

	Autumn Term		Spring Term		Summer Term		Links to Year 1
Understanding the World	<p>Skills:</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Explore how things work*</p> <p>Develop an awareness of how some people celebrate Halloween and Christmas.</p>	<p>Skills:</p> <p>Name & describe people who are familiar to them.</p> <p>Talk about immediate family & community.</p> <p>Care of animals – pets in our family</p> <p>Comment on images of familiar situations in past. Compare & contrast characters & people from stories from past</p> <p>Recognise that people have different beliefs & celebrate special times in different ways.</p> <p>Retell and talk about Christmas story</p> <p>Explain how or why a material is good for building a house</p> <p>Describe things they see in our local area Describe what they see / hear / feel</p>	<p>Skills:</p> <p>Show interest in different occupations</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal</p> <p>Begin to understand need to respect & care for environment living things.</p> <p>Develop an awareness of how some people celebrate Mother’s Day, pancake Day, Easter, and Chinese New Year.</p>	<p>Skills:</p> <p>Recognise some similarities & differences between life in this country & life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Draw information from a simple map.</p> <p>Recognise that people have different beliefs & celebrate special times in different ways</p> <p>To be able to draw a simple map of a familiar place.</p> <p>Name, observe & show how to care for birds, animals & minibeasts.</p> <p>To talk about Christian beliefs about God and Easter</p> <p>Planting vegetables / flowers</p> <p>Recognise that people have different beliefs & celebrate special times in different ways.</p>	<p>Skills:</p> <p>Begin to make sense of their own life-story and family’s history.</p> <p>Talk about the differences between materials and changes they notice</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Explore and talk about different forces they can feel.</p> <p>Develop positive attitudes about the differences between people.</p> <p>Develop an awareness of how some people celebrate Father’s Day</p>	<p>Skills:</p> <p>Explore the natural world around them Describe what they see, hear & feel whilst outside.</p> <p>Talk about and describe similarities and differences between our local environment and others around the world</p> <p>Name animals around the world</p> <p>Describe and talk about the past – timeline of our year</p> <p>Planting seeds</p>	<p>History</p> <p>Changes within living memory.</p> <p>The lives of significant individuals in the past</p> <p>Significant historical events, people, and places in their own locality.</p> <p>Geography</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>

		<p>when outside in autumn / winter</p> <p>Create a simple map to represent our local area</p> <p>Planting bulbs</p>		To explain what plants, need to survive			<p>Science</p> <p>Identify and describe plants and animals (including humans)</p> <p>Working scientifically</p> <p>Materials</p> <p>R.E.</p> <p>Staffordshire SACRE Syllabus</p>
	<p>Knowledge:</p> <p>Some people believe that Jesus was born at Christmas.</p>	<p>Knowledge:</p> <p>Who is important to us in our family & our school?</p> <p>What & how do we celebrate with our families? How & why some people celebrate: Harvest Festival, Bonfire Night, Diwali, Remembrance Sunday & Christmas.</p> <p>What Christmas was like in the past.</p> <p>How some things change & some</p>	<p>Knowledge:</p> <p>Understand life cycle of a plant (e.g. broad bean)</p> <p>How to care for plants and animals</p>	<p>Knowledge:</p> <p>To make observations & talk about what they notice outside, including seasonal changes.</p> <p>Seasons – Winter and Spring</p> <p>Changing state – explore freezing & melting</p> <p>Changing state - gingerbread men & bread dough</p> <p>Observe & care for birds in winter</p>	<p>Knowledge:</p> <p>Some materials can be similar or different to each other.</p> <p>There are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Knowledge:</p> <p>To make observations & talk about what they notice outside, including seasonal changes.</p> <p>Seasons – Spring and Summer</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Minibeasts</p> <p>Plants</p>	

