



Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths	Maths	Maths	Maths	Maths	Maths
English <i>Lynley Dodd: Hairy Maclary</i> <i>Additional Texts for immersion:</i> <i>Lynley Dodd: Hairy Maclary and Friends Series</i> Fantastic Mr Fox By Roald Dahl Additional Texts for Immersion – other stories by Roald Dahl The Enormous Crocodile, The Magic finger	English Where the Wild Things Are Michael Sendak	English <i>The Snail and the Whale</i> <i>By Julia Donaldson –</i> <i>Additional texts related to having an adventure whilst travelling</i> Flat Stanley By Jeff brown Additional Texts for immersion other books from the series	English Fairy Tales	English <i>The Lighthouse Keepers lunch</i> <i>By Ronda Armitage</i> Beegu By Alexis Deacon	English Katie Morag Island Stories (this is a selection of books) By Mairi Hedderwick
Science Living Things – Animals <i>How can we put animals in groups?</i>	Science Uses of Materials <i>Which material is most suitable?</i>	Science Light and Sound <i>How do I see in the dark?</i> <i>How do sounds change?</i>	Science Changing Materials <i>How do materials change when we heat them?</i>	Science Habitats <i>Why do polar bears live in the Arctic?</i> <i>Why do woodlice live under logs?</i>	Science Growing Plants <i>How can we help plants grow well?</i>
RE Understanding Christianity: GOD EYFS: F1 – <i>Why is the word 'God' so important to Christians?</i> KS1: 1.1 – <i>What do Christians believe God is like?</i>	RE Understanding Christianity: GOSPEL KS1: 1.4 – <i>What is the good news that Jesus brings?</i> Discovery RE: CHRISTMAS KS1: Y1 Autumn 2 – <i>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</i> OR Y2 Autumn 2 – <i>Why do Christians believe God give Jesus to the world?</i>	RE Discovery RE: JUDAISM EYFS: F1/2 Autumn 1 – <i>What makes people special?</i> KS1: Y2 Spring 1 – <i>How important is it for Jewish people to do what God asks them to do? (Passover)</i> COMBINED WITH Y2 Summer 1 – <i>How special is the relationship Jews have with God?</i>	RE Understanding Christianity: SALVATION EYFS: F3 – <i>Why do Christians put a cross in an Easter Garden?</i> KS1: 1.5 – <i>Why does Easter matter to Christians?</i>	RE Discovery RE: PEOPLE OF GOD EYFS: F1/2 Summer 1 – <i>What can we learn from stories?</i> KS1: Y2 Autumn 1 – <i>Is it possible to be kind to everyone all of the time?</i>	RE Discovery RE: JUDAISM EYFS: - F1/2 – <i>What makes places special?</i> KS1: Y2 Summer 2 – <i>What is the best way for a Jew to show commitment to God?</i>
History Homes Through Time <i>How have houses changed over the years?</i> <i>Why are houses different now to in the past?</i>	History The Great Fire of London and Samuel Pepys <i>What made the fire of London 'Great?'</i>	Geography – EYFS/KS1 Key Human and Physical Features <i>What is it like where I live?</i>	Geography – EYFS/KS1 Continents and Oceans, Maps and Atlases <i>How does looking at maps help us understand the world?</i>		
		Geography – Y2/Y3 Map work/ Geographical skills <i>Where on earth are we?</i>			
				Art 3D - Clay <i>How can we use clay to make a model of wildlife?</i>	Art Painting and 3D Artist Study of Monet – Water Lilies <i>How many ways can we make flowers using art?</i> 3D (Model Making) Linked to work in Geography and English <i>How can I manipulate and change materials to create a desired effect?</i>
DT Puppets Linked to work in English study of Fantastic Mr Fox by Roald Dahl <i>What could we make to help us tell the story of Mr Fox?</i>				DT Models including moving parts <i>How can I be an architect?</i>	
Computing E-safety <i>When should I ask for help when I'm on-line?</i>		Computing Digital Literacy (Data Handling – Pictograms) <i>How can I use computers to help my work in other lessons?</i>		Computing Programming (Beebots; Junior Scratch) <i>How can we move the character without picking it up?</i>	Computing Creativity/Graphics (Digital Painting; Photography) <i>How can we use a computer to create art?</i>
Music Singing Together	Music Singing Together	Music Duration	Music High and Low (Pitch)	Music Chinese Music	Music Animal Crackers
French <i>Quel temps fait-il?</i>	French <i>A quoi ressemble l'école en France?</i>	French <i>Tu aimes aller au cinema?</i>	French <i>Tu as de l'argent de poche?</i>	French <i>Qu'y a-t-il en ville?</i>	French <i>Qu'est ce que tu portes?</i>
PE	PE	PE	PE	PE Swimming/Gymnastics	PE Swimming/Gymnastics
PSHE Relationships - Peers	PSHE Anti-bullying	PSHE Keeping Safe	PSHE Emotions	PSHE Citizenship	PSHE Changes (including RSE)

MATHS	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Number and PV Number to 5 x 3 wks.	Addition + Subtraction Change within 5 x3	Addition + Subtraction Number bonds to 5	Addition + Subtraction Addition to 10 x 3	Geometry Exploring patterns x 2	Multiplication + Division Numerical patterns x 3
	Addition + Subtraction Sorting x2	Number and PV Comparing in groups	Number and PV Number to 10 x 3 wks.	Geometry Shape and space x 3	Addition + Subtraction Counting on and back x 2	Measurement Measure x 3
		Measurement Time - My Day			Number + PV Numbers to 20 x 2	
Year 1						
	Number: Place Value (within 10) x 4	Number Addition and Subtraction (within 10) x 2	Number: Addition and Subtraction (within 20) x 4	Number Place Value (within 50) (Multiples of 2, 5 and 10 to be included) x 1	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included) x 3	Number: Place Value (within 100) x 2
	Number Addition and Subtraction (within 10) x 2	Geometry: Shape x 1	Number Place Value (within 50) (Multiples of 2, 5 and 10 to be included) x 2	Measurement: Length and Height x 2	Number: Fractions x 2	Measurement money
Year 1/2		Number: Place Value (within 20)		Measurement: Weight and Volume x2	Geometry: position and direction	Measure Time x 2
	Number: Place Value Y1 Numbers to 20 Y2 Numbers to 100 x3	Number Addition and Subtraction Y1Numbers within 20 recognising money Inc. Y2 Numbers within 100 Inc. money x 3	Number Division x 2	Geometry Y1 shape and consolidation Y2 Properties of shape x 3	Geometry Position and Direction	Measurement Y1 weight and volume Y2 mass, capacity and temperature x3
Year 1/2	Number Addition and Subtraction Y1Numbers within 20 recognising money Inc. Y2 Numbers within 100 Inc. money x 3	Number Y 1 PV to 50 + multiplication Y2 Multiplication	Y 1 PV to 100 Y2 Statistics	Number Fractions x3	Measure Time x 2	Investigations
			Measurement Length and height		Problem solving and efficient methods x 3	

