Create rhythms, both solo and ensemble.</p> <p><b>Use technology:</b></p> <p>Record and play music.</p> <p><b>Critique:</b></p> <p>With some support, discuss the effect.</p>

# Year 2 MUSIC CURRICULUM LONG TERM PLAN

**TRANSITION from Year 1.** Children in Year 1 have a dedicated music lesson each week from a specialist music teacher. The children also have the opportunity to learn the violin from a peripatetic music teacher. The focus on listening and appraising a wide genre of music, identification of the key elements of music, composition and performance ensure the standards of children's musical knowledge and understanding are high with children being able to create, blend or using existing sounds or a tuned instrument to create melody and harmony when entering Year 2. In Year 2 the teaching by a specialist music teacher continues. On leaving Year 2 they use their voices expressively and creatively by singing songs and performing and can listen with concentration a wide range of high quality live or recorded music. On entering Year 3 they are ready to play, improvise, compose and perform for a range of purposes.

YEAR 2	AUTUMN	SPRING	SUMMER
	The implementation of the intent will be embedded across the curriculum through topics and subjects developed following the children's learning and interests in key annual events. Opportunities for each discipline identified below.		
<b>MUSIC</b>	<div> <div> <p><b>TEMPO</b> Learn term 'tempo',</p> <ul style="list-style-type: none"> <li>Recognise contrasts in pieces and understand reasons for them.</li> <li>Follow instructions from leader.</li> </ul> </div> <div> <p><b>DURATION</b></p> <ul style="list-style-type: none"> <li>Explore different note lengths in notation - 1 beat, 2 beat and 4 beat notes.</li> <li>Understand what a 'bar' is. Learn the effects of silence in music.</li> <li>Introduce the use of a 'res'.</li> <li>Explore the length of sounds produced by instruments and devise ways of representing the different lengths with symbols.</li> </ul> </div> <div> <p><b>PITCH</b></p> <ul style="list-style-type: none"> <li>Perform in small and large groups when singing to an audience a variety of songs with different styles. <b>DE</b></li> </ul> </div> </div> <div> <ul style="list-style-type: none"> <li><b>DYNAMICS</b> Recap Italian terms 'p', 'pp', 'f', 'ff'. Introduce the terms 'crescendo' and 'diminuendo'. Listen to examples.</li> <li>Control dynamics in own music making to create different effects.</li> <li><b>TIMBRE</b></li> <li>Explore a wide range of percussion instruments from around the world. Use knowledge of instruments to create sound effects for a class story by matching and sorting appropriately.</li> <li>Create accompaniments to familiar songs e.g. nursery rhymes. Consider different composers use of sounds in well-known pieces e.g. Leroy Anderson.</li> <li><b>TEXTURE</b></li> <li>Recap the term 'texture' referring to music as 'full or 'thin'. Create a class and group compositions using a simple score that indicates changes in texture. Listen to music with contrasting textures e.g. Ravel's 'Bolero' and Radestky's 'March'.</li> <li>Discuss the different moods of music.</li> <li>Respond through pictures. <b>DE</b></li> </ul> </div> <div> <p><b>STRUCTURE</b></p> <ul style="list-style-type: none"> <li>Introduce the term 'ABBA' to describe a 'musical sandwich'.</li> <li>Develop skills in identifying different sections of music.</li> <li>Understand what a 'phrase' is.</li> <li>Explore different structures e.g., 'AAAB'. Create rhythmical patterns with specific structures.</li> </ul> <p><b>PITCH</b></p> <ul style="list-style-type: none"> <li>Introduce the concept of a scale.</li> <li>Explore pentatonic and diatonic scales on a range of tuned percussion including electronic keyboards.</li> <li>Develop skills in controlling sound on tuned percussion e.g. holding 2 beaters.</li> <li>Develop skills in improvising short tunes (using knowledge of simple structures to help). Develop singing skills. (See ongoing skills) Develop skills in reading music and recording own work in a way that indicates the rise and fall of the pitch.</li> <li>Develop knowledge of other tuned I instruments e.g. violin and consider how the pitch is changed. <b>PFA 3</b></li> </ul> </div>		
	<p><b>Listen and Appraise:</b> Develop skills in listening to and evaluating others' music making. Developing skills in making constructive suggestions on how to improve their own work and that of others.</p> <p><b>Musical Activity:</b> Develop skills in following instructions using scores, symbols, notation and hand signals. Learn to recognise different styles of music such as jazz, pop, folk etc.. Listen to music from around the world and develop an appreciation for the different cultures. Use the terms 'pulse', 'beat', 'ostinato', 'rhythm', and 'rest' in lessons when talking about music. Begin to include the terms describing musical elements such as 'tempo' in their vocabulary.</p> <p><b>Improvisation and Composition:</b> Develop confidence in naming, selecting and controlling sounds on a range of percussion instruments. Develop ensemble skills, creating music with a partner and in groups of 4. Learn to maintain own part, keeping in time. Develop skills in finding ways to record their own compositions using symbols, notation etc.. Learn to combine different elements when composing independently e.g. texture, structure and dynamics.</p> <p><b>Performance:</b> Develop confidence, skill and accuracy in singing and playing skills, working in small and large groups using voice and instruments. Be able to improve / refine a performance. Learn to sing in different parts, developing skills in singing in tune and with good control.</p>		

