

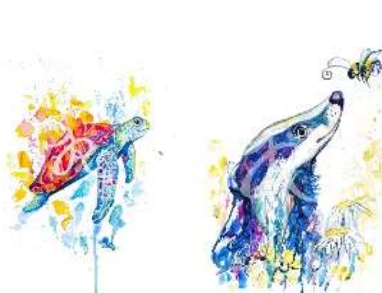


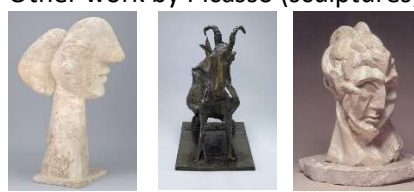




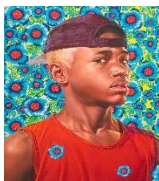




Sholing Infant School

Foundation Subjects - Knowledge Progression



ART & DESIGN

EYFS ELG	ELG AREA: Expressive Art and Design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skill Development Matters: Physical Development: Develop their small-motor skills so that they can use a range of tools confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient.
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	Year R	Year 1	Year 2
Drawing	Objectives Help children to develop their drawing Encourage children to draw from their imagination and observation. Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them. Provide opportunities to work together to develop and realise creative ideas. Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.	Objectives Use drawing to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Use an extended variety of drawing tools. [pencils, oil pastels, chalk, pencil crayon and charcoal] Work on different scales. [within Picasso work – scale of facial features] Observe and draw outlines and explore 'filling' outlines using pattern and texture	Objectives Use drawing to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Draw as a way of recording my ideas, experiences and things I can imagine. Sketch to make quick records of what I can see. Practise using different shading techniques, such as cross hatching and smudging. Observe and replicate natural and man-made forms and patterns.
Vocabulary	Drawing, create, Line, solid, dotted, straight, curved, zig-zag, shape	Portrait, sketchbook, realistic, outline, 2 dimensional (2D), artist, medium, blending, abstract Picasso Inuit Kenojuak Ashevak line drawing	Sketch shade crosshatch smudge pressure hatching pattern lighter darker Charles Darwin
Focus Artist	Joanna Rose Tidey  Van Gough 	Pablo Picasso (self-portraits)  Other work by Picasso (sculptures) 	Charles Darwin  
Other Artists		Andy Warhol (portraits of celebrities)    Kehinde Wiley (portraits of black people)	Look at a range of different animal sketches from different artists    



Sticky knowledge	<p>All children will:</p> <ul style="list-style-type: none">- I can draw what I see (e.g. simple observational drawing and sketching, experimenting with lines and shapes)- I can use oil pastels to draw what I see (e.g. simple observational drawing)	<p>All children will:</p> <ul style="list-style-type: none">- I know that a portrait is a picture of a person and normally just their face.I know that there are many different characteristics of lines (including. long, short, thick, thin, lines in different orientations).I know that the name used to describe the outside of the ‘shape’ created by a line is an outline. <p>Outcome: Drawing portraits, of a peer using pencil, and a self portrait based on the work of Pablo Picasso.</p> <p>Drawing outlines of Arctic animals and using pattern and shade to fill the space based on the work of Kenojuak Ashevak</p>	<p>All children will:</p> <p>I know that the letters on a pencil tell me if the lead is hard or soft.</p> <p>I know that the way I hold a pencil changes the effects I create.</p> <p>I know that a pencil can be used in lots of different ways to create lots of different types of mark.</p> <p>I can blend and smudge a pencil to create different effects.</p> <p>Outcome: A sketchbook of animals and places from Southampton and St Lucia</p> <p>Drawing: To draw objects in the natural world using line. Hatching, smudging and pattern based on the work of Charles Darwin</p>
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	Year R	Year 1	Year 2
Painting	<p>Objectives:</p> <p>(DM)Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>(DM)Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Develop colour-mixing techniques to enable children to match the colours they see and want to represent.</p> <p>Provide a range of paint materials (e.g. poster paints and water colours) and tools (variety of brushes, sponges) and teach children to use them with care and precision.</p>	<p>Objectives:</p> <p>Use painting to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix secondary colours using different types of paint (poster, watercolours, powder)</p> <p>Develop an awareness of patterns</p>	<p>Objectives:</p> <p>Use painting to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Mix a range of secondary colours, shades and tones.</p> <p>Use black and white paint to create tones and tints and also darken colours without always using black</p> <p>Work on a range of scales.</p>
Vocabulary	colour, primary colour, mixing, surface,	secondary colour, block colour	Tint, tone, shade, layers, wash, lighter, darker, mixing, add, gradually,
Artists	<div><div>Gustav Klimt</div></div> <div><div>Kandinski</div></div> <div><div>Paul Klee</div></div> <div><div>Mondarin</div></div>	<div><div>Ron Embleton</div></div> <p>Other work by Ron Embleton (famous as a comic artist)</p>	<div><div>Mark Rothko</div></div> <div><div>Jim McDonald</div></div> <p>Other work by Mark Rothko</p> <p>Other work by Jim McDonald</p>

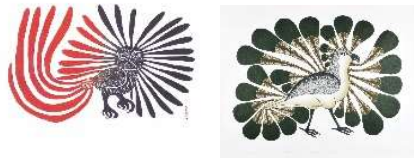






NB: Identical font colours in a column indicates an objective that is built on in a proceeding year group. Objectives in black are standalone



Other Artists		<p>Great Fire of London artwork</p> <p>Lieve Verschuier Jan Griffier</p>	<p>Suzann Sines Graham Coton</p>
Sticky knowledge	<p>I can mix poster paint to create new colours (e.g. I know what the primary colours are and can experiment with secondary colours)</p> <p>I can paint with different tools (e.g. knowing that I can create different effects using brushes, fingers tips, Q tips, sponges)</p> <p>I can make lighter and darker shades (e.g. using water colours to create a picture)</p>	<p>I know that secondary colours are made by mixing equal amounts of two primary colours (this needs to be taught through experience and experimentation)</p> <p>I know that a block colour is where a section of an image is a solid colour.</p> <p>I know that I can change the thickness of my marks by changing my paintbrush size.</p> <p>Outcome: To paint a GFOL scene (colour mixing for background) and houses (black card with painted details (fire colours))</p>	<p>I know that colours have tones, and light tones of a colour are called tints and dark tones are called shades.</p> <p>I know that, with some paints, tints can be created by adding water rather than white.</p> <p>I know that gradation describes a gradual change from one colour to another or from one shade to another.</p> <p>I know that a paintbrush can be used in different ways to create different effects (including watercolour washes).</p> <p>Outcome: To create a painting of the Titanic, using shade, tint and tone, based on the work of Jim MacDonald and Mark Rothko. (Background using shade, tint and tone, detailed painting in foreground)</p>

	Year R	Year 1	Year 2
Sculpture	<p>(DM)Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>(DM)Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>(DM)Create collaboratively, sharing ideas, resources and skills.</p>	<p>Use a range of materials creatively to design and make products Use sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Experiment with carving and indenting to create pattern and shapes</p>	<p>Use a range of materials creatively to design and make products Use sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Shape and form clay using a range of tools.</p> <p>Join clay using a slip and score technique.</p>



	<p>Provide children with a range of materials for children to construct with.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Provide a range of materials and tools and teach children to use them with care and precision</p>	<p>Manipulate clay for a variety of purposes. e.g. to make a printing tile</p> <p>Observe and copy patterns and shape</p>	<p>Smooth away joining lines with clay so that nothing falls off when it is dried.</p>
Vocabulary	<p>texture, rough, smooth, bumpy, pattern, Explore, idea, surface, artist, artwork, material, natural, manmade</p>	<p>Motif, pattern, printmaker printing block, clay carve tool</p>	<p>3-dimensional (3D), regular pattern, mould, form sculpture pinch, roll, twist, carve, press, slab, join, model, texture, pattern, score</p>
Artists		<p>Kenojuak Ashevak</p>  <p>Other art by Ashevak (stone sculptures with carvings):</p> 	<p>Sean Hedges Quinn</p>  <p>Other art by Sean Hedges-Quinn:</p>  <p>Sculpted the faces for Thomas the Tank Engine</p>
Other Artists		<p>Yayoi Kusama</p> 	<p>Michelangelo</p>  <p>David Mesguich</p> 
Sticky knowledge	<p>I know that texture describes the way an object feels to the touch. I know that different materials/objects can be combined and arranged to create new forms.</p> <p>I know how to hold and safely use a pair of scissors</p>	<p>I know that the thing that is repeated in a pattern (e.g. line, image, colour, shape) is called a motif.</p> <p>I know that the texture of an object/material will change the type of effects that you can create with it.</p> <p>I can create a simple printing block using a clay tile</p> <p>I can repeat a simple motif to create a pattern.</p> <p>I know that shapes are 2- dimensional (2D), which means they are flat</p> <p>Objective: To create a clay printing tile based on Inuit art</p>	<p>I know that objects are 3- dimensional (3D) and that they have form.</p> <p>I know that clay can be moulded to create a new form.</p> <p>I know and can recognise and use some common clay-working tools.</p> <p>I can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Objective: To design and make a sculpture to remember the people involved in the development of flight based on the work of Sean Hedges-Quinn</p>

Area	Year R	Year 1	Year 2
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Artists and Craftspeople	Here are some artists who may form a good inspiration in the independent learning environment for each technique. Choose based on the interests and needs of the cohort.	Pupils should be taught about the work of a range of artists, craftmakers and designers, describing the similarities and differences between different practices and disciplines and making links to their own work.	Pupils should be taught about the work of a range of artists, craftmakers and designers, describing the similarities and differences between different practices and disciplines and making links to their own work.
Vocabulary		Painter, same, different, inspired, painter, printmaker, abstract	Media, similarity, difference, label, sculpture, sculptor, potter
Sticky knowledge	<p>Implementation</p> <p>Ongoing through all units.</p> <p>What?</p> <p>Must include: Class discussions, exploration and displaying of artist's work, teaching vocabulary through access to media which allows them to play with artist's style, conversations with children. May include: discrete teaching/modelling</p> <p>Possible evidence: · conversations with children about artist's work</p> <p>· pupil conferencing (pupils' ability to talk about artists using correct vocab after unit)</p> <p>· evidence of artist's influence in children's artwork</p>	<p>Knowledge of Artists and Craftspeople</p> <p>I know that sometimes art is abstract and know that this means it doesn't look like things in real life.</p> <p>I know who Pablo Picasso is and what his work looks like.</p> <p>I know who Kenojuak Ashevak is and what her work looks like.</p> <p>I know who Ron Embleton is and what his work looks like.</p> <p>I can say what is the same/different about my artwork compared to Pablo Picasso'.</p> <p>I can say what is the same/different about my artwork compared to Kenojuak Ashevak's.</p> <p>I can say what is the same/different about my artwork compared to Ron Embleton's.</p>	<p>Knowledge of Artists and Craftspeople</p> <p>I can compare my work with that of Sean Hedges-Quinn.</p> <p>I can express which of Sean Hedges-Quinn's artwork I like the best and give reasons for this.</p> <p>I can ask questions about Charles Darwin's artwork.</p> <p>I can describe the similarities/differences between pieces of Charles Darwin's work.</p> <p>I can compare my work with that of Mark Rothko and Jim McDonald.</p>

Overview of Artists and Craftspeople	<p>Artists & Craftspeople</p> <p>Autumn Gustav Klimt (apple tree) Kandinsky (maths link)</p> <p>Spring Kandinsky (maths link) and Mondrian</p> <p>Joanna Rose Tidey (local animal artist)</p> <p>Summer Van Gough (sunflowers), Eric Carle (Hungry Caterpillar) Paul Klee (fish magic) Matisse (gold fish)</p>	<p>Artists & Craftspeople</p> <p>Autumn Picasso</p> <p>Spring Kenojuak Ashevak</p> <p>Summer Ron Embleton</p>	<p>Artists & Craftspeople</p> <p>Autumn Sean Hedges-Quinn</p> <p>Spring 1 Charles Darwin</p> <p>Spring 2 Jim MacDonald & Mark Rothko</p>
Sentence stems:	I like...because... I don't like... because.... I see.....	<p>The artwork/artist I like most is..... because.... The artwork/artist I like least is.... I prefer the way that _____ uses _____ (artistic element) because... I think _____ uses ____ (artistic element) better because _____</p>	



COMPUTING

EYFS ELG	There are no ELG statements for computing.
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Computer Science	Year R	Year 1	Year 2
	Children will have access to: <ul style="list-style-type: none">Interactive toys and devices <i>[Lightboxes, walkie talkies]</i>	Understand what algorithms are and how they are implemented as programs on digital devices <i>[Creating instructions for each other (directions) and then for Beebots]</i>	Understand what algorithms are and how they are implemented as programs on digital devices Understand that programs execute by following precise and unambiguous instructions Use logical reasoning to predict the behaviour of simple programs <i>[predicting the outcome of programs with Bluebots, 2go and 2code]</i> Create and debug simple programs <i>[identifying errors in programs with Bluebots, 2Go and 2Code]</i>
Vocabulary	Start, stop, play, instructions	Algorithm, instructions, order, Beebot, program, device, create	Algorithm, debug, instructions, order, clear, program, predict, create
Sticky knowledge	I can control toys and devices	All children will: Know what an algorithms and programs are. Give clear instructions to someone and create a program for a Beebot.	All children will: Understand what algorithms and programs are and how they can debug them to make things happen

IT	Year R	Year 1	Year 2
	Children will have access to: <ul style="list-style-type: none">CamerasTabletsWalkie talkie	Recognise common uses of information technology beyond school <i>[Interactive Toys]</i>	Recognise common uses of information technology beyond school <i>[Aircraft control and Air-traffic control [local NATs link]]</i>
Vocabulary	Camera, tablet, walkie talkie, smart board, laptop	Mouse, touchpad, touchscreen, login, password, username, Connected, electronic, interactive, IT	IT, information technology, computer, communicate, electronic, mechanical, fly-by-wire, air traffic control, network
Sticky knowledge	All children will Recognise and be able to use different devices	All children will: Know how to use different devices Know that computers are used inside some toys to make them do things when I play with them	All children will: Understand that computers work together in networks to control and guide aircraft



Digital Literacy	Year R	Year 1	Year 2
	Children will have access to: <ul style="list-style-type: none"> Appropriate software 	Use technology purposefully to create, organise, store, manipulate and retrieve digital content <ul style="list-style-type: none"> Pictures (<i>2paint</i>) Posters / Leaflets (<i>2publish</i>) 	Use technology purposefully to create, organise, store, manipulate and retrieve digital content <ul style="list-style-type: none"> Graphs (<i>2Graph</i>) Presentations (Google presentation)
Vocabulary	Tap, pinch	Mouse, touchpad, touchscreen, keyboard, click, drag, save, create, type, open, cursor Paint, pen, brush Image, text PurpleMash, 2Paint, 2Publish, Google Chrome, Internet, browser, safe search	copy, paste, organise, font, size, colour, text, picture, caption, title, subheading, insert Google Slides, presentation, slide, 2Graph, Table, chart, pictogram, data Relevant
Sticky knowledge	All children will: <ul style="list-style-type: none"> Be able to use apps on a tablet 	All children will: <ul style="list-style-type: none"> Be able to create and save a picture on 2Paint Be able to create and save a picture and text with 2Publish Be able to perform a simple safe search with Google 	All children will: <ul style="list-style-type: none"> Know that the purpose of a presentation is to share information and be able to create, organise, save, change and open a presentation. Be able to create, organise, save, change and present data with 2Graph Be able to find the most relevant searches with Google Safe search

