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| INFANTS  *EYFS* KS1 | Term1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Topic | All About Me | The Seasons | People Who Care | Transport | Pirates | Traditional Tales |
| English | **Phonics/Spelling**  *Phase 2 Letters and Sounds*  Phase 3, 5 and 6 Letters and Sounds  Tricky words  **Punctuation and Grammar**  Finger spaces.  Capital letters and full stops.  Connectives – and, when, if, but, because, or, so.  Adjectives  **Writing**  Narrative  *Possible texts:*  *The Large Family stories by Jill Murphy*; Elmer stories by David McKee | **Phonics/Spelling**  *Phase 2 Letters and Sounds*  Phase 3, 5 and 6 Letters and Sounds  Tricky words  **Punctuation and Grammar**  Finger spaces.  Capital letters and full stops.  Capitals for proper nouns.  Connectives – and, when, if, but, because, or, so.  Adjectives  Exclamations and questions  Past tense  Commas in lists  **Writing**  Non-Fiction  Poetry  Playscripts  *Possible texts:*  Non-fiction books related to Seasons and/or Hot and Cold Countries  *Nursery Rhymes;* 100 Best Poems For Children, The Puffin Book Of Fantastic First Poems, The Usborne Book Of Poetry for Children, The Works Key Stage 1  *Christmas Stories;* Playscripts of Christmas Stories (Nativity Play) | **Phonics/Spelling**  *Phase 2 and 3 Letters and Sounds*  Phase 3, 4, 5 and 6 Letters and Sounds  Tricky words  **Punctuation and Grammar**  *Finger spaces.*  *Capital letters and full stops.*  Capitals for proper nouns.  Connectives – and, when, if, but, because, or, so.  Adjectives  Exclamations and questions  **Writing**  Narrative  Non-Fiction  *Possible texts:*  *Someone Bigger by Jonathan Emmett;* Melrose and Croc: A Hero’s Birthday by Emma Chichester Clark  *Non-fiction books/posters related to People Who Care (nurses, policemen,*  *firefighters, etc);* Non-fiction books related to Mary Seacole and Florence Nightingale | **Phonics/Spelling**  *Phase 2 and 3 Letters and Sounds*  Phase 3, 4, 5 and 6 Letters and Sounds  Tricky words  **Punctuation and Grammar**  *Finger spaces.*  *Capital letters and full stops.*  Capitals for proper nouns.  Connectives – and, when, if, but, because, or, so.  Adjectives  Exclamations and questions  Past tense  Speech marks  **Writing**  Narrative  Non-Fictions  *Possible texts:*  *Oi! Get Off Our Train and Mr Gumpy’s Motor Car by John Burningham;* Little Red Train stories by Benedict Balthwayt  *Simple non-fiction books/posters related to transport;* Non-fiction books related to Brunel | **Phonics/Spelling**  *Phase 2, 3 and 4 Letters and Sounds*  Phase 3, 4, 5 and 6 Letters and Sounds  Tricky words  **Punctuation and Grammar**  *Finger spaces.*  *Capital letters and full stops.*  *Connectives - and*  Capitals for proper nouns.  Connectives – and, when, if, but, because, or, so.  Adjectives  Exclamations and questions  Past tense  Speech marks  Compound sentences  **Writing**  Narrative  Non-Fiction  *Possible texts:*  *Pirate School by Colin McNaughton*  Author Study of Julia Donaldson  Non-fiction texts about *pirates* and plants. | **Phonics/Spelling**  *Phase 2, 3 and 4 Letters and Sounds*  Phase 3, 4, 5 and 6 Letters and Sounds  Tricky words  **Punctuation and Grammar**  *Finger spaces.*  *Capital letters and full stops.*  *Connectives - and*  Capitals for proper nouns.  Connectives – and, when, if, but, because, or, so.  Adjectives  Exclamations and questions  Past tense  Speech marks  Compound sentences  **Writing**  Narrative  Instructions  Poetry  *Possible texts:*  *Tinga Tinga Tales*  Extended story – The Owl Who Was Afraid Of The Dark by Jill Tomlinson  Poetry from anthologies such as 100 Best Poems For Children, The Puffin Book Of Fantastic First Poems, The Usborne Book Of Poetry for Children, The Works Key Stage 1, etc |
| Keevil Characteristics | Diligence in the presentation of work will encourage children to take interest in own learning | Diligence in the presentation of work will encourage children to take interest in own learning | Diligence in the presentation of work will encourage children to take interest in own learning | Diligence in the presentation of work will encourage children to take interest in own learning | Diligence in the presentation of work will encourage children to take interest in own learning | Diligence in the presentation of work will encourage children to take interest in own learning |