**THREADS:** **OLE** Outdoor Learning **LC** Local Community **PMW** Physical and Mental Well-being **DE** Diversity and Equality **PfA**

# Year 2 MUSIC CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)

## MUSIC SKILL DEVELOPMENT FOR YEAR 2

LISTEN	VOCABULARY	PERFORM	COMPOSE
Year 2 pupils should be taught to:	Year 2 pupils should be taught to:	Year 2 pupils should be taught to:	Year 2 pupils should be taught to:
Listen & describe:	In general:	Sing:	Create:
Start to compare styles, instrumentation and volume.	Use a wide range of everyday musical terms.	Sing in a group, mostly in time.	Create, blend or use existing sounds or a tuned instrument to create melody and harmony.
Identify themes:	Vocabulary for structure:	Aural memory:	Use technology:
Make comments about the 'feel' of a piece of music.	compose	Reproduce simple motifs and melodies (singing).	With help, do a simple search (e.g. on Kids Tube) or for musical information.
Appreciation:	symphony	Play - untuned	Critique:
Clearly verbalise their musical (dis)likes for pieces as a whole; accept that other people may have different views.	opera	Perform in an ensemble, mostly in time.	Discuss the effect of their composition.
Compare:	fanfare	Play - tuned	
Make musical comparisons between more complex pieces.	orchestra	Play in key with others.	
Ask questions:	ensemble		
Show curiosity by voluntarily asking questions about what they have heard.	solo		
	call and response		
	walking bass		
	lip syncing		
	hook		
	Vocabulary for notes and notation:		
	rhythm (spelled)		
	melody		
	harmony		
	unison		
	scale		
	pitch		
	double-time		
	crotchet		
	quaver		
	minim		
	rest		

# Year 2 MUSIC CURRICULUM PROGRESSION GUIDE (KNOWLEDGE and SKILLS)

LISTEN	VOCABULARY	PERFORM	COMPOSE
	<p>For music history</p> <p>years (dating system)</p> <p>then</p> <p>century</p> <p>period</p> <p>earlier / later</p> <p>since</p> <p>long after / long before</p> <p>at the same time as</p> <p>For music history:</p> <p>modern</p> <p>pop</p> <p>retro</p> <p>Vocabulary for instrumentation:</p> <p>orchestra</p> <p>ensemble</p> <p>choir</p> <p>chorus (ensemble sense)</p> <p>band</p> <p>(lead/backing) vocal</p> <p>(lead) guitar</p> <p>keyboard</p> <p>synth</p> <p>drum kit</p>		

## MUSIC END POINTS KS1

### MUSIC END POINTS (KS1)

In Music by the end of Year 2, children will know:

- Have knowledge of percussion instruments, recognising their sound qualities.
- Work as part of a small group , organising sounds and applying their knowledge of musical elements to create a short composition.
- Sing with confidence to an audience with expression.
- Sing in different parts.
- Listen attentively so they can recognise the use of and discuss different elements in both recorded music and in their own music making.

### MUSIC END POINTS for KS1 MOST ABLE:

- Read simple musical notation.
- Engage with tuition in a tuned or untuned instrument.
- Play with an increasing degree of accuracy.

Children who excel in the Music curriculum objectives or are identified as having a specific talent or passion in Music will be supported and encouraged to reach their potential and access the best support possible.

### How to achieve this:

- Communicate with parents about skills and talents
- Encourage access to school based or externally provided Music experiences
- Provide additional opportunities to engage in Music related trips and visits in the local area utilising local venues and organisations such as the theatre, the Sage.
- Provide opportunities to meet and learn about inspiring people within the field.