E-safety	Year R	Year 1	Year 2
	READ IN CONJUNCTION WITH SAFETY PROGRESSION – ONLINE SAFETY		
	Children will have access to: Smartie the Penguin Story A (Upsetting images, Unreliable information, Talking to strangers online)	Use technology safely and respectfully. [<i>Digiduck 1, Detective Digiduck, SMART videos A and R</i>] Keeping personal information private [<i>Digiduck & the magic castle, SMART rule S</i>] Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. [<i>Smartie the Penguin Story B, (Pop ups and in app purchasing, Inappropriate websites for older children, Cyberbullying), SMART rule T</i>]	Use technology safely and respectfully [<i>Digiduck's Famous Friend, Digiduck Saves the Day, SMART videos M,A,R</i>] Keeping personal information private [<i>SMART video S</i>] Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. [<i>SMART videos T</i>]
Vocabulary	Tell, trust, adult, stranger, online	Safe, personal, private, safety, internet, trusted, tell, meet, accept, reliable	Safe, personal, private, safety, internet, trusted, tell, meet, accept, reliable, cyberbullying
Sticky knowledge	All children will: <ul style="list-style-type: none"> Know to talk to someone I trust if something upsets me online 	All children will: <ul style="list-style-type: none"> Know who to ask if they are worried about anything they experience online (SMART rule T) Know to keep their personal information private (SMART rule S) Know that I should not meet up with people I have only met online (SMART rule M) Know that not everything I see or hear online can be trusted (SMART rule R). Know that i should not accept messages from people I don't know online (SMART rule A) 	All children will: <ul style="list-style-type: none"> Know and explain the SMART rules Know that not everyone online can be trusted.



DESIGN & TECHNOLOGY

EYFS ELG

- Repeated and varied opportunities to explore and play using small tools (Physical development)
- Allow children to develop, proficiency, control and confidence (EAD)
- Explore and play with a wide range of media and materials

	Year R	Year 1	Year 2
Cooking and Nutrition objectives		Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from	Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from See Science and RSE curriculum for healthy eating
Vocabulary	Healthy, clean, blade, sharp, safe, chop, cut, mix fruit vegetable	Blender, carton, fruit, healthy, ingredients, peel, peeler, recipe, slice, smoothie, stencil, template, vegetable, blender	Alternative, diet, balanced diet, evaluation, expensive, healthy, ingredients, nutrients, packaging, refrigerator, sugar, protein, carbohydrate, dairy, grater, peeler
Sticky knowledge	<i>I can hold a knife safely</i> <i>I can use a knife to cut some fruits and vegetables</i> <i>I can recognise some vegetables and fruits</i> <i>I know that fruits and vegetables are healthy for me to eat</i> Outcome: Making a healthy fruit and vegetable face	<i>I understand where food comes from</i> <i>I know where plants grow and which parts we eat</i> <i>I can taste fruits and vegetables and describe their: appearance, smell, taste</i> <i>I can make a choice as to what smoothie I will make and why</i> <i>I can remember how to prepare food safely and hygienically including using a knife and blender.</i> I know that fruits and vegetables are healthy Outcome: Making a healthy smoothie	<i>I can consider and review food combinations</i> <i>I know that the most ideal ingredient combinations for my wrap will contain foods from more than one food group</i> <i>I can remember how to prepare food safely and hygienically including using a grater and peeler.</i> <i>I can review my design</i> Outcome: Making a healthy 'survival' wrap



	Year R	Year 1	Year 2
Textiles	(Physical development) Repeated and varied opportunities to explore and play using small tools (Physical development) Allow children to develop, proficiency, control and confidence (EAD) Explore and play with a wide range of media and materials	Design purposeful, functional, appealing products for themselves and other users based on design criteria Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Focus on design and make	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Focus on Evaluate
Vocabulary	Hole, push, through thread, pull, lace, needle, eye, pattern, colours, long and short	Decorate ,flag, design, fabric, glue, model, hole punch, safety pin, stencil, technique, template, mock-up	Fabric, pouch, running-stitch, sew, shape, stencil, template, thimble, attach.
Sticky knowledge	<i>To make a repeated pattern with two or more colours</i>	<i>I know how to design a flag considering its purpose I know how to make a mock-up of my flag with paper I know how to join fabric by pinning, stapling, gluing, To know how to cut paper and fabric I know how to join my flag to a stick by threading</i> Outcome: Making a pirate flag	<i>I know how to create a running stitch I can cut fabric neatly I know how to stitch a design decoration for my product I can evaluate my design</i> Outcome: Using a running stitch to make a named ID badge <i>To evaluate my badge and consider what I like and what I would do differently next time</i>

	Year R	Year 1	Year 2
Structures	Safely use and explore a variety of materials, tools and techniques. Share creations and explain the process they have used Use different construction materials to create structures (e.g. lego,duplo, mobile)	To explore and evaluate a range of existing products. To evaluate their ideas and products against design criteria. To build structures, exploring how they can be made stronger, stiffer and more stable.	Build structures, exploring how they can been made stronger, stiffer and more stable.
Vocabulary	Structure, design, join	Stronger, stiffer, folding, layers, weak, support	stable, structure, test, weak , design, design criteria, evaluation, net
Sticky knowledge	<i>I know how to join objects together such as lego, duplo, mobile, etc. I know how to use glue and tape to join materials together I can make a structure using different construction materials</i>	<i>I know the meaning of the words strength and stiffness I know there are different ways paper can be folded to improve its strength and stiffness I know how to build a strong and stiff structure by adding a support I can evaluate my structure according to design criteria</i>	<i>I know what stable means and can ensure my structure has this property I know how to cut and assemble my frame correctly I understand the importance of a clear design criteria I can use a hacksaw safely</i>



		<i>Outcome: Design and make a moving picture – strengthening and stiffening levers and rods</i>	<i>Outcome: designing and making a frame for a moving vehicle</i>
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	Year R	Year 1	Year 2
Mechanisms	Children will have access to: <ul style="list-style-type: none"> • Moving toys • Pop-up books • Construction kits with moving parts (wheels and axles) 	Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.	Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.
Vocabulary	Push, pull, pop-up, turn	Mechanism, slider, pivot, lever, fold, concertina, pop-up	Axle wheel structure net join
Sticky knowledge	I know that sometimes things will move if I push or pull them	I know how to construct particular moving mechanisms with paper/card. I know how to discuss my creations using key vocabulary. I know how to design and create by following a brief, evaluating my work as I go and when it is complete. <i>Outcome: making a moving picture in a book</i>	<i>I know that axles are used in structures and mechanisms to make parts turn in a circle</i> <i>I know how to attach my frame to the axle and attach wheels to the structure of my vehicle</i> <i>I know how to test my axle in the structure and alter the parts if it doesn't move freely</i> <i>I know how to evaluate my vehicle according to the design criteria I know how to test whether my vehicle</i> <i>Outcome: making and attaching an axle and wheels to create a moving vehicle</i>



GEOGRAPHY

EYFS ELG	ELG UTW - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps.
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Place place is space that carries meaning, often through human occupation or by human interpretation	Year R	Year 1	Year 2
	I can talk about where I live I can talk about my school and grounds	Name and locate the 4 countries of the UK Identify the characteristics of the 4 countries of the UK Compare the 4 countries of the UK Name and locate the UK capital cities	Name and locate the capital cities of the UK and identify the characteristics and topographical features of each one Compare the capital cities of the UK Compare a local city/town with contrasting city/town of another country comparing physical and human features
Vocabulary	home,school, place,park, farm, shop, swimming pool. soft play-jumping jax locally, building,	England, Scotland, Northern Ireland, Wales, London, Belfast, Edinburgh, Cardiff, Southampton, compare, similar, different	Capital city, London, Belfast, Edinburgh, Cardiff, country, city, comparison, mountain lake loch,, sea, landmark port harbour river hill valley Monsoon season, dry season, wet season, autumn, winter, spring, summer, exports, volcano, beach, mountain, weather, river, eruption, harbour, port, climate, Venn diagram, coast, sea, ocean, cliff, continents, islands city, town, St Lucia, Southampton, population
Sticky knowledge	All children will: -talk about where they live (e.g. their home, knowing the name of their school and town, name places in my local environment that are familiar to me)	All children will: -name and locate the 4 countries within the UK -recognise similarities and differences between the four countries of the UK -name the 4 capitals of the 4 countries within the UK	All children will: - name and locate the four countries and capital cities of the UK and at least one example of a surrounding sea -be able to describe two features of each capital city using key vocabulary



Location	Year R	Year 1	Year 2
	Name country we live in: England	Name and locate 4 countries of UK: England, Scotland, Northern Ireland and Wales Identify location of hot and cold areas in relation to the north and south poles. Name surrounding seas: North sea, English channel, Irish sea, Atlantic Ocean Name the five oceans and seven continents	Name and locate the seven continents and five oceans on a world map Use a world map, globe and atlases to identify the UK and a non-European country (St. Lucia?) Identify location of hot and cold areas in relation to the equator.
Vocabulary	England	similar, different, sea, North Sea, English channel, Irish sea, Atlantic ocean, Scotland, continent, Europe, Asia, North America, South America, Antarctica, Africa, Australia, world, Earth, North/South poles	Globe, atlas, St Lucia, Island, Caribbean, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, equator, pole, hot, cold
Sticky Knowledge	All children will: -Talk about where they live (e.g. know that the country I live in is named England)	All children will: -Name and locate the 4 countries of the UK -Use a globe to identify hot and cold areas in relation to north and south poles -Name the seas around the UK using a world map or globe -Name the five oceans and seven continents using a world map or globe	All children will: -Name and locate the seven continents -Name and locate the five oceans -Identify UK and a non-European country on a map, globe and atlas -Identify hot and cold areas on a globe in relation to the equator

Mapping	Year R	Year 1	Year 2
	Understand what a map is and what its uses are Looking at simple maps from stories (e.g. what the ladybird heard) Beginning to draw simple maps from imagination or based upon stories- e.g. treasure maps, farm, bear hunt	Make a simple plan of the school grounds Follow a simple map Understand why maps need a key. Use maps and globes to identify the UK countries and seas	Use a simple aerial map/photograph to move around the school/ grounds Create a simple map with a basic key and use it to move around the school grounds Use a simple map with a key to move around in a different context (orienting map) Use maps and globes to identify the continents and oceans
Vocabulary	map, find, look, treasure map,	Aerial map/plan, travel, direction, travel, locate, key, door, window, map, globe, UK, England, Northern Ireland, Scotland, Wales, North Sea, English channel, Irish sea, Atlantic ocean	continent, Europe, Asia, North America, South America, Antarctica, Africa, Australia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean
Sticky Knowledge	All children will: - draw information from a simple map (e.g. spot simple features from a story, recognise some local features on a map, begin to draw their own simple maps)	All children will: -be able to devise a simple plan -follow a simple map -understand the purpose of a key -be able to use a globe and map to identify the UK, its countries and seas	All children will: -Create a map, with a key -Follow directional language to move around school grounds using a map -be able to use maps and globes to identify continents and oceans



	Year R	Year 1	Year 2
	Use simple locational language to describe the location of features.	Use locational and directional language e.g. left and right to describe the location of features and routes Use simple compass directions to describe: UK countries for reference to (NSEW)	Use and follow simple compass directions (NSEW) and location and direction language eg: near/far/right/left
Directional knowledge			
Vocabulary	near, far, close to, next to, in front of, behind, on top of, below	left, right, direction, route, compass, north, south, east, west	near, far, left, right, forwards, backwards, turn, north, south, east, west, direction, compass,
Sticky Knowledge	All children will: -be able to reference location of features in their local context of school (e.g. the construction is close to the climbing frame, rabbits class is far away from the playground, begin to use simple directional language)	All children will: -use left and right to inform direction and routes -Use NSEW to describe the 4 countries of the UK with support of a map	All children will: -Follow directions NSEW on a map -Use directions NSEW to instruct -Use directional language near,far,left,right to describe

	Year R	Year 1	Year 2
	Observe natural world around them Make links and notice patterns in their experience	Observe the geography of the school and the grounds around it Use simple equipment e.g. rain gauges, thermometers and hand lens. Gather and record data to help in answering questions	Observe changes over time Begin to select equipment from a limited range, e.g. rain gauges, thermometers anemometers Make increasingly accurate measurements Create tables/charts to classify
Fieldwork			
Vocabulary	watch, observe, see, feel	school, layout, environment, features, places, rain gauges, thermometer, hand lens, equipment, data, gather	measure, pictogram, source, similarity, difference
Sticky Knowledge	All children will: -Make observations through child initiated play (e.g. going on seasons walks, minibeast hunting, hatching chicks/ducks)	All children will: -Observe Sholing Infant School- grounds and human features -Use weather equipment to comment on weather patterns -Record data to answer questions	All children will: -Observe changes in weather over time -Use simple equipment to record weather; rain gauges, thermometers anemometers



	Year R	Year 1	Year 2
Human/Physical features	<p>Talk about the features that make environments different from one another, e.g. playground and park</p> <p>Use everyday language for human features: home, school, shops</p> <p>Use everyday language for physical features</p>	<p>Observe and explain the differences of features between 2 localities: Southampton and the New Forest</p> <p>Use basic geographical vocabulary to identify physical and human features.</p>	<p>Know what the difference is between human and physical features</p> <p>Use basic geographical vocabulary to refer to:</p> <p>physical features including coast, cliff, beach, ocean, sea, river, mountain, volcano</p> <p>human features e.g. town village port harbour</p> <p>and compare these for Southampton and St Lucia</p>
Vocabulary	same, different, greenery, buildings, park, city, countryside, hill, beach, woods	Human features, physical features, Southampton, Portsmouth, cliffs, beach, channel, port, dock, naval base, beach, New forest, river, sea, hill, forest, soil, city, farm, house, shop, factory, woodland, abbey, castle	Human features, physical features, man-made, natural, artificial, city, countryside, difference, physical features including coast, cliff, beach, ocean, sea, river, mountain, volcano, town village port harbour
Sticky Knowledge	<p>All children will:</p> <p>-be able to use basic vocab relating to everyday human and physical features</p> <p>- recognise some similarities and differences between life in this country and life in other countries, and know some environments are different to their own (e.g. comparing England with China or Australia, life on the farm)</p>	<p>All children will:</p> <p>-will be able to compare 2 locations topographical features: Southampton and New Forest</p> <p>-use geographical vocabulary when comparing location</p>	<p>All children will:</p> <p>-be able to discuss differences between human and physical features</p> <p>-be able to compare the human and physical geography of Southampton and St Lucia</p>