ENGLISH	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
YR/Y1						
Writing	<p>Key Text: Lynley Dodd: Hairy Maclary Additional Texts for immersion: Lynley Dodd: Hairy Maclary and Friends Series 10 Books Collection Set</p> <p>Including options for independent writing</p>	<p>Key Text: Where the Wild Things Are Michael Sendak</p> <p>Including options for independent writing</p>	<p>Key Text: The Snail and the Whale By Julia Donaldson –</p> <p>Additional texts related to having an adventure whilst travelling</p> <p>Including options for independent writing</p>	<p>Key Text: Fairy Tales Additional Texts for immersion</p> <p>Including options for independent writing</p>	<p>Key Text: The Lighthouse Keepers lunch By Ronda Armitage</p> <p>Including 1 session per week free write</p>	<p>Key Text: Key Text Katie Morag Island Stories (this is a selection of books) By Mairi Hedderwick</p> <p>Including 1 session per week free write</p>
Reading KS1	<p>Vocabulary/Word meaning Prior knowledge Associated with the reading. Links to self, text and wider world This can include Debate, mind-mapping, picture, Inference etc...</p> <p>Summarise the story so far (unless first session) Teacher reads Children to infer and predict. Think out loud and involve the children through questioning and thinking/feeling/ Happening prompts Read the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonation) Children answer questions verbally Vocabulary discussion – magpie/ glossary?</p>		<p>Vocabulary/Word meaning Prior knowledge Associated with the reading. Links to self, text and wider world This can include Debate, mind-mapping, picture, Inference etc...</p> <p>Summarise the story so far (unless first session) Teacher reads Children to infer and predict. Think out loud and involve the children through questioning and thinking/feeling/ Happening prompts Read the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonation) Children answer questions verbally Vocabulary discussion – magpie/ glossary?</p>		<p>Vocabulary/Word meaning Prior knowledge Associated with the reading. Links to self, text and wider world This can include Debate, mind-mapping, picture, Inference etc...</p> <p>Summarise the story so far (unless first session) Teacher reads Children to infer and predict. Think out loud and involve the children through questioning and thinking/feeling/ Happening prompts Read the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonation) Children answer questions verbally/ some written answers Vocabulary discussion – magpie/ glossary?</p>	
Additional subjects + writing options	Science Living things	Science – Uses of Materials	Science – Light and Sound	Science: Changing Materials	Science – Habitats	Science Plants
	<p>Understanding Christianity: GOD EYFS: F1 – Why is the word 'God' so important to Christians? KS1: 1.1 – What do Christians believe God is like?</p>	<p>Understanding Christianity: GOSPEL KS1: 1.4 – What is the good news that Jesus brings?</p>	<p>Discovery RE: JUDAISM EYFS: F1/2 Autumn 1 – What makes people special? KS1: Y2 Spring 1 – How important is it for Jewish people to do what God asks them to do? (Passover) COMBINED WITH Y2 Summer 1 – How special is the relationship Jews have with God?</p>	<p>Understanding Christianity: SALVATION EYFS: F3 – Why do Christians put a cross in an Easter Garden? KS1: 1.5 – Why does Easter matter to Christians?</p>	<p>Discovery RE: PEOPLE OF GOD EYFS: F1/2 Summer 1 – What can we learn from stories? KS1: Y2 Autumn 1 – Is it possible to be kind to everyone all of the time?</p>	<p>Discovery RE: JUDAISM EYFS: - F1/2 – What makes places special? KS1: Y2 Summer 2 – What is the best way for a Jew to show commitment to God?</p>
Links to subjects and revisiting topics	<p>History Homes and houses Art - pupils to draw an animal they would like to be I real or imaginary and talk it through with your class. What do you like to be fed? What's your favourite thing to do? Do you have an owner? Design a dog collar Geography - Find out the breeds of the dogs in Hairy Maclary – which part of the world does each dog come from? Pin images of each dog in their respective countries.</p>	<p>History The Great Fire of London and Samuel Pepys Geography - Draw a map showing Max's bedroom, the ocean that he sails over and the place where the 'wild things' live Art + DT -Look at the illustration of the coloured leaves on the inside cover. Could you get different colours of leaves and arrange them to make a picture? Could you cut out and paint leaf shapes and arrange these? Make a wild thing Christmas decorations build cars using craft materials and then use the cars</p>	<p>Geography Key Human and Physical Features a local study Art +DT draw a picture or make a collage of what lives under the sea? Science Find out about snails, whales and other creatures shown in the book.</p>	<p>Geography Maps and atlas skills Art + DT opportunities for model making, mask making and puppet making Design and make a castle or a sweetie house or pumpkin carriage History – find out about castles and their features. Find out about Knights and jousting</p>	<p>Art + DT – Create a new design for a lighthouse Design some different outfits that Mr Grinling can wear in the winter and the summer. Geography Use a map / atlas to look for the locations of lighthouses in your local area.</p>	<p>Art + DT – use weaving to design a tartan kilt Geography – Create maps of the Isle of Sturay</p>

<p>PAG All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.</p>	<p>EYFS</p> <ul style="list-style-type: none"> Give meaning to marks they make as they draw and write. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. <p>Y1</p> <ul style="list-style-type: none"> I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing. 	<p>EYFS</p> <ul style="list-style-type: none"> Give meaning to marks they make as they draw and write. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. <p>Y1</p> <ul style="list-style-type: none"> I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use <i>and</i> in my writing. I can use capital letters for people's names, places, the days of the week and I. 	<p>EYFS</p> <ul style="list-style-type: none"> Give meaning to marks they make as they draw and write. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. <p>Y1</p> <ul style="list-style-type: none"> I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use <i>and</i> in my writing. I can use capital letters for people's names, places, the days of the week and I. I can sometimes use? and! I can use time connectives in my writing. 	<p>EYFS</p> <ul style="list-style-type: none"> Give meaning to marks they make as they draw and write. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. <p>Y1</p> <ul style="list-style-type: none"> I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use <i>and</i> in my writing. I can use capital letters for people's names, places, the days of the week and I. I can sometimes use? and! I can spot and use verbs. I can spot and use adjectives 	<p>EYFS</p> <ul style="list-style-type: none"> Give meaning to marks they make as they draw and write. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. <p>Y1</p> <p>FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use <i>and</i> in my writing. I can use capital letters for people's names, places, the days of the week and I. I can sometimes use? and! I can spot and use verbs. I can spot and use adjectives. I can use time connectives in my writing. 	<p>EYFS</p> <ul style="list-style-type: none"> Give meaning to marks they make as they draw and write. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. <p>Y1</p> <p>EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING</p> <ul style="list-style-type: none"> I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing. I can use capital letters for people's names, places, the days of the week and I. I can sometimes use? and! I can spot and use verbs. I can spot and use adjectives. I can use time connectives in my writing.
<p>Phonics and spelling</p>	<p>YR: Children to be taught the phase 2 phonemes in order:</p> <ul style="list-style-type: none"> Set 1 – s, a, t, p Set 2 – i, n, m, d Set 3 – g, o, c, k Set 4 – ck, e, u, r Set 5 – h, b, f, ff, l, ll, ss o Revise sounds learnt so far <p>Y1</p> <p>Revisit Phase 4</p> <ul style="list-style-type: none"> Learn to read and spell words containing adjacent consonants. Children to revise and recall all phase 2 and 3 phonemes. Children to read and write CCVC and CVCC words. 	<p>YR: Phonics Phase 3</p> <p>Set 6 – j, v, w, x</p> <p>Set 7 – y, z, zz, qu (last of Letters and Sounds 'sets')</p> <ul style="list-style-type: none"> - sh, th, ch, ng - ai, ee, long oo, short oo - oa, ar, or, igh - ur, ow, oi, ear - er, air, ure <p>Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words</p> <p>Y1</p> <ul style="list-style-type: none"> Phase 5 Children broaden their knowledge of sounds for use in reading & spelling. They will begin to build word-specific knowledge of the spellings of words. Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e 	<p>YR: Phonics Phase 3</p> <p>Set 6 – j, v, w, x</p> <p>Set 7 – y, z, zz, qu (last of Letters and Sounds 'sets')</p> <ul style="list-style-type: none"> - sh, th, ch, ng - ai, ee, long oo, short oo - oa, ar, or, igh - ur, ow, oi, ear - er, air, ure <p>Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words</p> <p>Y1</p> <ul style="list-style-type: none"> Phase 5 Children broaden their knowledge of sounds for use in reading & spelling. They will begin to build word-specific knowledge of the spellings of words. Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e 	<p>YR: Phonics Phase 3</p> <p>Set 6 – j, v, w, x</p> <p>Set 7 – y, z, zz, qu (last of Letters and Sounds 'sets')</p> <ul style="list-style-type: none"> - sh, th, ch, ng - ai, ee, long oo, short oo - oa, ar, or, igh - ur, ow, oi, ear - er, air, ure <p>Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words</p> <p>Y1</p> <ul style="list-style-type: none"> Phase 5 Children broaden their knowledge of sounds for use in reading & spelling. They will begin to build word-specific knowledge of the spellings of words. Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e 	<p>YR: Phase 4: Children learn to read and spell words containing adjacent consonants. Children to revise and recall all phase 2 and 3 phonemes.</p> <p>Children to read and write CCVC and CVCC words</p> <p>Y1</p> <ul style="list-style-type: none"> Phase 5 Children broaden their knowledge of sounds for use in reading & spelling. They will begin to build word-specific knowledge of the spellings of words. Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e 	<p>YR: Phase 4: Children learn to read and spell words containing adjacent consonants. Children to revise and recall all phase 2 and 3 phonemes.</p> <p>Children to read and write CCVC and CVCC words.</p> <p>Y1</p> <ul style="list-style-type: none"> Phase 5 Children broaden their knowledge of sounds for use in reading & spelling. They will begin to build word-specific knowledge of the spellings of words. Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e