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| Maths | *Counting*  *Space and Shape – patterns, 2D shapes*  Number and Place Value  Addition and Subtraction, including problem solving  Measurement including problem solving – length, capacity, mass  Geometry – 2D shapes | *Counting*  *Adding and Subtracting*  *Space and Shape – 3D shapes*  *Money*  *Measures*  Number and Place Value  Addition and Subtraction  Multiplication and Division, including problem solving  Fractions  Measurement – Time  Statistics – tally charts, pictograms, block diagrams. | *Counting*  *Adding and Subtracting*  *Space and Shape – 2D and 3D shapes*  *Money*  *Measures*  Number and Place Value  Addition and Subtraction, including problem solving involving money  Measurement including problem solving – length, capacity, mass  Geometry – position and turns | *Counting*  *Adding and Subtracting*  *Space and Shape – position*  *Money*  *Measures - time*  Number and Place Value  Multiplication and Division, including problem solving  Fractions  Measurement – Time  Statistics – tally charts, pictograms, block diagrams. | *Counting*  *Adding and Subtracting*  *Space and Shape – 2D and 3D shapes, patterns*  *Money*  *Measures*  Number and Place Value  Addition and Subtraction, including problem solving involving money  Measurement including problem solving – length, capacity, mass  Geometry – 3D shapes, rotation and reflection | *Counting*  *Adding and Subtracting*  *Multiplying and Dividing*  *Money*  *Measures*  Number and Place Value  Multiplication and Division, including problem solving  Fractions  Measurement – Time  Geometry – position and angles |
| Keevil Characteristics | Communication- explain working out and methods of thinking clearly.  Diligence in presentation of work will encourage children to take ownership of their learning. | Communication- explain working out and methods of thinking clearly.  Diligence in presentation of work will encourage children to take ownership of their learning. | Communication- explain working out and methods of thinking clearly.  Diligence in presentation of work will encourage children to take ownership of their learning. | Communication- explain working out and methods of thinking clearly.  Diligence in presentation of work will encourage children to take ownership of their learning. | Communication- explain working out and methods of thinking clearly.  Diligence in presentation of work will encourage children to take ownership of their learning. | Communication- explain working out and methods of thinking clearly.  Diligence in presentation of work will encourage children to take ownership of their learning. |

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| Science | **Humans**   * *Children know similarities and differences in relation to living things.* * *They make observations of animals explain why some things occur, and talk about changes.* * 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. * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | **Seasonal Change**   * *Children know similarities and differences in relation to places and objects.* * *They talk about the features of their own immediate environment and how environments might vary from one another.* * observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies. | **Everyday Materials**   * *Children know similarities and differences in relation to materials.* * 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. | **Forces**   * *Children know similarities and differences in relation to objects.* * *They talk about the features of their own immediate environment and how environments might vary from one another.* * observe, describe and compare movements they make and movements of objects in terms of speed or direction * describe how to make a familiar object start moving by pushing or pulling * recognise dangers to themselves in moving objects * describe how to use pushes and pulls to make familiar objects speed up, slow down, or change direction or shape * recognise that pushes and pulls are forces * plan a comparison and decide whether it was fair * make measurements of length using standard units and present these in a chart | **Plants**   * *Children know similarities and differences in relation to living things.* * *They make observations of plants and explain why some things occur, and talk about changes.* * 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. | **Electricity**   * *Children know similarities and differences in relation to objects.* * *They talk about the features of their own immediate environment and how environments might vary from one another.* * identify common appliances which use electricity * describe the dangers associated with mains electricity * construct and make drawings of simple working circuits and explain why some circuits work and others do not |
| Keevil Characteristics | Problem Solving: finding new ways to answer questions, developing different approaches when problems arise.  Teamwork: taking account of others when approaching a task. | Problem Solving: finding new ways to answer questions, developing different approaches when problems arise.  Teamwork: taking account of others when approaching a task. | Problem Solving: finding new ways to answer questions, developing different approaches when problems arise.  Teamwork: taking account of others when approaching a task. | Problem Solving: finding new ways to answer questions, developing different approaches when problems arise.  Teamwork: taking account of others when approaching a task. | Problem Solving: finding new ways to answer questions, developing different approaches when problems arise.  Teamwork: taking account of others when approaching a task. | Problem Solving: finding new ways to answer questions, developing different approaches when problems arise.  Teamwork: taking account of others when approaching a task. |