	Year R	Year 1	Year 2
Settlement and Land Use	<p>Understand what land is used for in the immediate environment e.g. playground/garden/grassed area/classrooms</p>	<p>Understand that land is used for different purposes</p> <p>Describe the difference between how land is used in different capital cities in the UK</p>	<p>Describe the difference between how land is used in St Lucia and Southampton</p>
Vocabulary	land	purpose, farming, housing, settlements	agriculture, infrastructure, population, industry
Sticky Knowledge	<p>All children will:</p> <p>-know land uses in their immediate environment (e.g. knowing that there are houses, parks, shops, roads near to us)</p>	<p>All children will:</p> <p>-discuss differing uses of land in and around Southampton</p>	<p>All children will:</p> <p>-comment on differences in land use between St Lucia and Southampton</p>

	Year R	Year 1	Year 2
Weather	<p>Describe the weather in their immediate environment using vocab such as:</p>	<p>Describe seasonal weather changes using vocab such as :</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom using YR + Y1 vocab</p> <p>Describe how daily/ seasonal weather patterns are different in the UK and in St Lucia</p>
Vocabulary	rain, sun, warm, cold, hot, cloudy wind snow	+ fog, ice, blizzard, sleet, hail, thunder, lightning	+ storm, flood, heatwave, mist wind speed



Sticky Knowledge	<p>All children will:</p> <p>Explore the natural world around them, describing what they see, hear and feel whilst outside (e.g. recognise daily weather using vocab)</p>	<p>All children will:</p> <p>-recognise daily weather patterns using vocab: rain, sun, warm, cold, hot, cloudy, fog, ice, snow, thunder, lightning</p> <p>-describe how weather changes across the 4 seasons</p>	<p>All children will:</p> <p>-identify weather patterns for the UK</p> <p>-observe weather comparisons for 2 locations: Southampton and St Lucia</p> <p>-Discuss seasonal weather patterns for a location of a non-European country (St Lucia)</p>
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HISTORY

EYFS ELG	ELG UTW Children at the expected level of development will: - Talk about the lives of the people around them 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 - Understand the past through settings, characters and events encountered in books read in class and storytelling.
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	Year R	Year 1	Year 2
Chronology	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past: sharing stories that include images from the past and figures from the past. [Looking at old fashioned books about Christmas, origins of celebrations: Christmas story]	Develop an awareness of the past using common words and phrases relating to the passing of time They should begin to know where the people and events they study fit within a chronological framework using a simple timeline	They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods
Vocabulary	Old fashioned, old, a long time ago, in the past, happened already, Yesterday, today, tomorrow, last week, when I was little, when I grow up, now, a long time ago, then, same, different older, younger, future, family	before, after, yesterday, a long time ago, very long ago, 100 years ago, past, present, future, now, then, chronological order, nowadays, timeline, chronology, many years ago	100 years ago, Victorian, time periods, century, event, significant, 19th century, 20th century, 21st century
Sticky knowledge	All children will: Compare and contrast characters from stories, including figures from the past (e.g. Florence Nightingale)	All children will: - Know that toys have changed over time, and can say how they have changed. - Know how to sequence events from the past into chronological order using a timeline. - Know what vocabulary to use when talking about the past.	All children will: - Be able to plot key events from Queen Victoria and Queen Elizabeth I's reigns - Order significant developments in the history of flight (Wright Brothers, Spitfire, Moon landings)



	Year R	Year 1	Year 2
	Understand some of the ways in which we find out about the past: photos, stories, artefacts	Know some examples of sources that we can use to find out information. Understand some of the ways in which we find out about the past: photos, stories,	Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Ask and answer questions choosing and using parts of stories and other sources e.g. photos, video, newspapers, to show they know and understand key features of events Use a wide vocabulary of everyday historical terms
Vocabulary	History, old, past, already happened, find out, discover, learn, storytelling, events, photos, stories, artefacts, accounts.	Diaries, plans, maps, newspapers, paintings,.	Black & white photographs, colour photographs, museums, primary source ,secondary source, historian, newspaper, letter, poster, website, non-fiction, film, personal accounts.
Sticky knowledge	All children will: Know that stories can help me learn about the past.	All children will: Know that we find out about history from a range of sources e.g. artefacts, books, illustrations, photos	All children will: Name some examples of primary and secondary sources that we can use to find out about the past.

	Year R	Year 1	Year 2
	Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past	Identify similarities and differences between ways of life within different periods Identify changes within living memory Events beyond living memory that are significant nationally	Identify similarities and differences between ways of life within different periods (Queen Victoria and Queen Elizabeth] Understand the changes within living memory Events beyond living memory that are significant globally
Vocabulary	Same, similar, different, change, baby, toddler, child, teenager, adult, change, growing up, past who, what, when, where, how? Younger, older, smaller, bigger, growing	Changes, invented, batteries, plastic, electronic, wooden, handmade, mass produced, memory, young, old, History, Great fire of London, London, capital city, before, after, yesterday, a long time ago, very long ago, 100 years ago, past, present, future, now, then, chronological order, nowadays, timeline	lessons, learning, education, family, work, play, same, different, similar, punishment, past, present, curriculum, blackboards, chalk, factory, ink, cane, dunce cap, drill Queen Victoria, Queen Elizabeth II, technology, rule, transportation, telegraph, letter, telephone, email, message, voice call, car, steam train, electric train, trap, carriage
Sticky knowledge	All children will: -Comment on images of familiar situations in the past (e.g. talking about when they were a baby compared with now, talking about their time in Reception and comparing the start of the year with the end) - Compare and contrast characters from stories, including figures from the past (e.g. talk about the lives of significant individuals from stories they have heard such as Florence Nightingale, Grace Darling, St. Valentine, Nativity and Jesus)	All children will: -Know that toys have changed over time - Describe how toys have changed over time -Explain why the fire spread so quickly. - Describe how firefighting equipment has changed over time. - Describe how buildings and building materials have changed over time.	All children will: - Be able to identify similarities and differences in school life from Victorian times to now - Be able to identify differences in communication technology and transportation from Victorian times to the reign of Queen Elizabeth



Cause & effect	Year R	Year 1	Year 2
		Events beyond living memory that are significant nationally	Events beyond living memory that are significant globally
Vocabulary		Thames, water pump, hook, bucket, wood, stone, brick, resistant, burn, wooden	first class, second class, third class, maiden voyage, unsinkable, lifeboat, life jacket, captain, United Kingdom, Southampton, New York, travel, passenger, radio
Sticky knowledge		<p>All children will:</p> <ul style="list-style-type: none"> - Know the impact the GfOL had on buildings and the rebuild of London in terms of materials used, streets being widened, space between houses etc. 	<p>All children will:</p> <ul style="list-style-type: none"> - Know some of the reasons that caused the Titanic to sink - Know some of the changes to ship safety that were made after the Titanic disaster (radios, lifeboats and iceberg locating)

Significant people and events	Year R	Year 1	Year 2
	Compare and contrast characters from stories, including figures from the past	<p>The lives of significant individuals in the past who have contributed to national achievements. [GfOL: Samuel Pepys, Christopher Wren, Charles 2nd]</p> <p>Events beyond living memory that are significant nationally.</p>	<p>Understand about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Understand the significant historical events, people and places in their own locality</p>
Vocabulary	past, happened, before, done, long time ago, once upon a time, yesterday	<p>History, Great fire of London, London, capital city</p> <p>Samuel Pepys, baker, Christopher Wren, Thomas Farrinor architect, Charles 2nd, royalty, monarchy, important, remember, residents, witness The Monument St Paul's Cathedral</p>	<p>Neil Armstrong, the Wright Brothers, Katherine Johnson, RJ Mitchell, Queen Victoria, Queen Elizabeth II, impact, pioneer, inventor, discovery, find, significant</p> <p>Southampton, city, local, dock, maiden voyage, passenger terminal, boarding, flight, invention, discovery, significance, area Apollo 11, Saturn V, Eagle, Spitfire, Wright Flyer</p>
Sticky knowledge	<p>All children will:</p> <p>Comment on images of familiar situations in the past (e.g. talk about the lives of significant individuals from stories they have heard such as Florence Nightingale, Grace Darling, St. Valentine, Jesus and nativity story and make comparisons with nursing today)</p>	<p>All children will:</p> <ul style="list-style-type: none"> - Be able to plot when the fire of London started and the main events over the four days. - Know that Samuel Pepys was a historian who wrote about the events of the GfOL in his diary - Know that Christopher Wren was an architect who helped to redesign London after the fire - Know that Charles II was King during the GfOL and gave the order to destroy houses to stop the fire spreading 	<p>All children will:</p> <ul style="list-style-type: none"> - Know and describe the main events of the Titanic: setting sail from Southampton, travelling to New York, hitting an iceberg and the death of many people. - Know that Queen Victoria was the monarch of England from to 1837 to 1901 and the contributions she made - Know that Queen Elizabeth is our current monarch and has been the longest serving monarch in the nation's history. - Know key contributions of each monarch - Know that the Wright brothers achieved the first successful powered flight in 1903. <p>Know that Bessie Coleman was the first African-American woman and first person of self-identified Native American descent to hold a pilot license.</p>



			<ul style="list-style-type: none">- Know that the spitfire was developed in Southampton by RJ Mitchell and the key role played by the plane in the 2nd WW- Know that Neil Armstrong was the first man to walk on the moon in 1969.-Know that Apollo 11 was the first moon landing.
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**MUSIC****EYFS ELG**

ELG Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

	Year R	Year 1	Year 2
Singing	<ul style="list-style-type: none">- Listen to and begin to join in with simple nursery rhymes and songs. (e.g. Twinkle twinkl, Incy wincy, Wind the bobbin up, Old Mac, The farmers in the dell, Dingle Dangle scarecrow, Baa baa black sheep, Mary had a little lamb, Little bo peep, I went to the cabbage patch one day, Please don't squash me, Under the sea, 5 little fished, once I caught a fish alive)- Sing in a group or on their own, increasing matching pitch and following the melody.- Learn and sing songs for 'Special Occasions'. (e.g. Harvest songs, Nativity performance/Christmas songs)	<ul style="list-style-type: none">- Join in with group singing, building a repertoire of songs. (e.g. Various warm up songs, Our sound puzzle, Southampton song, We're going this way, that way, over the Irish sea, What shall we do with a grumpy sailor (with signing), In the toy shop, What's in the toy shop, London's burning)- Use chants and rhymes to build rhythmic capability. (e.g. down at the docks, saint Mary's stadium, Marwell Zoo)	<ul style="list-style-type: none">- Sing unison songs with control and simple rounds with an awareness of how the part should fit. (e.g. songs from the Victorian music hall, What a wonderful world (with signing), Those magnificent men in their flying machines)- Sing with increasing awareness of pitch, demonstrating the shape of the melody.
Vocabulary	Melody, solo, choir, rhyme, pitch (high/low), listen, sing.	Pitch, expression, melody, choir, together, listening, chant, rhyme, rhythm.	Pitch, melody, choir, together, listening, expression, accuracy, clear diction, rounds, parts.
Sticky knowledge	All children will: <ul style="list-style-type: none">- Know some simple nursery rhymes.- Know how to sing a melody.	All children will: <ul style="list-style-type: none">- Know how to join in with warm up songs, using actions.- Know how to use expression when singing.- Know how to use words to create a rhythm sentence.	All children will: <ul style="list-style-type: none">- Know how to sing in a round.- Know the shape of a melody and sing with awareness of this using the acronym ACE accurate, clear and expressive singing.

	Year R	Year 1	Year 2
Percussion	<ul style="list-style-type: none">- Explore simple percussion – things to hit and shake (e.g. Make a rain shaker, explore boomwhackers) - Using vocab cards to develop their skills.	<ul style="list-style-type: none">- Experiment with body percussion.- Explore long and short sounds (duration).- Beat untuned percussion at varying speeds (tempo)- Experiment with tuned and untuned percussion to create a soundscape.	<ul style="list-style-type: none">- Explore long and short sounds on percussion instruments.- Vary and select a dynamic while playing tuned and untuned percussion instruments.- Explore pitch on glockenspiels.- Create a soundscape selecting an appropriate sound, dynamic, pitch and duration.
Vocabulary	Percussion, fast, slow, loud, quiet, long, short, pitch (low-high).	Percussion, body percussion, long, short, duration, tempo, fast slow, lento, adagio, soundscape, texture, dynamics, forte, piano, tuned, untuned.	Percussion, Glockenspiel, drums, guiro, scraper, claves, tambourine, maracas, shakers, tempo, presto, lento, dynamics, forte, piano, duration, long, short, crotchet, quavers, tuned, untuned, pitch, high, low.
Sticky Knowledge	All children will: <ul style="list-style-type: none">- Know how to hit or shake an instrument.- Be able to play an instrument with varying pitch, duration and tempo.	All children will: <ul style="list-style-type: none">- Know how to use their body to make a sound.- Know how to use an instrument to make a long or short sound.- Know how to play a fast or slow beat.	All children will: <ul style="list-style-type: none">- Know how to use percussion instruments in an appropriate way to create a fitting sound.- Know how to use pitch on a glockenspiel.- Know how to play an appropriate dynamic for a setting.



	Year R	Year 1	Year 2
Composition and Improvisation	- Create and choose sounds to match a stimulus.	- Create and choose sounds in response to given starting points. - Create simple representations and short pieces using tuned and untuned percussion. - Use simple symbols to represent sounds. - Experiment with tuned and untuned instruments-using 2/3 notes.	- Create short sequences of sound in response to given starting points. - Create simple soundscapes for intended effect. - Use simple symbols to represent sounds. - Experiment with tuned and untuned instruments, improvising with a theme in mind-using 4/5 notes.
Vocabulary	Compose, quiet, loud, hard, soft.	Compose, improvise, duration, tempo, pattern, note names, make up, free, pulse, graphic notation, glockenspiel, percussion, tuned, untuned, symbol.	Compose, improvise, duration, dynamics, tempo, note names, pulse, crotchets (fly), quavers (spiders), graphic notation, glockenspiel, percussion, symbol, tuned, untuned.
Sticky Knowledge	All children will: - Know how to express themselves with an instrument. - Know that sounds created by an object can be different.	All children will: - Know how to write simple symbols to represent sounds. - Know how to improvise using a set of notes.	All children will: - Know how to use symbols to represent sounds, including musical notation. - Know how to improvise using a set of notes.