ENGLISH	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1/Y2						
Writing	<p>Key Text: Fantastic Mr Fox By Roald Dahl:</p> <p>Additional Texts for Immersion – other stories by Roald Dahl The Enormous Crocodile, The Magic finger</p> <p>Including options for free writing</p>	<p>Key Text: Where the Wild Things Are By Michael Sendak</p> <p>Including options for free writing</p>	<p>Key Text: Flat Stanley By Jeff brown</p> <p>Additional Texts for immersion other books from the series</p> <p>Including options for free writing</p>	<p>Key Text: Fairy Tales</p> <p>Including options for free writing</p>	<p>Key Text: Beegu By Alexis Deacon</p> <p>Including options for free writing</p>	<p>Key Text: Key Text Katie Morag Island Stories (this is a selection of books) By Mairi Hedderwick</p> <p>Including options for free writing</p>
Reading KS1	<p>Vocabulary/Word meaning Prior knowledge Associated with the reading. Links to self, text and wider world This can include Debate, mind-mapping, picture, Inference etc...</p> <p>Summarise the story so far (unless first session) Teacher reads Children to infer and predict. Think out loud and involve the children through questioning and thinking/feeling/ Happening prompts Read the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonation) Children answer questions verbally Vocabulary discussion – magpie/ glossary?</p>		<p>Vocabulary/Word meaning Prior knowledge Associated with the reading. Links to self, text and wider world This can include Debate, mind-mapping, picture, Inference etc...</p> <p>Summarise the story so far (unless first session) Teacher reads Children to infer and predict. Think out loud and involve the children through questioning and thinking/feeling/ Happening prompts Read the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonation) Children answer questions verbally Vocabulary discussion – magpie/ glossary?</p>		<p>Vocabulary/Word meaning Prior knowledge Associated with the reading. Links to self, text and wider world This can include Debate, mind-mapping, picture, Inference etc...</p> <p>Summarise the story so far (unless first session) Teacher reads Children to infer and predict. Think out loud and involve the children through questioning and thinking/feeling/ Happening prompts Read the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonation) Children answer questions verbally/ some written answers Vocabulary discussion – magpie/ glossary?</p>	
Additional subjects + writing options	Science Living things	Science – Uses of Materials	Science – Light and Sound	Science: Changing Materials	Science – Habitats	Science Plants
	<p>Understanding Christianity: GOD EYFS: F1 – Why is the word 'God' so important to Christians? KS1: 1.1 – What do Christians believe God is like?</p>	<p>Understanding Christianity: GOSPEL KS1: 1.4 – What is the good news that Jesus brings?</p>	<p>Discovery RE: JUDAISM EYFS: F1/2 Autumn 1 – What makes people special? KS1: Y2 Spring 1 – How important is it for Jewish people to do what God asks them to do? (Passover) COMBINED WITH Y2 Summer 1 – How special is the relationship Jews have with God?</p>	<p>Understanding Christianity: SALVATION EYFS: F3 – Why do Christians put a cross in an Easter Garden? KS1: 1.5 – Why does Easter matter to Christians?</p>	<p>Discovery RE: PEOPLE OF GOD EYFS: F1/2 Summer 1 – What can we learn from stories? KS1: Y2 Autumn 1 – Is it possible to be kind to everyone all of the time?</p>	<p>Discovery RE: JUDAISM EYFS: - F1/2 – What makes places special? KS1: Y2 Summer 2 – What is the best way for a Jew to show commitment to God?</p>
Links to subjects and revisiting topics	<p>History Homes and houses Art + DT model making Design a wanted poster Use craft materials to create a new tail for Mr. Fox. Design a new machine that might help the farmer to catch Mr. Fox. Can you make your own puppets of the characters in the story? Geography – identify places on a map Draw a map which shows the wood, the farms and the underground tunnels that Mr Fox digs. Look on a local map to find the location of farms and woods in your area. Find out the environmental impact of machinery digging up the land. How does it affect people and wildlife nearby?</p>	<p>History The Great Fire of London and Samuel Pepys Geography - Draw a map showing Max's bedroom, the ocean that he sails over and the place where the 'wild things' live Art + DT -Look at the illustration of the coloured leaves on the inside cover. Could you get different colours of leaves and arrange them to make a picture? Could you cut out and paint leaf shapes and arrange these? Make a wild thing Christmas decorations build cars using craft materials and then use the cars</p>	<p>Geography Key Human and Physical Features a local study Art + DT Draw a life-size version of Flat Stanley! Decorate a Flat Stanley template Draw / paint one of the paintings that might have been stolen from the Famous Museum. Stanley doesn't like the disguise that Mr. Dart chooses for him. Could you design a new one? History – choose an artefact that you might find in a museum. Research the item – what it is made of, what it is used for, how old it is</p>	<p>Geography Maps and atlas skills Art + DT opportunities for model making, mask making and puppet making Design and make a castle or a sweetie house or pumpkin carriage History – find out about castles and their features. Find out about Knights and jousting</p>	<p>Art + DT – Monet Water Lilies Geography Identify habitats on a map Draw a map of habitats in your garden</p>	<p>Art + DT 1. Clay animal 2. use weaving to design a tartan kilt Geography – Create maps of the Isle of Sturay</p>

<p>PAG All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.</p>	<p>Y1</p> <ul style="list-style-type: none"> I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing. <p>Y2</p> <ul style="list-style-type: none"> I can usually use when, if, but, because, and and or in my writing. I can usually add in words to describe people and things. I can spot and use nouns. 	<p>Y1</p> <ul style="list-style-type: none"> I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use <i>and</i> in my writing. I can use capital letters for people's names, places, the days of the week and I. <p>Y2</p> <ul style="list-style-type: none"> I can use .?! and 'in my writing. I can write statements, questions, exclamations and commands. I can use commas in a list. I can identify verb tenses I can write in the present or past tense as I need to. I can use progressives verbs to show actions that are going on. 	<p>Y1</p> <ul style="list-style-type: none"> I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use <i>and</i> in my writing. I can use capital letters for people's names, places, the days of the week and I. I can sometimes use? and! I can use time connectives in my writing. <p>Y2</p> <ul style="list-style-type: none"> I can use when, if, but, because, and, or and but in my writing. I can add in words to describe people and things. I can write statements, questions, exclamations and commands. I can use . ? ! and ' in my writing. I can use apostrophes to show where letters are missing in a contraction. I can use apostrophes to show that something belongs to someone. I can spot and use adverbs. 	<p>Y1</p> <ul style="list-style-type: none"> I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use <i>and</i> in my writing. I can use capital letters for people's names, places, the days of the week and I. I can sometimes use? and! I can spot and use verbs. I can spot and use adjectives I can write in the present or past tense as I need to. I can use progressive verbs to show actions that are going on. I can use , in a list. I can spot and use prepositions. I can use <i>a</i> and <i>an</i> correctly. 	<p>Y1</p> <ul style="list-style-type: none"> FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use <i>and</i> in my writing. I can use capital letters for people's names, places, the days of the week and I. I can sometimes use? and! I can spot and use verbs. I can spot and use adjectives. I can use time connectives in my writing. <p>Y2</p> <ul style="list-style-type: none"> FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING I can use when, if, but, because, and, or and but in my writing. I can add in words to describe people and things. I can write statements, questions, exclamations and commands. I can use . ? ! and ' in my writing. I can identify verb tenses. I can write in the present or past tense as I need to. I can use progressive verbs to show actions that are going on. I can use , in a list. I can use apostrophes to show where letters are missing in a contraction. I can use apostrophes to show that something belongs to someone. I can spot and use nouns. I can spot and use adverbs. I can spot and use prepositions. I can use a and an correctly. 	<p>Y1</p> <ul style="list-style-type: none"> EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing. I can use capital letters for people's names, places, the days of the week and I. I can sometimes use? and! I can spot and use verbs. I can spot and use adjectives. I can use time connectives in my writing. <p>Y2</p> <ul style="list-style-type: none"> EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING I can use when, if, but, because, and, or and but in my writing. I can add in words to describe people and things. I can write statements, questions, exclamations and commands. I can use . ? ! and ' in my writing. I can identify verb tenses. I can write in the present or past tense as I need to. I can use progressive verbs to show actions that are going on. I can use , in a list. I can use apostrophes to show contractions and possession. I can spot and use nouns. I can spot and use adverbs. I can spot and use prepositions. I can use a and an correctly.
---	--	---	---	--	---	---