| RE | **Understanding Christianity: CREATION 1.2 – Who made the world?**   * Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. Pupils can identify the sequence of the creation story and know the importance Christians attach to a day of rest. * Pupils know that Christians believe that God has a unique relationship with human beings as their creator and sustainer. They know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this. * Pupils know that Christians believe they should care for the world because it belongs to God. They can give an example. | **Understanding Christianity: INCARNATION**  **F2 – Why do Christians perform nativity plays at Christmas?**  **1.3 – Why does Christmas matter to Christians?**   * Pupils know that Christians celebrate Jesus’ birth; Advent for Christians is a time for getting ready for Jesus’ coming. * Pupils know that Christians believe that Jesus is God. They know the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger. Angels appeared to the shepherds. The wise men brought gifts. * The Bible points out that his birth showed that he was extraordinary (e.g. he is worshipped as a king in Matthew) and that he came to bring good news (e.g. to the poor in Luke) * Pupils use the term incarnation. They can talk about examples of how this theme has been explore in art and music (including hymns) by Christians. | **Discovery RE: JUDAISM**  **Y1 Summer 2 – Does celebrating Chanukah make Jewish children feel close to God?**   * I can talk about how cards help to mark celebrations. * I can recognise some of the symbols used at Chanukah and start to explain them. * I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s\he feels about God. | **Discovery RE: SALVATION/EASTER**  **F1/2 – What is Easter?**  **Y2 Spring 2 – How important is it for Christians that Jesus came back to life after his crucifixion?**   * I can say what I believe happens to you when you die and tell you how I remember people close to me. * I can recall what Christians believe happened on Easter Sunday. * I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion. | **Discovery RE: KINGDOM OF GOD**  **Y1 Spring 1 – Was it always easy for Jesus to show friendship?**   * I can talk about my friends and why I like them. * I can remember a story about Jesus showing friendship and talk about it. * I can say how Jesus tried to be a good friend. | **Discovery RE: JUDAISM**  **F1/2 Spring 1 – How do people celebrate?**  **Y1 Summer 1 – Is Shabbat important to Jewish children?**   * I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. * I can use the right names for things that are special to Jewish people during Shabbat and explain why. * I can start to make a connection between being Jewish and decisions about behaviour. |
| Keevil Characteristics | Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say.  Diligence in own work which will stimulate interest in own learning. | Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say.  Diligence in own work which will stimulate interest in own learning. | Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say.  Diligence in own work which will stimulate interest in own learning. | Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say.  Diligence in own work which will stimulate interest in own learning. | Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say.  Diligence in own work which will stimulate interest in own learning. | Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say.  Diligence in own work which will stimulate interest in own learning. |

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| History | **Toys through time**   * *Children talk about past and present events in their own lives and the lives of family members.* * *They know that other children don’t always enjoy the same things, and are sensitive to this.* * changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life * events beyond living memory |  | **Mary Seacole and Florence Nightingale**   * *Children talk about past and present events in their own lives and the lives of family members.* * the lives of significant individuals in the past who have contributed to national and international achievements. | **Brunel**   * *Children talk about past and present events in their own lives and the lives of family members.* * the lives of significant individuals in the past who have contributed to national and international achievements. * significant historical events, people and places in their own locality. |  |  |
| Keevil Characteristics | Learning/Communication: take interest in own learning by asking questions and noticing patterns. Find things out at home that help learning in school. Use clear communication of questions, answers and ideas. |  | Learning/Communication: take interest in own learning by asking questions and noticing patterns. Find things out at home that help learning in school. Use clear communication of questions, answers and ideas. | Learning/Communication: take interest in own learning by asking questions and noticing patterns. Find things out at home that help learning in school. Use clear communication of questions, answers and ideas. |  |  |