	Year R	Year 1	Year 2
Listening and Understanding	- Echo heard songs. - Recognise some key instruments. (e.g. trumpet, piano, drums etc.)	- Listens to a range of live and recorded pieces, identifying key instruments. - Identify changes in music and respond with movement. - Listens to own performances providing simple constructive comments. - Pupils understand that different instruments are used to provide different sounds, and for different effects. They recognise different genres key features and their impact.	- Listens to a range of high-quality live and recorded music identifying changes in pitch and tempo, leading to understanding the effect of these changes on the piece itself. - Listens to their own compositions and that of others and suggests improvements. - Pupils understand that different instruments are used to provide different sounds, and for different effects. They recognise different genres key features and their impact.
Vocabulary	Instruments, brass, woodwind, percussion, strings, (<i>Particular instrument names</i>)	Instrument names, e.g. violin, trumpet, clarinet etc... instrument families, e.g. brass, woodwind etc... tempo, dynamics, pitch, expression, sad, happy, fast, slow.	Instrument names, e.g. violin, trumpet, clarinet etc... instrument families, e.g. brass, woodwind etc... tempo, dynamics, pitch, expression, sad, happy, fast, slow,
Sticky Knowledge	All children will: - Know how to 'call and copy' when singing. - Know a few instrument names.	All children will: - Know some instrument names and maybe which family they are in. - Know if a piece of music sounds sad or happy.	All children will: - Know a lot of instrument names and how they are in family groups. - Know how to recognise musical elements within a piece, e.g. dynamic changes, tempo changes etc... - Know how to comment using musical words



PE

EYFS ELG	ELG AREA PD - Negotiate space and obstacles safely, with consideration for themselves and Others - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. MS - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
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REAL PE MULTI-ABILITY SKILLS

	Year R	Year 1	Year 2
Personal	Objectives <ul style="list-style-type: none">I enjoy working on simple tasks with help.	Objectives <ul style="list-style-type: none">I can work on simple tasks by myself.I can follow instructions and practise safely.	Objectives <ul style="list-style-type: none">I try several times if at first I don't succeed and I ask for help when appropriate.
Vocabulary	personal	instructions, practise, independence	challenge, resilience
Sticky knowledge	All children will: - Stay on task with help	All children will: - Stay on task	All children will: -Keep trying

	Year R	Year 1	Year 2
Social	Objectives <ul style="list-style-type: none">I can play with others and take turns and share with help.	Objectives <ul style="list-style-type: none">I can work sensibly with others, taking turns and sharing	Objectives <ul style="list-style-type: none">I can help, praise and encourage others.
Vocabulary	take turns, share,	sensibly	encourage, praise, demonstrate
Sticky knowledge	All children will: <ul style="list-style-type: none">Play with others with help	All children will: - Understand others	All children will: - Help and encourage

	Year R	Year 1	Year 2
Cognitive	Objectives <ul style="list-style-type: none">I can follow simple instructions.	Objectives <ul style="list-style-type: none">I can understand and follow instructions.I can name some things I am good atI can explain why someone is working or performing well.	Objectives <ul style="list-style-type: none">With help, I can recognise similarities and differences in performance.I can begin to order instructions, movements and skills.
Vocabulary	Instructions	explain, performing, understand	cognitive, Recognise, Similarities, Differences, movement, skills
Sticky knowledge	All children will: -Follow instructions	All children will: - Observe and describe	All children will: -Recognise and order



	Year R	Year 1	Year 2
Creative	Objectives <ul style="list-style-type: none"> I can observe and copy others. 	Objectives <ul style="list-style-type: none"> I can explore and describe different movements. 	Objectives <ul style="list-style-type: none"> I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.
Vocabulary	watch, creative	explore, describe	compare, movements, skills
Sticky knowledge	All children will: -Observe and copy	All children will: - Explore and describe	All children will: -Compare and develop

	Year R	Year 1	Year 2
Physical	Objectives <ul style="list-style-type: none"> I can move confidently in different ways. 	Objectives <ul style="list-style-type: none"> I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control. 	Objectives <ul style="list-style-type: none"> I can perform a sequence of movements with some changes in level, direction or speed. I can perform a range of skills with some control and consistency.
Vocabulary	physical, travel	agility, sequences, movement	speed, direction, accuracy , control
Sticky knowledge	All children will: -Travel in different ways	All children will: - Perform single sequences	All children will: -Perform simple sequences

	Year R	Year 1	Year 2
Health & Fitness	Objectives <ul style="list-style-type: none"> I am aware of the changes to the way I feel when I exercise. 	Objectives <ul style="list-style-type: none"> I am aware of why exercise is important for good health. 	Objectives <ul style="list-style-type: none"> I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise.
Vocabulary	Change, Exercise, Before, After, Heart	health	heartbeat, sweat, pulse , equipment
Sticky knowledge	All children will: -Describe simple changes	All children will: - Explain benefits of Exercise	All children will: -Practice Safely

**FUNDAMENTAL MOVEMENT SKILLS**

	Year R	Year 1	Year 2
	Objectives 1. Stand still for 10 seconds.	Objectives 1. Stand still for 30 seconds. 2. Complete 5 mini-squats.	Objectives 1. Stand still for 30 seconds with eyes closed. 2. Complete 5 squats. 3. Complete 5 ankle extensions.
Static Balance 1 Leg			
Vocabulary	Stand, still	Squats	Squats, ankle extension
Sticky knowledge	All children will: <ul style="list-style-type: none">Be able to stand still for 10 seconds	All children will: <ul style="list-style-type: none">- Be able to stand still for 30 seconds and complete 5 mini squats	All children will: <ul style="list-style-type: none">-Be able to stand still for 30 seconds without opening eyes-Be able to do 5 full squats and 5 ankle extensions.

	Year R	Year 1	Year 2
	Objectives 1. Balance with both hands/ feet down. 2. Balance with 1 hand/ 2 feet down. 3. Balance with 2 hands/ 1 foot down. 4. Balance with 1 hand/ 1 foot down. 5. Balance with 1 hand or 1 foot down. 6. Balance with no hands or feet down.	Objectives 1. Pick up a cone from one side, swap hands and place it on the other side. 2. Return the cone to the opposite side.	Objective. 1. Pick up a cone from one side and place it on the other side with same hand. 2. Return it to the opposite side using the other hand. 3. Sit in a dish shape and hold it for 5 seconds.
Static Balance Seated			
Vocabulary	Balance, hand foot	Seated, opposite	swapping
Sticky knowledge	All children will: <ul style="list-style-type: none">Be able to balance in a seated position using various body parts to balance	All children will: <ul style="list-style-type: none">- Be able to complete a seated balance and move a cone from side to side.	All children will: <ul style="list-style-type: none">Be able to complete a seated balance and move a cone from side to side swapping between hands.Be able to hold a dish shape for 5 seconds.

	Year R	Year 1	Year 2
	Objectives 1. Hold mini-front support position. 2. Reach round and point to ceiling with either hand in mini-front support.	Objectives 1. Place cone on back and take it off with other hand in mini-front support. 2. Hold mini-back support position. 3. Place cone on tummy and take it off with other hand in mini-back support.	Objectives 1. Hold full front support position. 2. Lift 1 arm and point to the ceiling with either hand in front support. 3. Transfer cone on and off back in front support.
Static Balance Floor work			
Vocabulary	Mini-front	balance, floor work	Full front, transfer
Sticky knowledge	All children will: <ul style="list-style-type: none">Be able to balance on the floor using hands/ knees on the floor with tummy off the floorBe able to balance on the floor with one hand reaching the ceiling and tummy off the ground	All children will: <ul style="list-style-type: none">- Be able to balance on the floor using hands/ knees on the floor with tummy off the floor-Be able to balance on the floor using hands and feet with back off the ground	All children will: <ul style="list-style-type: none">-Be able to balance on the floor using hands/feet on the floor with tummy off the floor and lifting one arm at a time.-Be able to transfer a cone from back when in front support.



	Year R	Year 1	Year 2
Static Balance Stance	Objectives 1. Stand on line with good stance for 10 seconds.	Objectives 1. Stand on low beam with good stance for 10 seconds.	Objectives 1. Receive a small force from various angles. 2. Raise alternate feet 5 times. 3. Raise alternate knees 5 times. 4. Catch ball at chest height and throw it back.
Vocabulary	stance	stance	force , catch
Sticky knowledge	All children will: -Be able to stand on a line for 10 seconds with a good stance	All children will: - Be able to stand on a low beam for 10 seconds	All children will: -Be able to receive a ball from various directions and throw it back at chest height. - Be able to stand still and raise alternate feet and knees 5 x

	Year R	Year 1	Year 2
Dynamic Balance On a Line	Objectives 1. Walk forwards with fluidity and minimum wobble. 2. Walk backwards with fluidity and minimum wobble.	Objectives 1. Walk fluidly, lifting knees to 90°. 2. Walk fluidly, lifting heels to bottom.	Objectives 1. March, lifting knees and elbows up to a 90° angle. 2. Walk fluidly with heel to toe landing. 3. Walk fluidly, lifting knees and using heel to toe landing Walk fluidly, lifting heels to bottom and using heel to toe landing.
Vocabulary	forwards, backwards, walk, wobble	walk. knees, heels, bottom, fluid, 90°	march, lift, knees, elbows, 90°, heel, toe, landing, fluidity
Sticky knowledge	All children will: -Be able to walk forwards and backwards	All children will: - Be able to walk lifting knees to 90° and by lifting heels to bottom.	All children will: - Be able to lift march with knees/elbows to 90°. -Be able to walk fluidly, lifting heels to bottom and using heel to toe landing.

	Year R	Year 1	Year 2
Dynamic Balance Jumping & Landing	Objectives 1. Jump from 2 feet to 2 feet forwards, backwards and side-to-side.	Objectives 1. Jump from 2 feet to 2 feet with quarter turn in both directions. 2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).	Objectives 1. Jump from 2 feet to 2 feet with 180° turn in either direction. 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction.
Vocabulary	forwards, backwards, side to side, jump	quarter turn	tuck jump , turns, direction
Sticky knowledge	All children will: -Be able to jump using two feet (forwards, backwards and side to side)	All children will: -Be able to jump from two feet to two feet using a quarter turn. -Be able to jump using two feet to one feet and freeze.	All children will: -Be able to jump from two feet to two feet using various turns. -Be able to do a tuck jump using various turns.



	Year R	Year 1	Year 2
Counter Balance In Pairs	Objectives 1. Sit holding hands with toes touching, lean in together then apart. 2. Sit holding 1 hand with toes touching, lean in together then apart. 3. Sit holding hands with toes touching and rock forwards, backwards and side-to-side.	Objectives 1. Hold on and, with a long base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.	Objectives 1. Hold on and, with a short base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together. 3. Perform above challenges with eyes closed.
Vocabulary	pairs, forwards, backwards	balance, teamwork	perform, challenges
Sticky knowledge	All children will: -Be able to work with a partner and hold one or both hands and rock forwards and backwards.	All children will: - Be able to Hold onto each other whilst standing with one or both hands and lean back.	All children will: Be perform challenges and be able to Hold onto each other whilst standing with one or both hands and lean back with their eyes closed.

	Year R	Year 1	Year 2
Coordination Sending & Receiving	Objectives 1. Roll large ball and collect the rebound. 2. Roll small ball and collect the rebound. 3. Throw large ball and catch the rebound with 2 hands.	Objectives 1. Throw tennis ball, catch rebound with same hand after 1 bounce. 2. Throw tennis ball, catch rebound with same hand without a bounce. 3. Throw tennis ball, catch rebound with other hand after 1 bounce. 4. Throw tennis ball, catch rebound with other hand without a bounce. 5. Strike large, soft ball along ground with hand 5 times in a rally.	Objectives 1. Strike a ball with alternate hands in a rally. 2. Kick a ball with the same foot. 3. Kick a ball with alternate feet Roll 2 balls alternately using both hands, sending 1 as the other is returning.
Vocabulary	throw	strike, rebound	strike, alternate, kick
Sticky knowledge	All children will: -Be able to roll a small and large ball and collect the rebound. -Be able to throw a large ball and catch with both hands.	All children will: - Be able to throw and catch a tennis ball using either one or both hands with and without a bounce. -Be able to strike a soft ball along the ground with a partner.	All children will: -Be able to strike any ball along the ground with a partner. - Be able to kick a ball with alternating feet (using two balls) with a partner.



	Year R	Year 1	Year 2
Coordination Ball Skills	Objectives 1. Sit and roll a ball along the floor around body using 2 hands. 2. Sit and roll a ball along the floor around body using 1 hand (right and left). 3. Sit and roll a ball down legs and around upper body using 2 hands. 4. Stand and roll a ball up and down legs and round upper body using 2 hands.	Objectives 1. Sit and roll a ball up and down legs and round upper body using 1 hand. 2. Stand and roll a ball up and down legs and round upper body using 1 hand.	Objectives 1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). 2. Move a ball round waist 17 times. 3. Stand with legs apart and move a ball around alternate legs 16 times.
Vocabulary	sit, roll, body	roll, ball, upper body, hand, legs	apart, waist, alternate
Sticky knowledge	All children will: -Be able to roll a ball around their body in different ways using two hands	All children will: - Be able to roll a ball around their body with two or one hands	All children will: -Be able to use coordination skills to move ball around different body

	Year R	Year 1	Year 2
Coordination Footwork	Objectives 1. Side-step in both directions. 2. Gallop, leading with either foot. 3. Hop on either foot. 4. Skip.	Objectives 1. Combine side-steps with 180° front pivots off either foot. 2. Combine side-steps with 180° reverse pivots off either foot. 3. Skip with knee and opposite elbow at 90° angle. 4. Hopscotch forwards and backwards, hopping on the same leg (right and left).	Objectives 1. Hopscotch forwards and backwards, alternating hopping leg each time. 2. Move in a 3-step zigzag pattern forwards. 3. Move in a 3-step zigzag pattern backwards.
Vocabulary	side step, gallop, hop, skip	hopscotch, forwards, backwards, 90° , 180°, pivot	zig zag
Sticky knowledge	All children will: -Be able to side step, gallop, hop on either foot and skip.	All children will: - Be able to side step using a pivot. -Be skip with opposite knee and elbow at 90 degree angle - Be able to hopscotch on the same leg.	All children will: - Be able to hopscotch alternating leg each time. - Be able move forwards and backwards in a zig zag pattern.

	Year R	Year 1	Year 2
Agility Ball Chasing	Objectives 1. Roll a ball, chase and collect it in balanced position facing opposite direction. 2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.	Objectives 1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction. 2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.	Objectives 1. Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 2. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 3. Complete above challenges with tennis ball.
Vocabulary	roll, chase , direction, opposite	seated, position	collect, balanced
Sticky knowledge	All children will: -Be able to roll and chase a ball and collect it.	All children will: - Be able to sit/lay throw an chase a bouncing ball and collect in a balanced position.	All children will: -Be able to chase a large rolled ball, a bouncing ball and a tennis ball after rolling through the legs and collect it

	Year R	Year 1	Year 2
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Agility Reaction & Response	Objectives From 1, 2 and 3 metres: 1. React and catch large ball dropped from shoulder height after 2 bounces. 2. React and catch large ball dropped from shoulder height after 1 bounce.	Objectives From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce.	Objectives From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.
Vocabulary	react, catch	Meter, shoulder, bounce	balance
Sticky knowledge	All children will: -Be able to catch a large ball dropped from shoulder height after 1 or 2 bounces.	All children will: -Be able to catch a tennis ball dropped from shoulder height after 1 bounce.	All children will: -Be able to catch a large ball dropped from shoulder height after 1 whilst balancing on one leg.