### MUSIC END POINTS for KS1 LEAST ABLE:

In Music by the end of Year 2, children will know:

With or without support:

- Have knowledge of percussion instruments, recognising their sound qualities.
- Work as part of a small group , organising sounds and applying their knowledge of musical elements to create a short composition.
- Sing with confidence to an audience with expression.
- Listen attentively so they can recognise the use of and discuss different elements in both recorded music and in their own music making.

### MUSIC END POINTS and SUPPORT children in both EYFS and KS1 with SEND

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:

- Exploration
- Persistence
- Initiation
- Anticipation
- Realisation

This model will be used alongside children's individual EHCP and child Support Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.



# Year 1 PHYSICAL EDUCATION CURRICULUM LONG TERM PLAN

YEAR 1	AUTUMN	SPRING	SUMMER
PE (PFA)	<p><b>FUNS 10 (Coordination: footwork), FUNS 1 (Static balance: one leg),</b></p> <ul style="list-style-type: none"> <li>Hopscotch forwards and backwards</li> <li>Hopping on same leg.</li> <li>Combine side-steps with a 180° front pivot (both feet)</li> <li>Combine side-steps with a 180° reverse pivot (both feet)</li> <li>Skip with knee and opposite elbow at 90°</li> <li>Stand still on one and complete 5 mini squats (both legs)</li> <li>Stand on one leg for 30 seconds (both legs)</li> </ul> <p><b>FUNS 6 (Dynamic balance to agility: jumping and landing),</b></p> <p><b>FUNS 2 (static balance: seated)</b></p> <ul style="list-style-type: none"> <li>Jump 2 feet to 2 feet with a quarter turn in both directions</li> <li>Jump 2 feet to 1 foot with a freeze on landing (both feet)(seated with feet on floor)</li> <li>To pick up a cone from one side, swap hands and replace to the floor with the other hand (seated with feet on floor)</li> <li>To pick up a cone from one side, swap hands and replace to the floor with the other hand.</li> </ul> <p>(PMW)</p>	<p><b>FUNS 5 (Dynamic balance: on a line), FUNS 4 (Static balance: stance),</b></p> <ul style="list-style-type: none"> <li>(on a line) Walk forwards and backwards lifting knees up to 90</li> <li>(on a line) walk forward and backwards lifting heels up to bottom</li> <li>Stand on a low beam with good stance for 10 seconds</li> </ul> <p><b>FUNS 9 (Coordination: ball skills), FUNS 7 (Counter Balance: with a partner)</b></p> <ul style="list-style-type: none"> <li>Sit and roll a ball around the floor using 1 hand (right and left)</li> <li>(standing) Roll a ball to my toes, back up my body and around the head using 2 hands</li> <li>(standing) Roll a ball to my toes, back up my body and around the head using 1 hand</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Hold onto a partner with two hands, with a long base, lean back, hold the balance and move back together.</li> <li>Hold onto a partner with one hand, with a long base, lean back, hold the balance and move back together,</li> </ul>	<p><b>FUNS 8 (Coordination: sending and receiving),</b></p> <p><b>FUNS 12 (Agility: action and response),</b></p> <ul style="list-style-type: none"> <li>Throw a tennis ball against a wall or to a partner and catch it with the same hand</li> <li>Throw a tennis ball against a wall or to a partner and catch it with the same hand after 1 bounce</li> <li>Throw a tennis ball against a wall or to a partner and catch it with the opposite hand</li> <li>Throw a tennis ball against a wall or to a partner and catch it with the opposite hand after 1 bounce</li> </ul> <p><b>FUNS 11 (Agility: ball chasing), FUNS 3 (Static Balance: Floor work)</b></p> <ul style="list-style-type: none"> <li>To catch a tennis ball dropped from shoulder height after 1 bounce</li> <li>To throw a bouncing ball, chase it and catch it</li> <li>To hold a mini-front support position, place a cone on the back and remove it with the opposite hand</li> <li>To hold a mini-back support position</li> <li>To hold a mini-back support position, place a cone on my tummy and remove it with the opposite hand</li> </ul> <p>Dance will utilise and extend all movement skills taught.</p> <p>Games and Athletics will ensure taught skills are utilised and extended in competitive and non-competitive games</p>
	<p>15 minutes additional physical activity either in the classroom or in the outdoor area. This maybe activities taken from 'take 10', 'active breaks' or children running around the perimeter of the playground 'daily mile activity'. In all cases, these activities will result in an increase in heart rate and promote exercise as a means towards a healthy lifestyle.</p>		