Phonics and spelling	<p>Revisit Phase 4 Learn to read and spell words containing adjacent consonants. Children to revise and recall all phase 2 and 3 phonemes. Children to read and write CCVC and CVCC words.</p> <p>Y2 <i>Phase 6 Letters and sounds</i> <i>Approx. age: 6–7 Year 2</i> <i>In Phase 6 children will read with increasing fluency. They will have learned most of the common letter-sound correspondences and can read familiar words automatically without needing to sound out and blend. Children will work on spelling, including prefixes and suffixes, doubling and dropping letters, and so on. These will be covered via RWI scheme</i></p> <ul style="list-style-type: none"> • Complete assessment to move to Read write inc and find start point for learning. If children are unready to move on they will revisit Phase 5 RWI • Unit 1 or spelt a before l and ll, Unit 2 soft c. • Special focus tricky words, • Unit 3 adding suffix y • Unit 4 adding suffix y 	<p>Phase 5 Children broaden their knowledge of sounds for use in reading & spelling. They will begin to build word-specific knowledge of the spellings of words.</p> <p>Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</p> <p>Y2</p> <ul style="list-style-type: none"> • Special focus Homophones • Unit 5 adding suffix ly • Unit 6 The n sound spelt kn and gn, • Special focus tricky words • Unit 7 The igh sound spelt y • Unit 8 adding the suffix ing • 	<p>Phase 5 Children broaden their knowledge of sounds for use in reading & spelling. They will begin to build word-specific knowledge of the spellings of words.</p> <p>Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</p> <p>Y2</p> <ul style="list-style-type: none"> • Special focus homophones • Unit 9 adding suffix ing • Unit 10 The j sound • Special focus contractions and apostrophes • Unit 11 The o sound spelt a after w and qu • Unit 12 adding the suffix ed 	<p>Phase 5 Children broaden their knowledge of sounds for use in reading & spelling. They will begin to build word-specific knowledge of the spellings of words.</p> <p>Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</p> <p>Y2</p> <ul style="list-style-type: none"> • Special focus The u sound spelt o and the or sound spelt ar after w • Unit 13 and 14 adding the suffix ed • Special focus Possessive apostrophes <p>Book 2b</p> <ul style="list-style-type: none"> • Unit 1 r spelt wr <p>Unit 3 and 4 Adding suffixes –er or -est</p>	<p>Phase 5 Children broaden their knowledge of sounds for use in reading & spelling. They will begin to build word-specific knowledge of the spellings of words.</p> <p>Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</p> <p>Y2</p> <ul style="list-style-type: none"> • Special focus Homophones • Unit 5 ee sound spelt ey • Unit 6 adding suffixes –ness • Special focus words ending in il and words where s makes the zh sound • Unit 7 adding the suffix – ness • Unit 8 words ending in el 	<p>Phase 5 Children broaden their knowledge of sounds for use in reading & spelling. They will begin to build word-specific knowledge of the spellings of words.</p> <p>Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</p> <p>Y2</p> <ul style="list-style-type: none"> • Unit 9 words ending in –el • Unit 10 words ending in –al • Unit 11 Adding the suffix –ful • Unit 12 adding the suffix –less • Unit 13 Adding the suffix –ment • Unit 14 adding the ending in –tion • Adding the suffix -es
-----------------------------	--	---	--	--	--	---



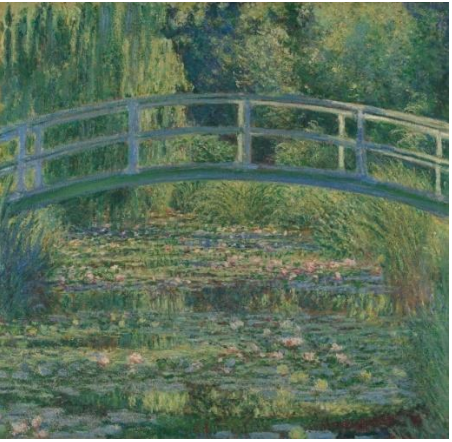
[illegible]

[illegible]




History		
Term 1	Learning Objectives linked to Outcomes	
Options for study: Homes Through Time How have houses changed over the years? Why are houses different now to in the past?	1,2,4,5 8,12,13,15	<ul style="list-style-type: none"> I can recognise different types of houses I can describe the key features of a house I can say my own address and locate it on a map I can compare different houses from different time periods
<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and difference 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. Use common words and phrases related to the passing of time. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions. Understand some of the ways in which we find out about the past. Identify some of the different ways in which the past is represented. Changes within living memory – used to reveal aspects of change in national life. <p>Vocabulary Brick, wood, old, new, windows, door, Roman, Georgian, Tudor, Modern, bedroom, kitchen, terraced, detached, flats, thatched, chimney,</p> <p>Cross curriculum Links Geography - I can identify my location on a map Art - I can draw a house from observation</p> <p>Keevil Characteristics See below.</p>		History Outcomes EYFS <ol style="list-style-type: none"> Use everyday language related to time. Use simple words to talk about the passing of time. Order and sequence familiar events. Talk about past and present events in their own lives and in lives of family members. Identify and talk about simple similarities and differences. Sequence pictures to show time order. Listen to and recall simple Historical stories. KS1 <ol style="list-style-type: none"> Changes within living memory, used to reveal changes in national life. Events from beyond living memory that are significant nationally or globally Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Sequence events or objects in chronological order. Describe similarities and differences between artefacts. Compare evidence of people and events in the past. Identify different ways to represent the past. Use a source to ask why, what, who, how and where questions and find answers. Use time lines. Discuss the effectiveness of sources.
Term 2	Learning Objectives linked to Outcomes	
The Great Fire of London and Samuel Pepys This could be changed a more modern event that had a significant impact What made the fire of London ‘Great?’	1,2,3,5,6,7 9,10,11,12,14,15,16,17,18	<ul style="list-style-type: none"> I can put the events of the fire in order I can explain the main events I can explain that the events happened a long time ago before people can remember I understand what an eyewitness is (Samuel Pepys) and why he was important I can compare houses today and in the past and identify the differences I can compare London today with London in the past
<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and difference 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. Use common words and phrases related to the passing of time. Know where the people and events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past. Identify some of the different ways in which the past is represented. Events beyond living memory that are significant nationally or globally. <p>Vocabulary The Tower of London, river Thames, Samuel Pepys, King Charles II, The Monument, smoke, fireman, leather bucket, escape, burning, bakers, bread, axe, Pudding Lane</p> <p>Cross curriculum Links Geography I can explain what a capital city is; I can locate my home and London on a map DT I can design and make a model of a house Music I can use music to retell the events of the fire of London using Makaton ICT I can use a website to find information</p> <p>Keevil Characteristics Many of the tasks related to history involve finding out with others therefore, <u>teamwork</u> and good <u>communication</u> are key. The children will also have to be <u>diligent</u> when recording their findings to write clearly.</p>		