GYMNASTICS

	Year R	Year 1	Year 2
Gym Shape & Balance	Objectives: To perform a Tuck and Star, Accurate shape 1. Accurate shape 2. Good body tension to keep shape 3. Repeatable shape Progress through floor work, low apparatus and large apparatus	Objectives: To perform a Straight dish and arch 1. Accurate shape 2. Good body tension to keep shape 3. Repeatable shape Progress through floor work, low apparatus and large apparatus	Objectives: Balance on points and patches: 1. Control (minimum wobble). 2. Supporting body part 3. Holding for at least 3 seconds. Progress through floor work, small apparatus and large apparatus
Vocabulary	on front, on bottom and feet, on side, on back, stand, on two feet, on bottom only, on one foot, on hands and feet, on hands, headstand, one hand one foot	straight, on two feet, on front, on back, two hands two feet, front support, back support, one hand, dish, arch	one foot, bottom only, a frame, straight, straddle, shoulders, one hand, two hands and two feet, front support, dish, arch, one hand one foot, straddle lever, elbow stand, stomach, pike fold, without support, frog stand, bridge
Sticky knowledge	All children will: Be able to make a Tuck and Star using a range of apparatus	All children will: Be able to make a Straight dish and arch using a range of apparatus	All children will: Balance on points and patches using a range of apparatus

	Year R	Year 1	Year 2
Gym Travel	Objectives: Travel in different ways using feet 1. Good posture. 2. Light and quiet steps. 3. Accurate movement pattern. Progress through floor work, low apparatus and large apparatus	Objectives: Travel in different ways using different body parts 1. Good posture. 2. Smooth, fluent movement. 3. Accurate movement pattern. Progress through floor work, low apparatus and large apparatus	Objectives: Travel in different ways using feet (complex) 1. Good posture. 2. Light and quiet steps. 3. Accurate movement pattern. Progress through floor work, low apparatus and large apparatus
Vocabulary	stretch walk, march, run, jog, tiptoes, tuck jump, star jump, spring	slide, opposite, alternate, low bunny hop, crab walk, roll, bear walk, high bunny hop to stand, caterpillar walk	skip, side-step, gallop, cat leap, lunge walk, hopscotch, cross step
Sticky knowledge	All children will: Be able to travel in different ways on their feet	All children will: Be able to travel in different ways using different bod parts	All children will: Be able to travel in complex ways on their feet

	Year R	Year 1	Year 2
Gym	Objectives: Jump with	Objectives: Jump with	Objectives: Jump with



Flight	<ol style="list-style-type: none"> 1. Accurate preparation phase 2. Clear shape during flight 3. Quiet, balanced landing Progress through floor work, low apparatus and large apparatus	<ol style="list-style-type: none"> 1. Accurate footwork patterns, take-off and landing. 2. Clear shape during flight. 3. Quiet, balanced landing. Progress through floor work, low apparatus and large apparatus	<ol style="list-style-type: none"> 1. Accurate preparation phase 2. Clear shape during flight 3. Quiet, balanced landing Progress through floor work and hand apparatus
Vocabulary	straight jump, tuck jump, star jump, 180 turn, 360 turn, pike jump, straddle jump	two feet to two feet, hop, hurdle step, sissonne, leap, one foot to two feet, two feet to one foot.	straight jump, tuck jump, star jump, 180 turn, 360 turn, pike jump, straddle jump
Sticky knowledge	All children will: Be able to jump and land	All children will: Be able to jump and land with accurate footwork	All children will: Be able to jump and land whilst making different shapes

	Year R	Year 1	Year 2
Gym Rotation	Objectives Roll in different ways: <ol style="list-style-type: none"> 1. Accurate shape throughout 2. Fluent and controlled movement 3. Remaining balanced and controlled Progress through floor work, low apparatus and large apparatus	Objectives Turn using different body parts <ol style="list-style-type: none"> 1. Remaining balanced throughout. 2. Achieving rotation with control. 3. Accuracy of shape throughout. Progress through floor work, low apparatus and large apparatus	Objectives: Children will perform dish and arch roll, side roll, scrabble roll, forward roll <ol style="list-style-type: none"> 1. Accurate shape throughout. 2. Fluent and controlled movement. 3. Remaining balanced and controlled. Progress through floor work and low apparatus
Vocabulary	pencil roll, egg roll, rock and roll, to bottom, to stand, circle roll	rotate on bottom, patter turn, two feet, chaine/one impulse, push turn/pivot, spin/pirouette, barrel turn, cartwheel	dish and arch roll, side roll, scrabble roll, forward roll, wolf split
Sticky knowledge	All children will: Roll in different ways	All children will: Roll in different ways using different body parts	All children will: Be able to perform a number of different rolls

DANCE

	Year R	Year 1	Year 2
Dance Shapes Solo	Objectives Standing - With balance and control, make a big standing shape: Moving between shapes - Keeping your shapes strong, starting in any standing shape:	Objectives Standing - With balance and control, make a big standing shape: Floor - Make a shape on the floor balanced on hands and feet, facing down. Moving between shapes - Keeping your shapes strong, starting in any standing shape:	Objectives Standing - With balance and control – make a standing shape: Floor - Balancing on your hands and feet: Moving between shapes - Keeping your shapes strong, starting in any standing shape:
Vocabulary	Standing shape, hands, feet	Change, floor	Moving, step, hop
Sticky knowledge	All children will: -explore body shapes, one of the basics of the movement of dance.	All children will: - explore body shapes, one of the basics of the movement of dance.	All children will: -explore body shapes, one of the basics of the movement of dance.



	Year R	Year 1	Year 2
Dance Partnering Shapes	Objectives With balance and control and keeping your shapes strong, make partner shapes. <ol style="list-style-type: none"> 1. Make opposite shapes, for example, Partner 1 – standing, Partner 2 – on the floor. Or Partner 1 – big shape, Partner 2 – small shape. 	Objectives With balance and control and keeping your shapes strong, make partner shapes. <ol style="list-style-type: none"> 1. Make opposite shapes, for example, Partner 1 – standing, Partner 2 – on the floor. Or Partner 1 – big shape, Partner 2 – small shape. 2. Both make opposite shapes on the floor with parts of your bodies crossing over. 	Objectives With balance and control and keeping your shapes strong: <ol style="list-style-type: none"> 1. Make partner shapes that are opposite, for example, Partner 1 – standing, Partner 2 – on the floor. Or Partner 1 – big shape, Partner 2 – small shape. Ensure both of you are entwined. 2. Both make floor shapes which are entwining and as close as possible but without touching. 3. With your partner, take a step and hop, put one hand on the floor and finish in a floor shape. Take off at different times and in different directions.
Vocabulary	Standing shape, hands, feet, partner	Change, floor, opposite	Moving, step, hop, entwined, different
Sticky knowledge	All children will: <ul style="list-style-type: none"> To explore body shapes, one of the basics of the movement of dance. 	All children will: <ul style="list-style-type: none"> build on shapes individually and progress them through partner work. 	All children will: <ul style="list-style-type: none"> build on shapes individually and progress them through partner work.

	Year R	Year 1	Year 2
Dance Circles Solo	Objectives Moving - Starting in any standing shape with one or both arms to the side, create big circles with arms and legs.	Objectives Moving - Starting in any standing shape with one or both arms to the side, create big circles with arms and legs. Turns - Starting in any standing shape where one arm is horizontal and to your side, and feet almost together.	Objectives Moving - Starting in any standing shape, create big circles with your arms and legs. Turns - Starting in any standing shape, take one or two steps and use circle movements to help you jump. Jumps - Starting in any standing shape, take one or two steps and use circle movements to help you jump.
Vocabulary	Big, small, circles, arms legs	Horizontal, turn	Jumps, steps, movement
Sticky knowledge	All children will: -explore the basics of the movement of dance – moving the body between shapes. The simplest way to build the skill and knowledge of movement is to start with making circles with arms and/or legs which lead into moving,	All children will: -explore the basics of the movement of dance – moving the body between shapes. The simplest way to build the skill and knowledge of movement is to start with making circles with arms and/or legs which lead into moving, and turning	All children will: -explore the basics of the movement of dance – moving the body between shapes. The simplest way to build the skill and knowledge of movement is to start with making circles with arms and/or legs which lead into moving, into turning and into jumping.



	Year R	Year 1	Year 2
Dance Artistry Musicality & Partnering Circles	Objectives Listen to the Soundtrack and Vocal Music. Move to the music using as many movements and standing and floor shapes as you can. <ol style="list-style-type: none"> 1. Use your moves and shapes to express what and how the music makes you feel. 2. Focus on different instruments making different sounds. Create your moves and shapes while listening to just one instrument. 	Objectives Listen to the Soundtrack and Vocal Music. Move to the music using as many movements and standing and floor shapes as you can. <ol style="list-style-type: none"> 1. Use your moves and shapes to express what and how the music makes you feel. 2. Focus on different instruments making different sounds. Create your moves and shapes while listening to just one instrument. 3. Listen to the main instrument and the story it creates in Tango music. Use your moves and shapes to express this music. 	Objectives With your partner and starting from any standing shape, create circles with your arms and legs. <ol style="list-style-type: none"> 1. Both start with one arm vertical, then drop it to create a forward semi-circle. Both finish in a standing low shape together. Both move at the same time. 2. Both use circle movement to turn forwards or backwards and finish in a standing shape together. 3. Both step with one foot then swing the other as if you were kicking a ball. Use that swing to jump and spin in the air. Jump at the same time. Finish in a standing shape together.
Vocabulary	Express, instrument	tango	Vertical, spin, swing
Sticky knowledge	All children will: - Build on the skills learned in Lesson 1 and explore how music can be used to impact the dance pupils are making.	All children will: - Build on the skills learned in Lesson 1 and explore how music can be used to impact the dance pupils are making.	All children will: <ul style="list-style-type: none"> • build on circles and progress them through partner work.

	Year R	Year 1	Year 2
Dance Artistry Abstraction	Objectives Watch the silk as it drops. <ol style="list-style-type: none"> 1. Choose one way it drops and explore it with your body. Use both arms at the same time to create silk moves. 2. Create shapes to both start and finish your silk moves. Make your final shape a 'silk' shape, meaning it comes from moving like silk. 	Objectives Watch the silk as it drops. <ol style="list-style-type: none"> 1. Choose one way it drops and explore it with your body. Use both arms at the same time to create silk moves. 2. Create shapes to both start and finish your silk moves. Make your final shape a 'silk' shape, meaning it comes from moving like silk. 3. Choose 2 different ways the silk falls and explore them with your body. 	Objectives Watch the silk as it drops. <ol style="list-style-type: none"> 1. Choose 2 different ways it falls and explore them with your body. When doing so, suddenly stop and remember that stop as a shape. 2. Choose 2 different ways it falls and move your body like the silk. Use 3 or 4 limbs one after the other to explore the silk moves. Stop in between. 3. Choose 2 different ways it falls and move your body like the silk. Use 3 or 4 limbs one after the other to explore the silk moves. Perform all actions without stopping.
Vocabulary	Silk, drop	different	Limb, explore, continuous
Sticky knowledge	All children will: - Learn how to see an inanimate object and move like that object without pretending to be the object. - Get the children to find detailed articulation in their bodies by moving like a piece of falling silk. (It could be a scarf or any fabric that floats well. Silk is excellent, but not exclusive.)	All children will: - Learn how to see an inanimate object and move like that object without pretending to be the object. - Get the children to find detailed articulation in their bodies by moving like a piece of falling silk. (It could be a scarf or any fabric that floats well. Silk is excellent, but not exclusive.)	All children will: - Learn how to see an inanimate object and move like that object without pretending to be the object. - Get the children to find detailed articulation in their bodies by moving like a piece of falling silk. (It could be a scarf or any fabric that floats well. Silk is excellent, but not exclusive.)



	Year R	Year 1	Year 2
Dance Artistry Making	Objectives With a partner, make a sequence of a minimum of 4 moves - 2 shapes and 2 movements in between. <ol style="list-style-type: none"> 1. Make both shapes have limbs in different planes. 2. Both make one movement a turn or a jump. Remember the direction and steps of the turn or jump. 	Objectives With a partner, make a sequence of a minimum of 4 moves - 2 shapes and 2 movements in between. <ol style="list-style-type: none"> 1. Make both shapes have limbs in different planes. 2. Both make one movement a turn or a jump. Remember the direction and steps of the turn or jump. 3. Both make one movement a turn and the other a jump. Keep your turn and jump different from your partner's. 	Objectives Working with a partner, make a sequence of a minimum of 5 moves - 2 shapes and 3 movements in between. <ol style="list-style-type: none"> 1. Start in a partnered balance. Partner 1 – move away and come back using shapes, circle moves, turns and jumps. Partner 2 – move on the spot. Finish in a floor shape. 2. Start in a partnered standing balance. Using shapes, circle moves, jumps and turns, both move away from your starting position, then return to finish off in a standing shape. 3. Repeat the previous sequence but finish in a floor shape. Do your moves at different times to each other.
Vocabulary	Direction, step, jump	Turn, different	sequence
Sticky knowledge	All children will: - recap on all dance and dance making skills learned so far. This final lesson is about the children playing with a range of different ideas on putting their dance together. The skill they are developing is an ability to take the movement material they have made and change it, to then evaluate that change and decide whether to keep it or not.	All children will: - recap on all dance and dance making skills learned so far. This final lesson is about the children playing with a range of different ideas on putting their dance together. The skill they are developing is an ability to take the movement material they have made and change it, to then evaluate that change and decide whether to keep it or not.	All children will: - recap on all dance and dance making skills learned so far. This final lesson is about the children playing with a range of different ideas on putting their dance together. The skill they are developing is an ability to take the movement material they have made and change it, to then evaluate that change and decide whether to keep it or not.