| Geography |  | H**ot and Cold Countries**   * *They talk about the features of their own immediate environment and how environments might vary from one another.* * *They know about similarities and differences between themselves and others, and among families, communities and traditions.* * identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles |  |  | **Creating Maps and Compass Directions**   * *They talk about the features of their own immediate environment and how environments might vary from one another.* * use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key | **Study of a Non-European Country**   * *They talk about the features of their own immediate environment and how environments might vary from one another.* * *They know about similarities and differences between themselves and others, and among families, communities and traditions.* * understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. |
| Keevil Characteristics |  | Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say.  Diligence in own work which will stimulate interest in own learning. |  |  | Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say.  Diligence in own work which will stimulate interest in own learning.  Problem Solving: trying all methods to solve a problem. | Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say.  Diligence in own work which will stimulate interest in own learning. |

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| Art and Design | **Observational Drawing and Painting**   * *Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture,* * *Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.* * to use drawing and painting to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | **Collage**   * *Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.* * *Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.* * to use a range of materials creatively to design and make products * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | **Weaving**   * *Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.* * *Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.* * to use a range of materials creatively to design and make products * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |  | **Abstract Art**   * *Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.* * *Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.* * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |  |
| Keevil Characteristics | *Resilience – keep trying new techniques and skills.*  *Diligence- take care in the presentation of my work, this benefits my learning.* | *Resilience – keep trying new techniques and skills.*  *Diligence- take care in the presentation of my work, this benefits my learning.* | *Resilience – keep trying new techniques and skills.*  *Diligence- take care in the presentation of my work, this benefits my learning.* | *Resilience – keep trying new techniques and skills.*  *Diligence- take care in the presentation of my work, this benefits my learning.* | *Resilience – keep trying new techniques and skills.*  *Diligence- take care in the presentation of my work, this benefits my learning.* | *Resilience – keep trying new techniques and skills.*  *Diligence- take care in the presentation of my work, this benefits my learning.* |
| Design Technology |  |  |  | **Wheeled Vehicles**   * *They handle equipment and tools effectively.* * *Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.*  Design  * design purposeful, functional, appealing products for themselves and other users based on design criteria * generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Make  * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * select from and use a wide range of materials and components, including construction materials, according to their characteristics  Evaluate  * explore and evaluate a range of existing products * evaluate their ideas and products against design criteria   Technical Knowledge   * explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. |  | **Cooking – Fruit Salad, Vegetable Soup**   * *They handle equipment and tools effectively.* * *Children know the importance for good health of a healthy diet.* * *Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.* * use the basic principles of a healthy and varied diet to prepare dishes * understand where food comes from. |
| Keevil Characteristics |  |  |  | *Problem solving: finding ways to overcome problems & new ways to do things.*  *Team work: working together and taking account of other people’s ideas.* |  | *Problem solving: finding ways to overcome problems & new ways to do things.*  *Team work: working together and taking account of other people’s ideas.* |

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| Computing |  | **Simple Word-Processing – Textease**   * *Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.* * use technology purposefully to create, organise, store, manipulate and retrieve digital content * recognise common uses of information technology beyond school | **Programming – 2DIY**   * *Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.* * understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs | **Programming – Beebots**   * *Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.* * understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs | **Art Packages**   * *Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.* * use technology purposefully to create, organise, store, manipulate and retrieve digital content * recognise common uses of information technology beyond school |  |