Geography					
EYFS/KS1 - Term 3		Learning Objectives linked to Outcomes		Geography Outcomes EYFS/KS1	
Key Human and Physical Features <i>What is it like where I live?</i>		1 9,12	<ul style="list-style-type: none">I can say my address and explain how I travel to schoolI can sketch a simple map of my route to school	<ol style="list-style-type: none"><i>They talk about the features of their own immediate environment and how environments might vary from one another.</i><i>To know about similarities and differences in relation to places, objects, materials and living things.</i><i>To know about similarities and differences between themselves and others, and among families, communities and traditions.</i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.Name and locate the world’s seven continents and five oceans.Vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherVocabulary to refer to key human features, including: city, town, village, factory, farm, house, office,use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;use simple compass directions and locational and directional to describe the location of features and routes on a mapdevise a simple map; and use and construct basic symbols in a key;	
<ul style="list-style-type: none"><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherkey human features, including: city, town, village, factory, farm, house, office, port, harbour and shopuse simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>Vocabulary</p> <ul style="list-style-type: none">address, near, far, travel, journey, routes, features, attractive, buildings, offices, church, shop, houses, flats, garage, factory, leisure, playground, park, city, town, village, factory, farm, house, office, port, harbour and shop <p>Cross curriculum Links</p> <p>Keevil Characteristics Children <i>learn</i> to appreciate and respect the values of other people from both their own and different communities around the world. They develop their <i>communication</i> through demonstrating good listening and speaking skills. Children show <i>team work</i> when allowing everyone’s ideas and opinions to be acknowledged through working as part of a team. Children develop their <i>resilience</i> through learning new geographical skills and learning about stress and hardship other communities face from natural disasters. They develop their <i>problem solving</i> skills through investigating big questions to do with the Earth they live in. Finally the children have the opportunity to further their <i>diligence</i> by producing work and displaying their findings to the best of their ability.</p>	1,2,3 6,7,8,9,11,12	<ul style="list-style-type: none">I can recognise some of the physical and human features in my areaI understand some of the ways in which the features are usedI can describe the features of the local environmentI can express views on the featuresI know that changes occur in the localityto describe the features of the local environmentto express views on the featuresthat changes occur in the locality			
	1,2 4,6,7,9,10	<ul style="list-style-type: none">I can use an atlas to find the 4 countries of the United KingdomI can explain what a capital city is I can name the UK capital citiesI can identify some landmarks of the UK			
Term 4					
Continents and Oceans, Maps and Atlases <i>How does looking at maps help us understand the world?</i>		1,2,3 4,5,9,10,11,12	<ul style="list-style-type: none">I can use maps, atlas and a globe to find some of the continentsI can name some of the continentsI can locate Europe on a mapI can name some of the countries that make up EuropeI can locate some of the oceans of the worldI can name the seas around the UK		
<ul style="list-style-type: none"><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i><i>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.</i>name and locate the world’s seven continents and five oceansname, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasuse world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <p>Vocabulary Globe, map, ocean, continent, Africa, Europe, Asia, South America, North America, Oceania, Antarctica, Arctic Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Pacific Ocean</p> <p>Cross curriculum Links Art Paintings of the sea Keevil Characteristics As above</p>					

Geography			
Y2/Y3 - Term 3 and 4	Learning Objectives linked to Outcomes		Geography Outcomes Y2/Y3
<p>Where on earth are we? Map work/ Geographical skills</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom and its surrounding seas, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <i>name and locate the world's seven continents and five oceans</i> identify the position and significance of Equator, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the four points of a compass, symbols and to build their knowledge of the United Kingdom and the wider world describe and understand key human and physical features and characteristics of their locality <p>Vocabulary Continent, Asia, Europe, North and South America, Africa, Antarctica, Oceania, hills, rivers, coasts, capital cities, England, Scotland, Wales, Northern Ireland, Belfast, Edinburgh, London, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office,</p> <p>Cross curriculum Links English I can write a guide to Keevil/ Steeple Ashton Art I can draw maps</p> <p>Keevil Characteristics Children <u>learn</u> to appreciate and respect the values of other people from both their own and different communities around the world. They develop their <u>communication</u> through demonstrating good listening and speaking skills. Children show <u>team work</u> when allowing everyone's ideas and opinions to be acknowledged through working as part of a team. Children develop their <u>resilience</u> through learning new geographical skills and learning about stress and hardship other communities face from natural disasters. They develop their <u>problem solving</u> skills through investigating big questions to do with the Earth they live in. Finally the children have the opportunity to further their <u>diligence</u> by producing work and displaying their findings to the best of their ability.</p>	3,4,5,6,8,9 14,15,17,18	<ul style="list-style-type: none"> I can draw a simple sketch map I can use compass directions to move around a map I can plan a route in the local area. I can read and make a simple key I can draw a map with an aerial view (Classroom) 	<ol style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans. Vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; use simple compass directions and locational and directional to describe the location of features and routes on a map devise a simple map; and use and construct basic symbols in a key; Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on maps. Name and locate counties and cities in/around Wiltshire, identifying the physical features including rivers and consider how land use has changed over time. Describe and understand key aspects of physical geography, including: climate zones, biomes, mountains and the water cycle. Describe and understand human geography including: types of settlement and land use. use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; Learn the eight points of a compass, four-figure grid references.
	1,2,7 10,11,16	<ul style="list-style-type: none"> I can locate continents on a map I can locate the 5 main oceans on a map 	
	1,2,7 10,11,16	<ul style="list-style-type: none"> I can locate the 4 countries of the United Kingdom I can name the four capital cities of the United Kingdom I can compare two locations 	
	3,4,6 11,12,13	<ul style="list-style-type: none"> I can identify some human features in Keevil I can identify some physical features of Keevil 	

Art		
Term 6	Learning Objectives linked to Outcomes	Art Outcomes EYFS/KS1
<p>Painting and 3D</p> <p>Artist Study of Monet – Water Lilies</p> <p><i>How many ways can we make flowers using art?</i></p> <ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. to use a range of materials creatively to design and make products 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. <p>Vocabulary Monet, impressionist, pastels, charcoal, smudging</p> <p>Cross curriculum Links Science –plants and their structure</p> <p>Keevil Characteristics Children start to understand how ideas are developed through processes. Children build up <u>resilience</u> to getting things wrong and trying again, <u>learning</u>. Children practise and share their learning and skills with others, receive and offer feedback to improve <u>communication</u>.</p>	<ul style="list-style-type: none"> I can say what I think about a piece of art I can complete a piece of art reflecting the work of Monet I can practice my ideas in a sketch book I can make a 3d water lily I can complete observational drawings of flowers using a variety material such as charcoal, pastels <p>Claude Monet</p>   	<p>Drawing</p> <ol style="list-style-type: none"> Experiment with a range of drawing tools and name them Draw from observation, memory and imagination Draw on a large and small scale and use different shapes and colours of paper Use pencil, felt tipped pens, handwriting pens, chalk pastel, oil pastel, wax crayons, pencil crayons <p>Painting</p> <ol style="list-style-type: none"> Explore different types of paint – ready mixed, powder, finger, water colour etc. Use a range of applicators Mix sawdust, sand, washing up liquid, paste etc into paint to change its consistency or texture Paint flat and upright Paint on a small and large scale using appropriate tools Paint on different sizes, shapes and colours of paper Name and recognise colours Mix primary colours (red, yellow, blue) to make secondary colours (orange, purple, green) Paint objects, places from observation, memory and imagination <p>3D - Sculpture</p> <ol style="list-style-type: none"> Use a range of junk, found and natural materials to make models and structures Talk about the properties of materials, name tools and materials Use glues, masking tape and other fastenings Talk about sculpture in the environment, what it can be made of and what it is about Use rolled up paper and art straws, pipe cleaners to create structures and objects <p>Knowledge</p> <ol style="list-style-type: none"> Describe what they can see and like in artist's work Ask sensible questions about a piece of art Describe similarities/ differences between drawings, paintings and sculptures by well-known artists and designers Say how other artists have used shape colour and pattern (can be evidenced in sketch book)# Create a piece of work in response to another artists work Can describe how their work is similar and different to the work of a well-known artist and designer <p>Drawing</p> <ol style="list-style-type: none"> Use viewfinders to focus on a particular area Find and draw different types of lines – wavy, thick, thin, broken, zig zag etc Make drawings as a starting point for work in other areas Use pencil crayons to create coloured drawings Draw objects from observation, memory and imagination Make drawings that focus on pattern or texture Draw with different media (eg. wax crayon, charcoal, pastels, pen etc) creating different effects (eg. pressure, blending, smudging, fine marks etc) Begin to show pattern and texture in their drawing Communicate something about themselves in their drawing. Create moods in their drawings <p>Painting</p> <ol style="list-style-type: none"> Experiment with a wide range of applicators – brushes, sponges, rollers, glue spreaders, combs, pads, fabric, cotton buds etc Mix own colours such as pink, grey and brown, skin tones and name the primary and secondary colours. Develop a vocabulary to discuss colour – light/dark, hot/cold, happy/sad etc Paint a picture of something they can see. Make paintings and draw on top to add detail (mixed media) Mix tints, shades (adding black and white) and secondary colours Communicate something about themselves and moods in their paintings. look at the work of other artists and experiment with their approaches <p>3D - Sculpture</p> <ol style="list-style-type: none"> Make models from balls of paper, tubes of paper and masking tape. Cover with tissue paper and glue Make sculpture by slotting card together Talk about sculpture, what it is made of, what it is for etc Make models and know how to make them strong