COMPETITIVE SPORT

	Year R	Year 1	Year 2
Competitive Sports	Objectives 1.Participate in simple team games. 2.Participate in Sports day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other's successes. 3.Participate in competitions to beat personal scores	Objectives 1.Participate in Sports day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other's successes. 2.Engage in competitive activities and team games 3.Use simple attacking skills such as dodging to get past a defender. 4.Use simple defensive skills such as marking a player or defending a space.	Objectives 1.Participate in Sports day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other's successes. 2. Participate in virtual school competitions to beat personal scores and compete against other schools. 3. Compete against self and others 4.Understand the importance of rules in games. 5.Use at least one technique to attack or defend to play a game successfully.
Vocabulary	team games, participate, competitions	attacking, defending, competitive	rules, techniques
Sticky knowledge	All children will : -Be able to challenge themselves to improve my performance. (e.g. time, score (balls in a hoop)) -Be able to take turns and participate in sports day and simple team games.	All children will : -Be able to engage in school competitions (intra-school) -Be able to take turns and participate in sports day and simple team games. -Be able to use simple attacking and defending skills within a game	All children will : -Be able to engage in school competitions (inter-school) -Be able to take turns and participate in sports day and simple team games. -Understand simple rules and the importance. -Be able to use attacking/defending techniques to play a game.

**PSHE (including RSE)****EYFS ELG****ELG AREA**

- Self-Regulation - 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.
- Managing Self - 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.
- Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
- People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

	Year R	Year 1	Year 2
Area Me and My Family	Objectives Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.	Objectives That families are important for children growing up because they can give love, security and stability. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. That families are important for children growing up because they can give love, security and stability.	Objectives That families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. That families are important for children growing up because they can give love, security and stability.
Vocabulary	me, family, mum, dad, brother, sister, grandad (+alternatives), grandma (+alternatives), auntie, uncle, cousin , like, dislike, love	special, unique, similarities, differences, care for, safe/unsafe, family life, respect, traditions, caring relationships, feelings, roles growing up, closeness	difficult, managing, security, stability, healthy relationships, commitment, protection, characteristics, structure, adoption, advice, services
Sticky knowledge	All children will: I can build constructive and respectful relationships (e.g. I can talk about my family and who is in it, knowing that all families are different)	All children will: 1. I can tell you what a family is in the context of my own family. 2. I can talk about how all families have similarities and differences but are all valued equally. 3. I know who to talk to if I feel unsafe in my family relationships.	All children will: 1. - I can tell you what a family is and common features of family life. 2. I can talk about different family structures, routines and traditions and how they are all valued equally. 3. I know who to talk to if I feel unsafe in my family relationships.



	Year R	Year 1	Year 2
Area Positive Relationships	Objectives Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.	Objectives How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. About the concept of privacy and the implications of it on both adults and children. That each person’s body belongs to them, and the difference between safe and unsafe contact. How to respond safely to adults they do not know.	Objectives How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. About the concept of privacy and the implications of it on both adults and children. That each person’s body belongs to them, and the difference between safe and unsafe contact. How to respond safely to adults they do not know.
Vocabulary	friend, feelings, fall out, make up, left out, private parts, stranger, danger, kindness	characteristics, respect, trust, interests, problems, repaired, arguments, resolve, lonely, bullying/anti-bullying, teasing, name-calling, rumours, threatening, united, private, opinions, beliefs	secure, trustworthiness, loyalty, generosity, experiences, strategies, positive/negative, welcoming, excluded comfortable/uncomfortable, conflict, support, undermining, deliberately, cyber-bullying, society
Sticky knowledge	All children will: I can build constructive and respectful relationships (e.g. I can talk about the adults and friends who I love) I can think about the perspectives of others. I can play alongside others I know that what I say can affect other people I know that my actions can affect other people	All children will: 1. I can talk about what makes a good friend and how my friends make me feel. 2. I can talk about why bullying is wrong and who to go to for help if I am being bullied. 3. I know that my body parts belong only to me and who to talk to if I feel unsafe.	All children will: 1. I can talk about how I show respect to others and what to do when I fall out with someone. 2. I can talk about what bullying looks like, how it makes people feel and who to go to for help if I/someone else is being bullied. 3. I know that my body parts belong only to me and who to talk to if I feel unsafe.



Area	Year R	Year 1	Year 2
	Objectives	Objectives	Objectives
Healthy lifestyle	Managing Self - 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.	<i>About what keeping healthy means; different ways to keep healthy. About foods that support good health.</i> what constitutes a healthy diet. The characteristics and mental and physical benefits of an active lifestyle. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	what constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The characteristics and mental and physical benefits of an active lifestyle. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. How and when to seek support including which adults to speak to in school if they are worried about their health. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
Vocabulary	healthy, unhealthy, food, exercise, teeth, sleep, germs, clean, poorly/ill, doctor, nurse	diet, food groups, benefits, physical activity, mental health, active lifestyle, routine, dentist, hygiene, spreading, medicine, rest, mood	risks, calories, nutrition, preparation, regular, keep fit, oral hygiene, flossing, bacteria, viruses, vaccines, quality
Sticky knowledge	<p>All children will:</p> <p>I can talk about some food that keep me healthy e.g. fruit and vegetables.</p> <p>I can talk about why I need to eat healthily</p> <p>I can talk about why I need to exercise regularly</p> <p>I know why I need to keep my teeth clean, I know why I need enough sleep, I know why I should have limited screen time</p>	<p>All children will:</p> <ol style="list-style-type: none"> 1. I am able to talk about what healthy means. 2. I am able to talk about how we can keep healthy e.g. diet, exercise, brush teeth, sleep. 3. I know how to stop germs from spreading and basic hygiene routines e.g. washing hands. 	<p>All children will:</p> <ol style="list-style-type: none"> 1. I am able to talk about what physical health means and how to keep healthy. 2. I am able to talk about what I can do in my everyday life to make sure that I am leading a healthy lifestyle. 3. I know how to have good hygiene and who to talk to if I am worried about my health.



Area	Year R		
	Year 1		
	Year 2		
	Objectives		
Mental Wellbeing	Self-Regulation - 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.	That mental wellbeing is a normal part of daily life, in the same way as physical health. That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. Understand that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions. How to recognise and talk about their emotions. The benefits of physical exercise and time outdoors. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions.	That mental wellbeing is a normal part of daily life, in the same way as physical health. That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. Understand that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. How to judge whether what they are feeling and how they are behaving is appropriate. The benefits of physical exercise and time outdoors. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions.
Vocabulary	feelings, happy, sad, angry, behaviour	mental wellbeing, mental health, emotions (afraid, calm, in-love, worried), physical signs, self-care, impact, loneliness, change, loss	recognise, situations, emotions (upset, unhappy, down, heartbroken, devastated, depressed, over-joyed, delighted, thrilled, beaming, excited, over-whelmed, furious, livid, terrified, relaxed +), appropriate, managing, grief, isolation
Sticky knowledge	All children will: 1. I can begin to say when I am feeling happy, sad, tired, angry, calm 2. I can show resilience and perseverance in the face of challenge. 3. I am beginning to notice when other people express feelings such as happy, sad, tired, angry, calm	All children will: 1. I am able to talk about my own mental wellbeing and the different emotions that I feel. 2. I know ways to make myself feel better and improve my mental wellbeing. 3. I know who to talk to if I am worried about my own mental wellbeing.	All children will: 1. I am able to talk about what mental wellbeing means and the range of emotions people can experience. 2. I know the physical signs of different emotions and how to respond to them appropriately to improve my mental wellbeing. 3. I know who to talk to if I am worried about my own/someone else’s mental wellbeing.



	Year R	Year 1	Year 2
Area Keeping Safe	Objectives See safety progression.	Objectives That people sometimes behave differently online, including by pretending to be someone that are not. That the same principles apply to online relationships as to face-to-face relationships. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <i>To recognise risk in simple everyday situations and what actions to take to minimise risk. How to get help in an emergency. To recognise risk in simple everyday situations and what actions to take to minimise risk. Ways to keep safe in familiar environments including road safety. Ways to keep safe in familiar and unfamiliar environments. How to keep safe in the sun and protect skin from sun damage.</i>	Objectives That people sometimes behave differently online, including by pretending to be someone that are not. That the same principles apply to online relationships as to face-to-face relationships. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <i>To recognise risk in simple everyday situations and what actions to take to minimise risk. How to get help in an emergency. The people whose job it is to keep us safe. To recognise risk in simple everyday situations and what actions to take to minimise risk. Ways to keep safe in familiar environments including road safety. Ways to keep safe in familiar and unfamiliar environments. How to keep safe in the sun and protect skin from sun damage. The people whose job it is to keep us safe.</i>
Vocabulary	Please see safety progression.	risk, action, emergency services, road safety, trusted adult, road crossings, zebra crossing, traffic light, familiar/unfamiliar, environment, sun damage, online, internet, messaging, limits	risk taking, electrical appliances, medicines, first aid, hazard, level crossing, lifeguard, coastguard, rail guard, personal information, parental control, password, trusted websites, sources of information, isolation
Sticky knowledge	Please see safety progression.	All children will: <ol style="list-style-type: none"> 1. I can talk about how I can keep safe in school and at home and how to make an emergency call if I don't feel safe. 2. I know that I need to look left and right and listen when crossing a road with adult assistance. 3. I can talk about how I can keep safe online and who to talk to if someone I don't know messages them. 	All children will: <ol style="list-style-type: none"> 1. I know how to safely cross the road independently using traffic light crossings and zebra crossings. 2. I can talk about how I can keep safe at the beach and at the railway and who to talk to if I feel unsafe (lifeguard, rail guard). 3. I can talk about how I can keep safe online, how to protect my personal information and who to talk to if someone I don't know messages them.



Area	Year R	Year 1	Year 2
	Objectives Understanding the World — People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Objectives <i>About what rules are, why they are needed, and why different rules are needed for different situations. About things they can do to help look after their environment. To recognise the ways they are the same as, and different to, other people. That everyone has different strengths Different jobs that people they know or people who work in the community do.</i>	Objectives <i>About what rules are, why they are needed, and why different rules are needed for different situations. About things they can do to help look after their environment. To recognise the ways they are the same as, and different to, other people. About the different roles and responsibilities people have in their community. That everyone has different strengths. That jobs help people to earn money to pay for things. Different jobs that people they know or people who work in the community do. About some of the strengths and interests someone might need to do different jobs.</i>
Vocabulary	family, friends, neighbour	rules environment, strengths, jobs, community	pollution, responsibilities, money, wage, bills, interests
Sticky knowledge	All children will: I can talk about the different people I meet in my everyday life and their roles.	All children will: 1.I can talk about my community and the rules within it. 2.I can talk about things I can do to make the wider world a better place. 3. I can talk about what I want to be when I grow up and why.	All children will: 1.I can talk about what a community is and how all communities have differences but are equally valued. 2.I can talk about my responsibilities and the responsibilities of others to make the wider world a better place. 3.I can talk about what I want to be when I grow up and what I will spend my money on.



RELIGIOUS EDUCATION

	Year R	Year 1	Year 2
End of Year Expectations (EYE) from Living Difference IV	Children in EYFS should use the term “beginning to...” ahead of these statements for End of Year Expectations	In an age-appropriate way, through a well-made KS1 curriculum that is taught well, children in Year 1 will have encountered, studied and had the opportunity to discern value in relation to two of the <i>golden thread</i> concepts/words of <i>community, belonging, special, love</i> as well as other A concepts/words chosen by the teacher and children themselves (pondering time). Consequently, children can...	In an age-appropriate way, through a well-made KS1 curriculum that is taught well, children in Year 2 will have encountered, studied and had the opportunity to discern value in relation to at least two <i>golden thread</i> concepts/words of <i>community, belonging, special, love</i> , including those not studied in Year 1, as well as other A concepts/words chosen by the teacher and children themselves (pondering time) and a B concept/word at the end of Year 2.
Communicate	-	... express creatively their response to their own experiences of the concepts/words introduced.	... express creatively their response to their own experiences of the concepts/word introduced.
Apply	-	... recognise their responses relate to events in their own lives.	... recognise (<i>in a different way to Year 1</i>) how their responses relate to events in their own and sometimes other people’s lives.
Inquire & Contextualise	-	... recognise what has been taught about the concept/word and how they are used in the tradition studied.	... simply describe what has been taught about how the concept/word and how it is used in the tradition studied.
Evaluate	-	... in simple terms children recognise something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.	... in simple terms children can discern something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.

EYFS ongoing	UW: Ensure that special times are celebrated throughout the year as they arise in the classroom e.g. birth of a new sibling/cousin, family member getting married/christened and may wish to celebrate special times relevant in today’s society e.g. royal family or Queen’s Jubilee
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Living Difference Document IV	LD(IV) identifies four A concepts/words that will thread through the whole curriculum to enable continuity across the key stages: community, belonging, love and special. In Year R, at least one of these <i>golden thread</i> concepts/words should be introduced. In Year 1, children will study two of the <i>golden thread</i> concepts/words and in Year 2 the other two. <i>Golden thread</i> concepts/words will be highlighted in red and italics.
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Autumn 1	Year R (All about me)	Year 1 (Marvellous me)	Year 2 (Flight)
		Harvest: <i>Thanking</i>	Diwali: <i>Symbols of light</i>
Vocabulary		Reap, crop, harvest, gather, autumn, combine harvester, ripe, pick, thankful	Festival of lights, festival, fireworks, Rama, Sita, mehndi, rangolis, Holi, rangoli patterns, India, parade, bindi, Diwali, Hindu, diva lamp, gifts, Lakshmi, food, new year,
Sticky knowledge		All children will: - I know what happens at harvest and why we say thank you at this time. - I know why Harvest is important to Christians.	All children will: - I know that light is used to celebrate Diwali - I know the main events of the story of Diwali

Autumn 2	Year R (Into the woods/Christmas)	Year 1 (Pirates)	Year 2 (Victorians)
	UW: Recognise that people have different beliefs and celebrate special times in different ways. Understand that that some places are special to members of their community. Birth of Jesus: <i>Celebrating birthdays</i>	Nativity Story: <i>love</i> (golden thread concept/word)	Nativity Journeys: <i>Special journeys/journeys end</i>
Vocabulary	Age, birth, birthday, born, celebration, gifts, Mary, Joseph, stable, Bethlehem, Jesus, Christmas, special, donkey, star	Nazareth, angel, messenger, shepherd, wise, journey, king, Gabriel, Galilee, manger, nativity	Carpenter, Herod, frankincense, myrrh, gold, innkeeper, taxes
Sticky knowledge	All children will: - I know that some people have different beliefs from my own. - I know that people celebrate special times - I can name some special times that are celebrated throughout the year.	All children will: - I know that angels appear in the story of the birth of Jesus. - I know that some angels may deliver a message	All children will: - Know that journeys can be special events - Know about the Nativity journey made by characters in the story - Know why the nativity story is important to Christians