| Music |  |  |  |  |  |  |
| Modern Foreign Language | **Greetings**  Recognise and use greetings; say please and thank you; understand when to use “tu” and “vous”.  Sing a Christmas song and say a Christmas greeting. | | **Days**  Recognise and use days of the week | | **Colours and Numbers**  Recognise and use the words for colours; recognise and use words for numbers; have some basic understanding of word order in French. | |
| Keevil Characteristics | **Learning: I take an interest in my own learning by being diligent and resilient. I ask questions and apply my learning at home.** | | **Learning: I take an interest in my own learning by being diligent and resilient. I ask questions and apply my learning at home.** | | **Learning: I take an interest in my own learning by being diligent and resilient. I ask questions and apply my learning at home.** | |

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| PE |  |  |  |  |  |  |
| Keevil Characteristics | Resilience: I can keep trying even when something is tricky. I will keep going until I get it right.  Team-work: I can show respect to others and take account of their needs. | Resilience: I can keep trying even when something is tricky. I will keep going until I get it right.  Team-work: I can show respect to others and take account of their needs. | Resilience: I can keep trying even when something is tricky. I will keep going until I get it right.  Team-work: I can show respect to others and take account of their needs. | Resilience: I can keep trying even when something is tricky. I will keep going until I get it right.  Team-work: I can show respect to others and take account of their needs. | Resilience: I can keep trying even when something is tricky. I will keep going until I get it right.  Team-work: I can show respect to others and take account of their needs. | Resilience: I can keep trying even when something is tricky. I will keep going until I get it right.  Team-work: I can show respect to others and take account of their needs. |
| PSHE | **Communities**   * to identify and respect the differences and similarities between people *(British Values)* * that they belong to various groups and communities such as family and school * what improves and harms their local, natural and built environments and about some of the ways people look after them | **Digital Safety**   * rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT) | **Money**   * that money comes from different sources and can be used for different purposes, including the concepts of spending and saving * about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices | **Family**   * about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them * to identify their special people (family, friends, carers), what makes them special and how special people should care for one another | **Keeping Healthy**   * What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. * To recognise what they like and dislike, how to make real informed choices that improve their physical health, to recognise that choices have good and not so good consequences. *RESILIENCE* * The importance of and how to maintain personal hygiene. * How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others. | **Growing Up (RSE)**   * About the process of growing from young to old and how people’s needs change. * About growing and changing and new opportunities and responsibilities the increasing independence may bring. * The names for the main parts of the body (including external genitalia), the similarities and differences between boys and girls. |
| Keevil Characteristics | **Teamwork: I can show care and respect to others thoughts and feelings.** | **Teamwork: I can show care and respect to others thoughts and feelings.** | **Teamwork: I can show care and respect to others thoughts and feelings.** | **Teamwork: I can show care and respect to others thoughts and feelings.** | **Teamwork: I can show care and respect to others thoughts and feelings.** | **Teamwork: I can show care and respect to others thoughts and feelings.** |
| Additional Activities | Walks through the village making observations of changes through the seasons (ongoing). | Walks through the village making observations of changes through the seasons (ongoing). | Visits from Public Services in the community: police, nurse, etc. | Visits from different modes of transport. Train trip. | Trip to Aquarium / boat trip. | Story Teller Visits |
| All Keevil Characteristics | All topics and lessons will have a core of Learning. The characteristics mentioned for each term are the focus KC, of course there will be elements of the others and these will be mentioned during the lesson as appropriate. | | | | | |