Art		
Term 6	Learning Objectives linked to Outcomes	Art Outcomes EYFS/KS1
<p>3D - Sculpture</p> <p>Linked to work in Geography and English</p> <p><i>How can I manipulate and change materials to create a desired effect?</i></p> <ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. to use a range of materials creatively to design and make products 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. <p>Vocabulary : 2d, 3d, 3d shapes, air drying clay, assemble, illustrator, pattern, primary colours, sculpture,</p> <p>Cross curriculum Links: Science Geography: The UK and British Isles History : My local area English : making a recipe or design. Writing instructions.</p> <p>Keevil Characteristics Encourage children to work together as a <u>team</u>, as well as value their ability to work alone. Demonstrate that every child has the power to create and make, to manipulate, <u>learning and resilience</u>. To contribute to the world, for the enjoyment of their own self and for others. Children start to understand how ideas are developed through processes. Children build up <u>resilience</u> to getting things wrong and trying again, <u>learning</u>. Children practise and share their learning and skills with others, receive and offer feedback to improve <u>communication</u>.</p>	<ul style="list-style-type: none"> I can make a model of the UK from Tissue paper and label the British Isles. I can design and make my own lighthouse. I can model / make my own loch ness monster and photograph it. 	<p>Drawing</p> <ol style="list-style-type: none"> Experiment with a range of drawing tools and name them Draw from observation, memory and imagination Draw on a large and small scale and use different shapes and colours of paper Use pencil, felt tipped pens, handwriting pens, chalk pastel, oil pastel, wax crayons, pencil crayons <p>Painting</p> <ol style="list-style-type: none"> Explore different types of paint – ready mixed, powder, finger, water colour etc. Use a range of applicators Mix sawdust, sand, washing up liquid, paste etc into paint to change its consistency or texture Paint flat and upright Paint on a small and large scale using appropriate tools Paint on different sizes, shapes and colours of paper Name and recognise colours Mix primary colours (red, yellow, blue) to make secondary colours (orange, purple, green) Paint objects, places from observation, memory and imagination <p>3D - Sculpture</p> <ol style="list-style-type: none"> Use a range of junk, found and natural materials to make models and structures Talk about the properties of materials, name tools and materials Use glues, masking tape and other fastenings Talk about sculpture in the environment, what it can be made of and what it is about Use rolled up paper and art straws, pipe cleaners to create structures and objects <p>Drawing</p> <ol style="list-style-type: none"> Use viewfinders to focus on a particular area Find and draw different types of lines – wavy, thick, thin, broken, zig zag etc Make drawings as a starting point for work in other areas Use pencil crayons to create coloured drawings Draw objects from observation, memory and imagination Make drawings that focus on pattern or texture Draw with different media (eg. wax crayon, charcoal, pastels, pen etc) creating different effects (eg. pressure, blending, smudging, fine marks etc) Begin to show pattern and texture in their drawing Communicate something about themselves in their drawing. Create moods in their drawings <p>Painting</p> <ol style="list-style-type: none"> Experiment with a wide range of applicators – brushes, sponges, rollers, glue spreaders, combs, pads, fabric, cotton buds etc Mix own colours such as pink, grey and brown, skin tones and name the primary and secondary colours. Develop a vocabulary to discuss colour – light/dark, hot/cold, happy/sad etc Paint a picture of something they can see. Make paintings and draw on top to add detail (mixed media) Mix tints, shades (adding black and white) and secondary colours Communicate something about themselves and moods in their paintings. look at the work of other artists and experiment with their approaches <p>3D - Sculpture</p> <ol style="list-style-type: none"> Make models from balls of paper, tubes of paper and masking tape. Cover with tissue paper and glue Make sculpture by slotting card together Talk about sculpture, what it is made of, what it is for etc Make models and know how to make them strong

Art		
Term 5	Learning Objectives linked to Outcomes	Art Outcomes EYFS/KS1
<p>Drawing and 3D - Clay <i>How can we use clay to make a model of wildlife?</i></p> <ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. to use a range of materials creatively to design and make products 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. <p>Vocabulary Clay, slip, scratch, roll, texture, tools</p> <p>Cross curriculum Links Science link to this terms science topics English to write a description of their chosen wildlife</p> <p>Keevil Characteristics Encourage children to work together as a <u>team</u>, as well as value their ability to work alone. Demonstrate that every child has the power to create and make, to manipulate, <u>learning and resilience</u>. To contribute to the world, for the enjoyment of their own self and for others. Children start to understand how ideas are developed through processes. Children build up <u>resilience</u> to getting things wrong and trying again, <u>learning</u>. Children practise and share their learning and skills with others, receive and offer feedback to improve <u>communication</u>.</p>	<ul style="list-style-type: none"> I can record my ideas and plans in m sketch book I can explore others items of this type I can explain what I like and dislike about a product I can use the correct tools to complete a task I can improve my ideas as I go along I can evaluate my work and suggest improvements <p>Bath Cavener Stichter</p>   	<p>Drawing</p> <ol style="list-style-type: none"> Draw from observation, memory and imagination Draw all kinds of objects <p>3D - Clay</p> <ol style="list-style-type: none"> Know how to use clay safely Draw into clay with a range of tools Compare clay with other modelling materials such as dough, plasticine etc Press objects into clay Roll clay over fabrics with different textures Name the tools used and describe how the clay feels using an appropriate vocabulary Make rubbings and talk about texture Make a collection of objects made from clay and talk about them Make tiles and press objects into them Look at the work of artists such as Beth Cavener Stichter <p>Knowledge</p> <ol style="list-style-type: none"> Describe what they can see and like in artist's work Ask sensible questions about a piece of art Describe similarities/ differences between drawings, paintings and sculptures by well-known artists and designers <p>Drawing</p> <ol style="list-style-type: none"> Make drawings as a starting point for work in other areas such as textiles, mask making etc Draw objects from observation, memory and imagination <p>3D - Clay</p> <ol style="list-style-type: none"> Cut shapes from clay Cut clay into shapes and decorate Use patterns to decorate clay Know about health and safety rules (washing hands, keeping clay off the floor) Look at the work of artists such as Beth Cavener Stichter Draw first to create a design and transfer to a tile Begin to add line and shape to their work Create texture in their work

Design and Technology		
Term 5	Learning Objectives linked to Outcomes	
DT Outcomes EYFS/KS1		
<p>Models including moving parts <i>How can I be an architect?</i></p> <ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. <p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Vocabulary: join, cut, equipment, design, make, product, construct</p> <p>Cross curriculum Links Science: materials and their uses. Geography: Different places English : writing instructions, labelling designs</p> <p>Keevil Characteristics To achieve good learning, the children, need to communicate well both listening and speaking. Working in groups is and sharing resources is imperative within DT lessons. Therefore, teamwork and communications skills will be key. Children will also need to be diligent and have good problem solving skills when creating and making work.</p>		<p>Technical Knowledge</p> <ol style="list-style-type: none"> To learn how to use a range of tools, e.g. scissors, staplers, hole-punch <p>Design</p> <ol style="list-style-type: none"> Learning about planning and adapting initial ideas to make them better. To make with a purpose in mind, using a variety of resources. manipulate materials to achieve a planned effect use simple tools and techniques competently and appropriately select appropriate resources and adapt work where necessary select tools and techniques needed for process <p>Make</p> <ol style="list-style-type: none"> To show understanding of the need for safety when tackling new challenges and consider and manage some risks. To show understanding of how to transport and store equipment safely. To learn to make with a purpose in mind. Selects tools and techniques needed for process To practise some appropriate safety measures without direct supervision. <p>Evaluate</p> <ol style="list-style-type: none"> Begin to talk about changes made during the making process, e.g. making a decision to use a different material or joining technique <p>Technical Knowledge</p> <ol style="list-style-type: none"> about the simple working characteristics of materials and components about the movement of simple mechanisms such as wheels and axles the correct technical vocabulary for the projects they are undertaking <p>Design</p> <ol style="list-style-type: none"> beginning to explore how products have been created design products that have a clear purpose and an intended user with support make simple diagrams to show a design develop design criteria with a group generate ideas by drawing on their own experiences use knowledge of existing products to help come up with ideas develop and communicate ideas by talking and drawing model ideas by exploring materials, components and construction kits and by making templates and mock-ups use information and communication technology, where appropriate, to develop and communicate their ideas <p>Make</p> <ol style="list-style-type: none"> plan by suggesting what to do next select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their characteristics cut safely using tools provided begin to create products using wheels and winding mechanisms begin to refine the design as work progresses begin to choose the right materials for making a product according to the properties needed follow procedures for safety and hygiene measure, mark out, cut and shape materials and components assemble, join and combine materials and components use finishing techniques, including those from art and design <p>Evaluate</p> <ol style="list-style-type: none"> Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world talk about their design ideas and what they are making make simple judgements about their products and ideas against design criteria suggest how their products could be improved