# Year 2 PHYSICAL EDUCATION CURRICULUM LONG TERM PLAN

YEAR 2	AUTUMN	SPRING	SUMMER
<b>PE</b> <b>(PFA)</b>	<p><b>FUNS 10</b> (Coordination: footwork), <b>FUNS 1</b> (Static balance: one leg)</p> <ul style="list-style-type: none"> <li>Hopscotch forwards and backwards alternating the hopping leg each time</li> <li>Complete a 3-step zig-zag pattern forwards and backwards(one leg)</li> <li>Stand still for 30 seconds with eyes closed (both sides)</li> <li>(one leg) Complete 5 squats (both sides)</li> <li>(one leg) Complete 5 ankle extensions (both sides)</li> </ul> <p><b>FUNS 6</b> Dynamic balance to agility: jumping and landing), <b>FUNS 2</b> (static balance: seated)</p> <ul style="list-style-type: none"> <li>Jump 2 feet to 2 feet with a 180° turn in both directions</li> <li>Complete tucked jump</li> <li>Complete tucked jump with a 180° turn (both directions)</li> <li>(seated with feet in the air) Pick up a cone from one side, swap hands and replace to the floor with the other hand</li> <li>Sit in a dish shape for 5 seconds</li> </ul>	<p><b>FUNS 5</b> (Dynamic balance: on a line), <b>FUNS 4</b> (Static balance: stance),</p> <ul style="list-style-type: none"> <li>(on a line) Perform a marching action, forwards and backwards, lifting elbow and knees to 90°</li> <li>(on a line) walk forwards and backwards lifting heels up to bottom and using a heel to toe landing</li> <li>Lunge walk forwards bringing opposite elbow up to 90°</li> <li>(on a low beam) maintain balance whilst receiving a small force from various angles</li> <li>(on a low beam) maintain balance whilst raising alternate feet 5 times</li> <li>(on a low beam) maintain balance whilst raising alternate knees 5 times</li> <li>(on a low beam) maintain balance whilst catching a ball at my chest and throwing it back</li> </ul> <p><b>FUNS 9</b> (Coordination: ball skills), <b>FUNS 7</b> (Counter Balance: with a partner)</p> <ul style="list-style-type: none"> <li>Stand with legs apart and move a ball around one leg 16 times (right and left leg.</li> <li>Move a ball around the waist 17 times.</li> <li>Stand with legs apart and move a ball around alternate legs 16 times.</li> <li>Hold onto a partner with two hands, with a short base, lean back, hold the balance and move back together.</li> <li>Hold onto a partner with one hand, with a short base, lean back, hold the balance and move back together.</li> </ul>	<p><b>FUNS 8</b> (Coordination: sending and receiving), <b>FUNS 12</b> (Agility: action and response),</p> <ul style="list-style-type: none"> <li>Strike a ball against a wall or with a partner with alternate hands in a rally</li> <li>Kick a ball against a wall or with a partner with alternate feet in a rally</li> <li>Roll 2 balls against a wall or with a partner, sending one whilst receiving the other</li> <li>Catch a small ball dropped from shoulder height after 1 bounce and land on 1 leg</li> </ul> <p><b>FUNS 11</b> (Agility: ball chasing), <b>FUNS 3</b> (Static Balance: Floor work)</p> <ul style="list-style-type: none"> <li>Roll a ball, let it go through the legs and chase it to collect</li> <li>Bounce a ball, let it roll, let it go through the legs and chase it to collect</li> <li>Hold a full-front support position</li> <li>Hold a full-front support position and point to the ceiling (both arms)</li> <li>Hold a full-front position, place a cone on the back and remove it with the opposite hand.</li> </ul> <p>Dance will utilise and extend all movement skills taught.</p> <p>Games and Athletics will ensure taught skills are utilised and extended in competitive and non-competitive games</p>
	<p>15 minutes additional physical activity either in the classroom or in the outdoor area. This maybe activities taken from 'take 10', 'active breaks' or children running around the perimeter of the playground 'daily mile activity'. In all cases, these activities will result in an increase in heart rate and promote exercise as a means towards a healthy lifestyle.</p>		