Spring 1	Year R (Heroes/Chinese New Year)	Year 1 (Polar adventures)	Year 2 (Wonderful World)
	UW: Recognise some similarities and differences between life in this country and life in other countries (CNY). Recognise that people have different beliefs and celebrate special times in different ways. Stories Told by Jesus: <i>Storytelling</i>	People Jesus Met: <i>Change</i>	Remembering Vishnu (holi): <i>belonging</i> (golden thread concept/word)
Vocabulary	neighbour, priest, Jew, teacher, forgive, storyteller, temple, story Chinese New Year: China, dragon, dance, new year, numerals, symbols and simple Chinese language words: hello, good morning,	Jesus, Galilee, disciples, cure, fever, sick, disease, infection, healed, faith, belief, peace, mourning, Jerusalem, Israel, Samaritan	special, remember, meaning, celebration, story, worship, pray, Holi, Puja, Vishnu, Holika, believe, trust, good, evil, overcome,
Sticky knowledge	All children will: - I know that some people have different beliefs from my own. - I know that people celebrate special times - I can name some special times that are celebrated throughout the year.	All children will: - I know that people change - I know that Christians look to Jesus to remind them to be good	All children will: - I know the importance of the festival of Holi - I know some of the traditions that are involved in Holi - I know why Hindus remember Vishnu



Spring 2	Year R (The Farm)	Year 1 (Toys)	Year 2 (Titanic)
	<p>UW: Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>New Life: Celebrating</p>	Easter Story: Happiness and sadness	Palm Sunday: Welcoming
Vocabulary	<p>Born, birth, chicks, eggs, life cycle, new beginnings, mother, baby, calf, kid, foal, young, offspring, ducklings, life, spring,</p> <p>St George's Day: (depending on when this day falls) England, Saint George, dragon, brave, sleigh</p>	heaven, arrest, Good Friday, Easter Sunday, last supper, Jesus, disciples, crown, thorns, cross, forgive, tomb, rise, dead	<p>Prayer, praise, Maundy Thursday, Palm Sunday, prisoners, forgive, spirit, resurrect</p> <p>(and Year 1 words)</p>
Sticky knowledge	<p>All children will:</p> <ul style="list-style-type: none"> - I know that some people have different beliefs from my own. - I know that people celebrate special times (Easter) - I can name some special times that are celebrated throughout the year. 	<p>All children will:</p> <ul style="list-style-type: none"> - I know that Jesus died on the cross - I know that Jesus rose from the dead - I know that Christians remember Jesus at Easter 	<p>All children will:</p> <ul style="list-style-type: none"> - I know what happened on Palm Sunday - I know why Christians remember Palm Sunday

Summer 1	Year R (Creepy Crawlies)	Year 1 (Great Fire of London)	Year 2 (Survival SOS)
	NB: EYFS does not half to focus on RE every half term	Ganesh: Power	Rules and Values: Community (Golden thread concept/word)
Vocabulary	<p>St George's Day: (depending on when this day falls) England, Saint George, dragon, brave, sleigh</p>	Hindu God, Ganesh, elephant, protection, blessing, imperfection, perfection, fortune, wisdom, statues, ritual, evil	Democracy, community, multi-faith, beliefs, tolerance, respect, liberty, law, voice, equality, responsibility, freedom, pride, acceptance
Sticky knowledge	<p>All children will:</p> <ul style="list-style-type: none"> - I know that some people have different beliefs from my own. - I know that people celebrate special times - I can name some special times that are celebrated throughout the year. 	<p>All children will:</p> <ul style="list-style-type: none"> - I know the story of Ganesh - I know why Hindus celebrate Ganesh 	<p>All children will:</p> <ul style="list-style-type: none"> - I know what a rule is - I know the importance of everyone following the rules - I know that everyone difference and these differences should be accepted

Summer 2	Year R (Under the sea/Moving on)	Year 1 (Forests)	Year 2 (Showtime)
	<p>UW: Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Krishna's birthday: Special (golden thread concept/word)</p>	Special Places: Special (golden thread concept/word)	Ideas about God: God
Vocabulary	Belong, birthday, celebrate, remember, special, rich	Worship, special, pray, reflect, community, local, building, safe, celebrate, festivals, gather, mosque (Muslim), church (Christianity), mandir (Hindu), temple (Buddist)	Creation, create, reflection, harvest, produce, protecting, nature, devotion
Sticky knowledge	<p>All children will:</p> <ul style="list-style-type: none"> - I know that some people have different beliefs from my own. - I know that people celebrate special times - I can name some special times that are celebrated throughout the year. 	<p>All children will:</p> <ul style="list-style-type: none"> - I know that Christians' place of worship is a Church - I know that Hindu's place of worship is a Mandir - I know why people go to places of worship 	<p>All children will:</p> <ul style="list-style-type: none"> - I know and have heard of God - I know that God can 'look' different in different religions





SAFETY CURRICULUM (PSHE)

EYFS ELG	ELG AREA <ul style="list-style-type: none"> Self-Regulation - 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. Managing Self - 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. Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
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	Year R	Year 1	Year 2
Area: Body Safety	Objectives: <i>To introduce the NHS PANTS rules to the children. To make children aware of who to talk to if they feel unsafe.</i>	Objectives: what sorts of boundaries are appropriate in friendships with peers and others? About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to recognise and report feelings of being unsafe or feeling bad about any adult.	
Vocabulary	safe, private parts, trust	personal, help, appropriate, inappropriate, touch, consent, private parts, secret	
Sticky knowledge	All children will: - I know that my private parts belong only to me and if someone asks to see them I tell them no. - I know who to talk to if I feel unsafe. - I know I can say no if I don't want to be touched (hugged, tickled etc)	All children will: I know what consent means and how it relates to appropriate and inappropriate touch. I know who to talk to if I or someone I know feels unsafe or uncomfortable.	All children will: <ul style="list-style-type: none"> I know when it is not okay to keep something a secret. I know that there are times when I want privacy (e.g. changing, hygiene etc)

	Year R	Year 1	Year 2
Area: School Safety	Objectives: <i>I know that the school gates are there to keep me safe. I know who to talk to in school if I feel unsafe e.g. class teacher or TA.</i>	Objectives: I know how to report concerns or abuse, and the vocabulary and confidence needed to do so. I know where to get advice e.g. family, school and/or other sources. <i>I know how the school keeps me safe.</i>	
Vocabulary		being safe, help, lock, safe adult, safeguarding, staff badge, bullying, DSL alarm, evacuate, drill	
Sticky knowledge	All children will: <ul style="list-style-type: none"> I know how I am kept safe on the school site (e.g. knowing that all adults in my school will wear a badge) I know who to talk to in school if I feel unsafe. 	All children will: - I know who keeps me safe in school and who to talk to in school when I feel unsafe. - I know who can and cannot come into my school and how my school is protected from strangers. - I know who to talk to if I am being bullied by other children. - I know why we have drills and how to evacuate safely	All children will: <ul style="list-style-type: none"> I know who my school designated safeguarding leads are and that they are in charge of keeping me safe. I know how medicines are given safely by Mrs Churcher



Area: Stranger Danger	Year R	Year 1	Year 2
	Objectives: <i>I know what a stranger is. I know not to go anywhere with strangers. I know who safe strangers are e.g. police, nurse, firefighter.</i>	Objectives: How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <i>How to call 999 in an emergency. Who safe adults are in the wider community. I know who safe strangers are e.g. police, nurse, firefighter, lollipop person, shop worker. See also online safety</i>	
Vocabulary		<i>being safe, help, stranger, danger, safe adult, uniform, safe place</i>	
Sticky knowledge	All children will: <ul style="list-style-type: none"> I know that I should stay with my adult when I am out and about I know that I should not go anywhere with a stranger. I know which adults are ‘safe strangers’ (e.g. police shop workers wearing uniform, knowing what to do if I get lost from my adult) 	All children will: <ul style="list-style-type: none"> I know how to call 999 in an emergency or when I feel unsafe. I know what to do if a stranger comes up to me. I know who safe adults are and which places are safe to go to if I get lost eg police station, shop, school. 	All children will: <ul style="list-style-type: none"> I know my parents full name, home address and my parents phone numbers.

Area: Fire and Electrical safety	Year R	Year 1	Year 2
	Objectives: <i>to know what the fire alarm sounds like and how to respond to the fire alarm in school and at home. To recognise the fire exit sign and know that I use it to leave a building.</i>	Objectives: <i>to recognise risk in simple everyday situations and what actions to take to minimise harm. About the people whose job it is to help keep us safe. About what to do if there is an accident and someone is hurt. How to dial 999 and what to say. About how to keep safe around electrical appliances and fire safety.</i>	
Vocabulary	fire, firefighter, fire exit	electricity, risk, harm, fire symbols, electrical appliances , plugs, wires, sockets, switches	
Sticky knowledge	All children will: <ul style="list-style-type: none"> - I know what to do if the fire alarm goes off in school. -I know the fire exit sign and how to leave a building if there is a fire. -I know that I should not put anything into an electrical socket. 	All children will: <ul style="list-style-type: none"> - I know the role of a firefighter and how they can help us when there is a fire. - I know how to leave a building safely during a fire e.g. leave everything, find fire exit, stay low. 	All children will: <ul style="list-style-type: none"> - I know how to keep myself safe around a range of electrical appliances e.g. plug sockets, computers, wires and switches.

Area: Online Safety	Year R	Year 1	Year 2
	Objectives: <i>What ‘online’ means and what devices I use to get online. How the rules that apply to stranger danger also apply to people I meet online.</i>	Objectives: The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. <i>To understand that cyber bullying is no different to bullying face-to-face.</i>	
Vocabulary		online, permission, cyber bullying, search engine, private, password, personal information	
Sticky knowledge	All children will: <ul style="list-style-type: none"> - I know that I have to ask my parents before I go online. - I know that I shouldn’t talk to strangers online. 	All children will: <ul style="list-style-type: none"> - I know that I should not share my personal information online. - I know that I should not talk to or meet up with anyone I meet online. - I know who to talk to if me or anyone I know is being cyber bullied. 	All children will: <ul style="list-style-type: none"> I know what to do if someone asks me to do something online that makes me feel uncomfortable.



Area: Road Safety	Year R	Year 1	Year 2
	Objectives: <i>to know what a road is dangerous and how to cross it safely with an adult. Mention electric cars/cyclists being quieter.</i>	Objectives: <i>How to cross a street safely using the stop, look and listen strategy. To practice crossing roads safely in my local area. Ways to keep myself safe on familiar and unfamiliar roads. To know how to cross a road safely when cycling or riding a scooter. To know what a pelican and zebra crossing is and the role of a lollipop person.</i>	
Vocabulary	road, car, bike, scooter, stop, look, listen, traffic lights	traffic, dangerous, hazards, risk, pelican crossing, zebra crossing, lollipop person	
Sticky knowledge	All children will: - I know that I should not cross a road without an adult there to help me. - I know that I need to stop, look and listen when crossing a road. - I know the role of a lollipop person.	All children will: - I know when it is a safe place to cross a road e.g. traffic lights, not between cars. - I know how to safely cross the road independently using pelican crossings and zebra crossings.	All children will: - I know how to safely cross the road when cycling or scootering. - I know that I shouldn't ride an e-scooter with an adult

Area: Rail Safety	Year R	Year 1	Year 2
		Objectives: <i>ways to keep safe in familiar and unfamiliar environments. To know how to stay safe at a train station and when near train tracks. To know what the railway warning signs are telling me to do.</i>	
Vocabulary		railway, train station, hazards, warning signs, electricity, level crossing	
Sticky knowledge	All children will: <ul style="list-style-type: none"> I know to stay with my adult when I am near a road/ railway. 	All children will: - I know how to be safe when waiting for a train at a train station e.g. stand behind the yellow line. - I know that I should never walk on a railway line	All children will: - I know how to safely cross a level crossing with adult assistance. - I know what the railway warning signs mean e.g. electricity, level crossing gate and traffic lights.

Area: Sun Safety	Year R	Year 1	Year 2
	Objectives: <i>How we know when we feel hot in the sun. How to protect ourselves from the sun using sun cream, sun glasses and sun hat.</i>	Objectives: <i>How we look after ourselves in the sun e.g. shade, hydration, sun cream, sunglasses, sunhat. Why we have to protect ourselves in direct sunlight and the consequences if we don't. To think about what clothes are appropriate to wear in the sun.</i>	
Vocabulary	sun, sun cream, sun hat, sun glasses, protect	shade, hydration, direct sunlight, hottest, sunburn, damage	
Sticky knowledge	All children will: - I know that I need to wear sun cream in the sun to protect my skin. - I know that I need to wear a sun hat and sunglasses in the sun to protect my face and eyes.	All children will: - I know how to protect my body from too much sun e.g. sun cream, sun hat, sunglasses, shade, hydration. - I know why I have to stay safe in the sun and what will happen if I don't protect myself from the sun.	All children will: - I know when the hottest part of the day is and that I should avoid being in direct sun at this time.

Area: Water/Beach Safety	Year R	Year 1	Year 2
	Objectives: <i>learn about basic safety at the beach e.g. ensure an adult can see you, not going to near the water, making sure the water is not too rough.</i>	Objectives <i>How water sources can be dangerous. Ways to keep safe in familiar and unfamiliar environments e.g. the beach. Strategies to keep for keeping safe when near water e.g. stay together, float, call 999. I know the beach safety flags show if it safe to swim. I know when it is safe to go in the water. To know how deep the water is.</i>	
Vocabulary	water, beach, sea, safe, rough	float, safety flags, rescue, lifeguard, depth, coast guard	
Sticky knowledge	All children will: - I know that I should not go in the water without an adult - I know should keep away from the edge of water in case I fall in - I know I should stay with adults at the beach	All children will: - I know that I should float on my back if I fall into water. - I know the role of a lifeguard and how they keep me safe. - I know that learning to swim is an important skill and can help me to be safe near water.	All children will: - I know which flags tell me that it is safe to go into the sea. - I know to call 999 and ask for the coastguard if someone is in danger on the beach.



SCIENCE

EYFS ELGs

Managing Self ELG:

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Understanding World ELG:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- 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
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

	Year R	Year 1	Year 2
Plants	Explore the natural world around them (Understanding the World): Observing and drawing familiar plants in the school and local environment	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.	Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Working Scientifically (see Appendix 1 for W.S. progression)	Provision will offer opportunities to: <ul style="list-style-type: none"> • Observe closely • Ask and answer questions • Take measurements 	<ul style="list-style-type: none"> • Observing closely using simple equipment • Gathering and recording data to help in answering questions • Taking measurements Investigation: Do bigger seeds produce taller plants? Planting and observing the growth of different flowering plants.	<ul style="list-style-type: none"> • Performing simple tests • Observing closely using simple equipment • Gathering and recording data to help in answering questions • Taking measurements • Present data Investigation: Cress - seeing the impact of sunlight, temperature, substance and water on the growth of cress. Observing the growth of different plants in different conditions - looking at the life cycles.
Vocabulary	root, stem, leaves, petals, blossom, seeds, soil, buds (daffodil, tree, plant, flower, crocus,, tulip, daisy buttercup)	observation, plants, flowers (<i>rose dandelion nettle poppy bluebell</i>), trees (<i>oak, lime, horse chestnut, cedar holly</i>) deciduous tree, evergreen tree, structure	Bulb (<i>hyacinth</i>), temperature, growth, healthy, measure, height, pollen, germination, shoot, nutrition, grow, sunlight, water
Sticky knowledge	Children will: 1. Explore the natural world around them (e.g. know that some food grows in the ground and can be made into other products) 2. Talk about the change in plants according to the seasons (see seasons sticky knowledge)	All children will: 1. Know the main parts of a plant (roots, stem, leaves and flowers) and know what each part does. 2. Know the difference between a deciduous and evergreen tree. 3. Know the names of some wild and garden plants.	All children will: 1. Know that plants need water, light and a suitable temperature to grow and stay healthy. 2. Know and describe in simple terms how seeds/bulbs grow into mature plants using key vocabulary.