Design and Technology		
Y2/Y3 - Term 1 EXTENSION	Learning Objectives linked to Outcomes	
DT Outcomes – KS1		
<p>Puppets Linked to work in English study of Fantastic Mr Fox by Roald Dahl <i>What could we make to help us tell the story of Mr Fox?</i></p> <p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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 textiles, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Vocabulary Pattern, join, running stitch, texture, textiles</p> <p>Cross curriculum Links Science animals and their habits English linked to the text for this term part of emersion activities</p> <p>Keevil Characteristics Working in groups is and sharing resources is imperative within DT lessons. Therefore, teamwork and communications skills will be key. Children will also need to be diligent and have good problem solving skills when creating and making work.</p>	<ul style="list-style-type: none"> I can record my ideas and plans in m sketch book I can explore others items of this type I can explain what I like and dislike about a product 	<p>Technical Knowledge</p> <ol style="list-style-type: none"> about the simple working characteristics of materials and components that a 3-D textiles product can be assembled from two identical fabric shapes the correct technical vocabulary for the projects they are undertaking <p>Design</p> <ol style="list-style-type: none"> beginning to explore how products have been created design products that have a clear purpose and an intended user with support make simple diagrams to show a design develop design criteria with a group generate ideas by drawing on their own experiences use knowledge of existing products to help come up with ideas develop and communicate ideas by talking and drawing model ideas by exploring materials, components and construction kits and by making templates and mock-ups use information and communication technology, where appropriate, to develop and communicate their ideas <p>Make</p> <ol style="list-style-type: none"> plan by suggesting what to do next select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their characteristics cut safely using tools provided begin to join textiles using running stitch colour and decorate textiles using techniques such as dying or adding sequins begin to refine the design as work progresses begin to choose the right materials for making a product according to the properties needed follow procedures for safety and hygiene measure, mark out, cut and shape materials and components assemble, join and combine materials and components use finishing techniques, including those from art and design <p>Evaluate</p> <ol style="list-style-type: none"> Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world talk about their design ideas and what they are making make simple judgements about their products and ideas against design criteria suggest how their products could be improved

Computing		
Term 5	Learning Objectives linked to Outcomes	Computing Outcomes EYFS/KS1
<p>Programming (Beebots; Junior Scratch)</p> <p><i>How can we move a character without picking it up?</i></p> <ul style="list-style-type: none"> 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 <p>Vocabulary Program, debug, directions, forward, left, right, forward, stop, turn, instructions, algorithm</p> <p>digital footprint: permanent, private information, trail. Command, loop, algorithm, movements, Control, Execute</p> <p>Cross curriculum Links Maths – position and direction</p> <p>Keevil Characteristics Good learning in this area requires resilience when learning new skills and diligence when applying the learning.</p>	<p>Beebots</p> <ol style="list-style-type: none"> I can compare left and right turns I can experiment with turn and move commands to move a robot I can predict the outcome of a sequence involving up to four commands I can choose the order of commands in a sequence I can debug my program <ol style="list-style-type: none"> I can explain what my program should do I can identify several possible solutions I can plan two programs I can use two different programs to get to the same place <p>Code.org/ Junior Scratch</p> <ol style="list-style-type: none"> I can run my program <ol style="list-style-type: none"> I can use a start block in a program I can use more than one block by joining them together" I can change the value I can find blocks which have numbers I can say what happens when I change a value" I can add blocks to each of my sprites I can delete a sprite can show that a project can include more than one sprite" I can choose appropriate artwork for my project I can create an algorithm for each sprite I can decide how each sprite will move" I can add programming blocks based on my algorithm I can test the programs I have created I can use sprites which match my design" 	<ol style="list-style-type: none"> Play with a variety of electronic toys. Play with old remote controls in role play Use a remote control to operate devices (TV, robot, toys) Play with simple toys that respond immediately to a single command Give simple instructions to another child to navigate them around a course. Program a simple floor robot (Bee Bot)to carry out a short sequence of steps (planning ahead) Begin to understand cause and effect when controlling toys Play with equipment that simulates control devices (traffic lights, pelican crossing, scanner devices, cash tills etc. Use logical reasoning to predict the behaviour of simple programs To create and debug simple programs Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise unambiguous instructions.

Computing		
Term 6	Learning Objectives linked to Outcomes	Computing Outcomes Y2/Y3
<p>Creativity/Graphics (Digital Painting; Photography) How can we use a computer to create art?</p> <p>This is a guide for a range of activities which could be used as Art, English, Geography and History</p> <ul style="list-style-type: none"> 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 <p>Possible resources: Natural revelation art 2Paint 2Create a story</p> <p>Vocabulary Image, digital, select, edit</p> <p>Curriculum links English and Geography creating African design fabrics, design a carpet for Mr Maleeka Science create images of wild life and habitats to create a collage for science Art – create images digitally as well as manually, make shape patterns.</p> <p>Keevil Characteristics Children need to display good listening and learning skills to master the techniques required. They have to display resilience to correct and improve their work and diligence in using learnt skills correctly</p>	<p>Digital painting</p> <ul style="list-style-type: none"> I can draw lines on a screen and explain which tools I used I can make marks on a screen and explain which tools I used <ul style="list-style-type: none"> I can use the paint tools to draw a picture" I can make marks with the square and line tools I can use the shape and line tools effectively I can use the shape and line tools to recreate the work of an artist" I can choose appropriate shapes I can create a picture in the style of an artist I can make appropriate colour choices I can choose appropriate paint tools and colours to recreate the work of an artist I can say which tools were helpful and why I know that different paint tools do different jobs" I can change the colour and brush sizes I can make dots of colour on the page I can use dots of colour to create a picture in the style of an artist on my own" I can explain that pictures can be made in lots of different ways I can say whether I prefer painting using a computer or using paper -I can spot the differences between painting on a computer and on paper" <p>Photography</p> <ul style="list-style-type: none"> I can capture digital photos and talk about my experience I can sort devices into old and new I can talk about how to take a photograph" I can explain the process of taking a good photograph I can explain why a photo looks better in portrait or landscape format I can take photos in both landscape and portrait format" I can discuss how to take a good photograph I can identify what is wrong with a photograph I can improve a photograph by retaking it" I can experiment with different light sources I can explore the effect that light has on a photo I can focus on an object" I can explain my choices I can recognise that images can be changed I can use a tool to achieve a desired effect" I can apply a range of photography skills to capture a photo I can identify which images are real and which have been changed I can recognise which images have been changed" 	<ol style="list-style-type: none"> Uses technology purposefully to create digital content To understand that technology can be used to record information. Developing mouse control – moving, clicking, dragging etc. Use simple drag and drop matching software Begin to use a keyboard (with support) and notice the effect on screen. With help add captions to photographs, graphics and sound (perhaps choosing words from a prepared word list). With help begin to create simple story <p>Digital photographs</p> <ol style="list-style-type: none"> Use a digital camera (both real and in role play) With help download images from a camera to computer Experiment with light and images using torches, fairy lights etc. Use digital camera to record the result. Use technology purposefully to create, organise and store, manipulate and retrieve digital content. <p>Desktop publishing</p> <ol style="list-style-type: none"> Making posters <p>Art and Design</p> <ol style="list-style-type: none"> Natural Revelation Art to extend art concepts and enhance presentation

Computing		
Term 1	Learning Objectives linked to Outcomes	Computing Outcomes EYFS/KS1
<p>E-safety</p> <p><i>When should I ask for help when I'm on-line?</i></p> <ul style="list-style-type: none"> 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 safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Vocabulary e-safety, internet, safety online, contacts, concerns, personal information, websites</p> <p>Cross curriculum Links PSHE Digital Safety</p> <p>Keevil Characteristics Good learning in this area requires resilience when learning new skills and diligence when applying the learning.</p>	<ul style="list-style-type: none"> I can ask an adult when I want to use the Internet. I can tell an adult when something worrying or unexpected happens while I am using the Internet. I can be kind to my friends. I can talk about the amount of time I spend using a computer / tablet / game device. I am careful with technology devices. I can keep my password private. I can tell you what personal information is. I can tell an adult when I see something unexpected or worrying online. I can talk about why it's important to be kind and polite. I can recognise an age appropriate website. I can agree and follow sensible e-Safety rules. I can explain why I need to keep my password and personal information private. I can describe the things that happen online that I must tell an adult about. I can talk about why I should go online for a short amount of time. I can talk about why it is important to be kind and polite online and in real life. I know that not everyone is who they say they are on the Internet. 	<ol style="list-style-type: none"> To be able to understand the importance of asking for help from an adult when on the internet. With help (and an appropriate internet filter) search for and choose images from the internet. With support, use appropriate websites or CD ROMs to locate small amounts of information Use a digital microscope to look more closely at objects With support, use appropriate buttons, menus and hyperlinks to navigate web sites / CD ROMs or stored information Access different information using a range of equipment (tape recorders, website, TV, DVD etc) Children understand that they can find a range of information on the internet Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Children are able to navigate age-appropriate websites Children know what to do if they find something inappropriate online Children understand that the internet can be used to communicate with other people Children know that not everything on the internet is true Children practise e-safety when communicating online Children use the Internet to undertake independent purposeful research, gathering appropriate text and image and attempt to distinguish between fact and fiction