	Year R	Year 1	Year 2
Animals incl. Humans	Talk about members of their immediate family and community (Understanding the World): looking at baby photos and talking about their parents and grandparents. Explore the natural world around them and describe what they see, hear and feel (Understanding the World): animals and their young, observing the life cycle of a chick/duckling, farm trip. Explore the natural world around them (Understanding the World): describing, comparing and commenting on animals they see (sea creatures and minibeasts)	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.



	Further develop the skills they need to manage the school day successfully, including personal hygiene (Physical Development) Know and talk about the different factors that support their overall health and wellbeing: discussing the importance of regular physical activity, creating a healthy lunch box, good hygiene and making sure we brush our teeth. Looking at the growth of healthy food in the Farm topic.(PSED)	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	
Working Scientifically (see Appendix 1 for W.S. progression)	Provision will offer opportunities to: <ul style="list-style-type: none"> Ask and answer questions Observe closely Identify and classify 	<ul style="list-style-type: none"> Gathering and recording data to help in answering questions Observing closely, using simple equipment Taking measurements Identifying and classifying Asking and answering questions Performing simple tests <p>Investigations: internal parts of the body experiments (lungs, stomach, intestines, skeleton, heart, brain). Observations of the class (e.g. eye colour, hair colour). Look for patterns e.g. do people with small hands have small feet?</p> <p>Senses investigations (recording sounds heard around the school, identifying different tastes [bitter, sweet, sour etc.], describing different smells using smell pots, blindfold activities).</p>	<ul style="list-style-type: none"> Gathering and recording data to help in answering questions Taking measurements Observing closely, using simple equipment Present data <p>Investigations: testing how many of each exercise can be completed in one minute Testing the impact of using soap when washing our hands. Looking at the life cycle of a caterpillar and observing changes.</p>
Vocabulary	<p>animals, grow, young, cow, pig, horse, calf, foal, piglet, chicken, chick, duck, duckling, baby, parents, grandparents, same, different</p> <p>insect, minibeast, creepy crawlies, caterpillar, butterfly, ladybird, life cycle, bee</p> <p>Sea, ocean, sea creature, fish, shark, dolphin, whale, turtle</p> <p>Washing hands, clean, tooth brushing, fruit, vegetables, healthy/unhealthy</p>	<p>human body (<i>including parts of the body</i>), senses, touch (<i>skin, pain, hot, cold</i>), sight (<i>eyes, brain</i>), hearing (<i>ears, quieter, louder</i>), smell (<i>nose, nostrils</i>), taste (<i>mouth, tongue, taste buds, bitter, sour, sweet, salty</i>)</p> <p>Animal, animal groups (<i>amphibians, reptiles, birds, mammals, fish</i>), pets, describe, compare, carnivores, herbivores, omnivores, eggs, live young, warm-blooded, cold-blooded, land, water</p> <p>Structure of animals (<i>beak, snout, tail, skeleton, vertebrae, feathers, scales, wings, gills, fur</i>)</p>	<p>offspring, life cycle, baby, toddler child, teenager adult, elderly, birth, death</p> <p>basic needs, survival, water, food, air, oxygen, sleep, shelter, essential, non-essential</p> <p>exercise (<i>muscles, exercise, fat, healthy, heart rate, breathing, sweat, active, strength, energy, obese</i>) balanced diet (<i>healthy, food, water, carbohydrates, protein, fruit, vegetables, fats, dairy, energy, vitamins, calcium, bones, food groups</i>)</p> <p>hygiene (<i>germs, bacteria, illness, sick, healthy, clean, dirty, spread, wash</i>)</p>
Sticky knowledge	<p>Children will:</p> <ol style="list-style-type: none"> Talk about the family that they live with. Talk about how they have changed since they were a baby. <p>Children will:</p> <ol style="list-style-type: none"> Know why they need to keep their teeth clean. Know why they need to get enough sleep. Talk about some foods that keep us healthy e.g. fruit and vegetables. Talk about why they need to eat healthily. Talk about why they need to exercise regularly. <p>Children will:</p>	<p>All children will:</p> <ol style="list-style-type: none"> Know the name of an animal from each main group. Know how to describe one feature of an animal from each main group. Know an example of one animal that is a herbivore, carnivore and omnivore. <p>All children will:</p> <ol style="list-style-type: none"> Know the name and location of basic external body parts e.g. arm, head, leg, nose, ear, mouth, foot, elbow, knee, wrist, shoulder, neck When provided with the five senses, know which body part is used for each sense. 	<p>All children will:</p> <ol style="list-style-type: none"> Know the three main things that animals including humans need to survive (air, food, water). Know an example of a life cycle and explain it in simple terms. Know the main changes that happen in a caterpillar's life cycle. <p>All children will:</p> <ol style="list-style-type: none"> Know at least three examples of exercise and know some reasons why it is important for humans. Know at least three ways that we can have good hygiene and explain simply what would happen if we had poor hygiene.



	Explore the natural world around them (e.g. naming common farm animals and their young, minibeasts, british sea creatures, knowing some simple features, exploring lifecycles such as a ladybird or bee)		3. Know that we need to eat different foods to have a balanced diet and know that we need to eat more of certain food groups than others.
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	Year R	Year 1	Year 2
Everyday Materials	Exploring different materials (Understanding the World): thinking about the strongest/weakest materials for the houses of the three little pigs and building houses during construction play. How can we free a Frozen Stickman (looking at changing materials by melting)? Use of tweezers to sort simple materials and use magnets to explore forces. Further explore melting by melting frozen natural objects. Exploring which materials will float and sink.	Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Working Scientifically (see Appendix 1 for W.S. progression)	Provision will offer opportunities to: <ul style="list-style-type: none">Ask and answer questionsObserve closelyIdentify and classify	<ul style="list-style-type: none">Observing closely, using simple equipmentIdentifying and classifying Investigations: Sorting materials in different ways based on physical properties (making predictions about what materials will go in each group and why)	<ul style="list-style-type: none">Identifying and classifyingGathering and recording dataAsking simple questions and recognising that they can be answered in different waysPerforming simple testsPresent data Investigations: testing whether different objects can be squashed, twisted, stretched or bent. Testing which material is most suitable for an umbrella.
Vocabulary	feel, see, hear, smell, taste, magnet, light, floating, strong, weak, light, heavy, melting, frozen, natural materials (e.g. <i>leaves, sticks, bark, conkers, soil, rocks</i>), manmade	object, material, wood, plastic, glass, metal, rock, rubber, fabric properties (<i>hard, soft, bendy, squishy, flexible, dull, bright, see-through, smooth, strong, tough, bumpy</i>) compare, group, natural, man-made	object, materials (<i>see Year 1</i>), shape, change, squashing, bending, twisting, stretching, reversible, irreversible identify, compare, suitable, not suitable, use, properties (waterproof, transparent, opaque, rough, smooth, absorbent, flexible)
Sticky knowledge	Children will: Explore different natural materials found in the environment (e.g. naming wood, straw, brick, sticks, stone... describe some basic properties- hard, strong, soft, bendy...)	All children will: 1. Know the names of at least 3 materials (e.g. wood, plastic, glass, metal, rock, paper) when they are shown them. 2. Know that an object is made from a material and be able to give at least 3 examples e.g. the chair is made from wood. All children will: 1. Know the simple properties of different materials e.g. hard, soft, flexible, squishy, strong, see-through 2. Know how to group materials that have the same property. 3. Know how to compare materials that have different properties.	All children will: 1. Know at least three examples of why a material has been selected to create an object, using key vocabulary such as: hard, soft, smooth, rough, transparent, opaque and waterproof. 2. Know what invention Charles Macintosh created. All children will: 1. Know that you can change the shape of some objects and when given a verbal instruction will be able to change the shape of objects by squashing, stretching, bending and twisting. 2. Know at least one material that can be changed easily and one material that cannot.

	Year R	Year 1	Year 2
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Seasonal Changes	<p>Understand the effect of changing seasons on the natural world around them (Understanding the World): object sorting, comparing seasons and using the playground and garden to look at changes in school environment e.g. changes to trees/plants/weather</p> <p>Describe what they see, hear and feel whilst outside (Understanding the World): seasonal walks</p>	<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	Covered in Year 2 Geography
Working Scientifically (see Appendix 1 for W.S. progression)	<p>Provision will offer opportunities to:</p> <ul style="list-style-type: none"> • Ask and answer questions • Observe closely • Identify and classify • Gather and record data • Present data 	<ul style="list-style-type: none"> • Observing closely, using simple equipment • Gathering and recording data to help in answering questions • Present data <p>Investigation: Track a tree in the playground over several intervals during the year. Investigating the change in day length.</p>	Covered in Year 2 Geography
Vocabulary	Autumn, Winter, Spring, Summer, season, hot, cold, sun, rain, cloud, sky, snow	seasons, change, year, months, weather (see <i>EYFS</i>), temperature	Covered in Year 2 Geography
Sticky knowledge	<p>Children will:</p> <ol style="list-style-type: none"> 1. Talk about common signs of Autumn (e.g. leaves changing colour and falling from trees, conkers, acorns and pine cones falling, starting to get colder and wetter). 2. Talk about common signs of winter (e.g. bare trees, few signs of animals, colder weather, darker days, frost/snow). 3. Talk about common signs of Spring (e.g. flowers growing, green leaves, baby animals being born, getting warmer) 4. Talk about common signs of Summer (e.g. hot with less rain, sun is usually visible, dry ground, plants need watering) 	<p>All children will:</p> <ol style="list-style-type: none"> 1. Know that there are four seasons in the UK: Autumn, Spring, Summer and Winter 2. Know that weather changes with the seasons and know how day-length changes throughout the year. 	Covered in Year 2 Geography





	Year R	Year 1	Year 2
Living Things and their Habitats	<p>Explore the natural world around them and describe what they see, hear and feel (Understanding the World): observe the life cycle of a chick, minibeasts e.g bees and butterflies (Hungry caterpillar/Bumble bear)</p> <p>Recognise some environments that are different to their own (Understanding the World): Comparing sea environments (Australia – Great Barrier Reef)</p>	See Y1 Animals including Humans	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</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>Identify and name a variety of plants and animals in their habitats, including microhabitats.</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>
Working Scientifically (see Appendix 1 for W.S. progression)	<p>Provision will offer opportunities to:</p> <ul style="list-style-type: none"> Ask and answer questions Observe closely Identify and classify Gather and record data 	See Y1 Animals including Humans	<ul style="list-style-type: none"> Identifying and classifying Observing closely using simple equipment Asking and answering questions
Vocabulary	<p>insect, minibeast, creepy crawlies, caterpillar, butterfly, ladybird, life cycle, bee, grow, change</p> <p>habitats (<i>stable, sty, field, farm, farmyard, sea, ocean</i>)</p>	See Y1 Animals including Humans	<p>living (<i>move, grow, reproduce, get rid of waste, react to surroundings</i>), dead, never alive</p> <p>habitats (<i>ocean, pond, rainforest, desert, forest</i>), suited, adapted, microhabitats</p> <p>food chain, prey, predators, energy, transfer</p>
Sticky knowledge	<p>Children will:</p> <p>Explore the natural world around them (e.g. name some common British and tropical sea creatures, know which ones live in hot or cold waters, explore basic similarities and differences, talk about simple features of some known minibeasts and their homes)</p>		<p>All children will:</p> <ol style="list-style-type: none"> Know that all animals and plants do not live in the same place and know at least 3 examples of habitats. Know at least one example of how an animal or plant is suited to the habitat that it lives in. Know that things can either be living, dead or never living and give at least one example of each Know that animals get their food from different places and give at least one example of a simple food chain

**Appendix 1 - Working Scientifically Progression**

	Year R	Year 1	Year 2
Asking and answering questions 	Children will be encouraged to be curious about what they see and will learn how to ask questions correctly through adult modelling.	Children will know how to ask questions about the world around them and begin to recognise that these questions can be answered in different ways. Children will know the language we use when asking questions e.g. I wonder..., I notice..., what would happen if..., do you think..., I wonder why..., what would I find if... etc.	Children will know how to ask questions that include scientific language and know that they can be answered in different ways and know some of these ways themselves. Children will know why it is important for scientists to ask questions.
Observing 	Children will be taught to develop their vocabulary to be able to describe what they observe. Children will begin to know that observing is looking for small details.	Children will know that good observation includes looking for details and differences in those detail (e.g. line, shape, texture, colour, properties).	Children will know that to observe, they will notice changes and reactions. Children will know that when observing, they should make connections with what they already know.
Identifying and Classifying 	Children will know that we can group things based on their simple features.	Children will know that we can use simple features to compare objects, materials and living things and with help, decide how to sort and group them.	Children will know how to sort and group things based on their simple features.
Performing simple tests 	Children are provided with a variety of opportunities to find things out through observing, classifying, grouping and identifying.	Children will know the methods that scientists use to find things out and be exposed to some of these methods through teacher modelling.	Children will know how to carry out a simple test after teacher modelling.
Taking measurements 	Children will know basic things that they can measure e.g. height, length, light, heat. Children will begin to know how to use their counting skills to measure amounts.	Children will know how to compare weight, length, height, distance, size, sound, light and capacity using non-standard units. Children will know they can use their counting skills to measure and know the tools and language they can use when measuring (e.g. cups, hands, large/small, loud/quiet, bright/dark etc.).	Children will know what equipment they can use to measure length, height, mass, temperature, capacity and volume. Children will begin to use m/cm, kg/g, °C and l/ml when taking measurements.



<p>Gathering and recording data</p> 	<p>Children will know that information needs to be recorded so we can remember it and use it.</p> <p>Children are encouraged to gather information about the world around them.</p>	<p>Children will know that they have to gather information to find things out and will know some ways to record that information.</p>	<p>Children will know that the information that we gather is data and we can record it in different ways.</p> <p>Children will know some different ways of recording data e.g. tables, tally, lists, videos, pictures, sketches, sound recordings.</p> <p>Children will know that tables have rows, columns and headings.</p>
<p>Presenting results</p> 	<p>Children will know how to share what they have seen and discovered with adults and their peers.</p>	<p>Children will know how to share their findings orally and with drawings.</p>	<p>Children will know how to share their findings in different ways using scientific language.</p>