Computing		
Term 3	Learning Objectives linked to Outcomes	Computing Outcomes <i>EYFS/KS1</i>
<p>Digital Literacy (Data Handling – Pictograms) <i>How can I use computers to help my work in other lessons?</i></p> <ul style="list-style-type: none"> 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 <p>Vocabulary Text, mouse, left click, drag Space bar, edit, keyboard, monitor Data, database, 2Graphit, pictogram</p> <p>Cross curriculum Links Maths - Statistics</p> <p>Keevil Characteristics Good learning in this area requires resilience when learning new skills and diligence when applying the learning.</p>	<ul style="list-style-type: none"> I can name the main parts of a computer I can switch on and log into a computer I can use a mouse to click and drag" I can use a mouse to open a program" I can save my work to a file I can open my work from a file I can use the arrow keys to move the cursor I can identify and find keys on a keyboard I can enter text and numbers into a computer I can use backspace to remove text I can use letter, number, and space keys I can explain what the keys that I have learnt about already do I can identify the toolbar and use features on this I can compare using a computer with using a pencil and paper I can say which method I like best I can write a message on a computer and on paper 	<ol style="list-style-type: none"> Uses technology purposefully to create digital content To understand that technology can be used to record information. Developing mouse control – moving, clicking, dragging etc. Use simple drag and drop matching software – first with pictures or sounds moving to letters and text. Begin to use a keyboard (with support) and notice the effect on screen. With support (and a lower case keyboard) type simple words, their name, etc... With help add captions to photographs, graphics and sound (perhaps choosing words from a prepared word list). With help begin to create simple story Recognise common uses for information technology beyond school. Identify how can computers help you learn To identify computer icons Use technology purposefully to create, organise and store, manipulate and retrieve digital content. Word Processing <ul style="list-style-type: none"> Email/ Letter etiquette Formatting Titles and Headings Writing reports <ul style="list-style-type: none"> Titles and headings Headers and footers Presenting information <ul style="list-style-type: none"> PowerPoint slides Presentations on topics etc Spreadsheets <ul style="list-style-type: none"> Used to make pirate maps Creating graphs and charts

	Singing Together	Singing Together	Duration	High and Low (Pitch)	Chinese Music	Animal Crackers
Music	<ul style="list-style-type: none"> This unit is inspired by Julia Donaldson. Each week the children will learn about a different story, sing appropriate songs, play games and listen to related music. Children will develop their singing skills through a variety of age appropriate songs. They will begin learning songs for the Nativity as well as songs that relate to their class topics. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, and – when appropriate- try to move in time with music. use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> Children will sing a range of songs which have been specifically chosen to fulfil elements of the music curriculum. They will also learn songs for the Nativity. Children will sing a range of songs which have been specifically chosen to fulfil elements of the music curriculum. They will continue to practice their Nativity songs ready for a performance to an audience. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, and – when appropriate- try to move in time with music. use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>Loud and Quiet (Dynamics)</p> <ul style="list-style-type: none"> Children will learn to recognise and describe loud and quiet music Learn to control the volume of their singing/speaking voices Move their bodies appropriately to different volumes Learn how to play percussion instruments with control, loudly and quietly <p>KS1 – Duration</p> <ul style="list-style-type: none"> Develop children's ability to discriminate between longer and shorter sounds to use them to create interesting sequences of sound. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, and – when appropriate- try to move in time with music. play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Children will learn to recognise and describe high and low music/sounds Learn to control the pitch of their singing/speaking voices Move their bodies to represent different pitches. Learn about pitched instruments. Develop children's ability to discriminate between higher and lower sounds Create simple melodic patterns. Pupils will have an opportunity to use Chrome Music Lab to create their own rhythms and melodies on a laptop. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, and – when appropriate- try to move in time with music. play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Beat and Tempo (Speed)</p> <ul style="list-style-type: none"> Children will learn to recognise and describe a beat/pulse Learn chants and songs at different speeds Move their bodies to represent the tempo that they hear Learn to play percussion at different speeds. <p>KS1 – Chinese Music</p> <ul style="list-style-type: none"> singing and performing, composing, improvising and critical listening. Pupils will explore Chinese music with a focus on the pentatonic scale. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, and – when appropriate- try to move in time with music. use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Combining Musical Features</p> <ul style="list-style-type: none"> Sing and play instruments in a variety of songs and tunes that combine the musical features they have learnt about this year. They will use their knowledge of pitch, dynamics and tempo to create simple accompaniments to traditional tales. <p>KS1 - Animal Crackers</p> <ul style="list-style-type: none"> 'Carnival of the animals' is used as a starting point to explore how composers use descriptive music based on animals. Pupils will explore 'Peter and the wolf' where different animals are represented by instruments of the orchestra. Sing a range of animal inspired songs. Focus on pitch, texture, harmony, timbre and dynamics. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, and – when appropriate- try to move in time with music. use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
Keevil Characteristics	Children need to work together as a team to produce and perform a variety of musical works. This requires good communication skills, as well as using music as a different means through which to share, express and communicate with others. Children show resilience to keep going even when it is tricky and diligence to produce a quality performance. They learn a variety of musical skills and techniques, and problem-solve how to use these to best effect when composing and performing.					

[illegible]

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
	Relationships - Peers	Anti-bullying	Keeping Safe	Emotions	Citizenship	Changes
PSHE	<ul style="list-style-type: none"> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They give their attention to what others say and respond appropriately to recognise how their behaviour affects other people to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class COMMUNICATION to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) TEAMWORK AND PROBLEM-SOLVING to offer constructive support and feedback to others TEAMWORK 	<ul style="list-style-type: none"> Children show sensitivity to others' needs and feelings, and form positive relationships with other children. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. to recognise what is fair and unfair, kind and unkind, what is right and wrong to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say RESILIENCE that there are different types of teasing and bullying, that these are wrong and unacceptable how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	<ul style="list-style-type: none"> Children say when they do or don't need help. They can exploring appropriate personal safety strategies They begin to realise the importance of road safety They understanding that many substances can be dangerous They know the safety rules that apply when taking medicines. that household products, including medicines, can be harmful if not used properly. rules for and ways of keeping physically and emotionally safe (the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety)) to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises 	<ul style="list-style-type: none"> Children talk about how they and others show feelings. They adjust their behaviour to different situations, and take changes of routine in their stride. To recognise what they like and dislike, how to make real informed choices that improve their emotional health, to recognise that choices have good and not so good consequences. RESILIENCE About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. RESILIENCE to communicate their feelings to others, to recognise how others show feelings and how to respond 	<ul style="list-style-type: none"> Children work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations. Children develop an awareness of their own needs, views and feelings and a sensitivity to the needs, views and feelings of others. Children will learn how to work as part of a group and understand that there need to be agreed values and codes of behaviour for groups of people to work together. They understand what is right, what is wrong, and why, and consider the consequences of their words and actions for themselves and others. Children understand that people have different needs, views, cultures and beliefs which should be treated with respect. how to contribute to the life of the classroom to help construct, and agree to follow, group and class rules and to understand how these rules help them that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) begin to understand the fundamentals of a democratic process 	<ul style="list-style-type: none"> Children make observations and talk about changes. Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. To think about themselves, to learn from experiences, to recognise and celebrate their strengths and set simple but challenging goals. DILIGENCE AND LEARNING About change and loss and the associated feelings (including moving home, losing toys, pets or friends)
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.
	<p>How we develop our core values known as Keevil Characteristics is interwoven through our PSHE curriculum. Specific opportunities to do this are highlighted in green above.</p> <p>One way in which we teach Fundamental British Values is through our PSHE curriculum. This learning is highlighted in red.</p>					