	<p>traditions stay the same.</p> <p>Seasons – autumn / winter</p> <p>Materials & their properties – straw, sticks, bricks A map gives us information and helps us to find places.</p> <p>Location / maps – our local area</p>		<p>RSPB Big School Bird watch</p> <p>Planting</p> <p>Baby animals</p> <p>Location / maps – the UK and to Know that we live in Stoke-on-Trent, England, Great Britain</p> <p>London is the capital of England</p> <p>Name and describe some London Landmarks. The UK now and in the past</p> <p>How & why some people celebrate Easter. What Christians believe about God</p> <p>Celebrations – Mother's Day, Easter, Chinese New Year</p>		<p>Recognise ways we should care for the natural world around us</p> <p>What happened before today is in the past.</p> <p>Transport now and in the past</p> <p>Materials and their properties – floating / sinking.</p> <p>magnetism</p> <p>Why Christians read the bible</p> <p>What makes a place special</p> <p>Location / maps - the wider world</p> <p>Celebrations – Father's Day, environment day</p>		
	Vocab: Christmas, Halloween.	Vocab: celebrate special festival, past, present, map, family, season, remember	Vocab: Names of occupations, grow, plant, life cycle, seed, baby, adult, care, soil, sun	Vocab: Map country town village city journey Christian, bible, grow, change, past, season, melt, freeze,	Vocab: Same, different, push, pull, drop, country.	Vocab: float, sink, magnetic, material, attract, repel, liquid, solid, special, past, present, season	
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<p>Ex pr es siv e Ar ts & De sig n</p>	<p>Skills:</p> <p>Listen with increased attention to sounds.</p> <p>Explore colour and colour mixing.</p> <p>Remember and sing entire songs.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and doll house.</p>	<p>Skills:</p> <p>Develop storylines in their pretend play</p> <p>Sing in a group or on their own, increasingly matching the pitch & following the melody. Using colour for purpose</p> <p>Using a paintbrush</p> <p>Correct use of scissors</p> <p>Observational drawing</p> <p>Moving to music</p> <p>Listen to / respond to sung instructions</p> <p>Repeating nursery rhymes</p> <p>Keeping a beat</p>	<p>Skills:</p> <p>Take part in simple pretend play, using an object to represent something else</p> <p>Explore materials freely, develop ideas about how to use & what to make.</p> <p>Join different materials and explore different textures.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Respond to what they have heard, expressing thoughts and feelings</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Draw closed shapes with continuous lines & begin to use to represent objects.</p> <p>Draw with increasing complexity & detail, such as face with a circle & details.</p>	<p>Skills:</p> <p>Explore & engage in music making & dance, performing solo or in a group.</p> <p>Listen attentively, move to & talk about music, expressing their feelings & responses.</p> <p>Using a variety of materials</p> <p>Joining materials</p> <p>Cutting or changing materials to be the correct size</p> <p>Observational drawing</p> <p>Identifying a rhythm</p> <p>Singing in parts</p>	<p>Skills:</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>Skills:</p> <p>Return to & build on their previous learning, refining ideas & developing their ability to represent them.</p> <p>Collaborative art</p> <p>Watch & talk about dance & performance art, expressing their feelings & responses.</p> <p>Use variety of effects to express ideas & feelings.</p>	<p>Use range of materials to make products- using colour, pattern/ texture/ line/shape/ form/space. Participate in performances & role-play.</p> <p>Use drawing, painting, sculpture to develop ideas & imagination.</p> <p>Use voices expressively by singing songs & speaking chants & rhymes. Experiment with playing and combining sounds. Listen to a range of music.</p>
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	<p>Knowledge:</p> <p>Names of colours. Know colours can change</p>	<p>Knowledge:</p> <p>Learn a variety of Nursery Rhymes.</p> <p>Know some familiar stories.</p> <p>Christmas songs for Nativity.</p> <p>Colour names</p> <p>Artist study - portraits</p> <p>Pitch / volume</p>	<p>Knowledge:</p> <p>That objects can represent others</p>	<p>Knowledge:</p> <p>Learn a variety of simple songs</p> <p>Know some familiar stories & be able to retell them verbally</p> <p>Printing</p> <p>Use different materials in craft</p> <p>Artist study – Eric Carle - flowers</p> <p>Rhythm</p> <p>How to mix colours correctly</p>	<p>Knowledge:</p> <p>Can represent their ideas and feelings through drawing</p>	<p>Knowledge:</p> <p>Dances from around the world</p> <p>Use paint, chalk etc. & different materials to collage</p> <p>Constructing for a purpose</p> <p>Artist study – Jeannie Baker - collage</p> <p>Know & name different instruments make different sounds.</p>
	<p>Vocab: Song, colour, changes, mix</p>	<p>Vocab:</p> <p>Charcoal, Nativity long/short sounds, materials</p>	<p>Vocab: model, build, join, together, draw,</p>	<p>Vocab:</p> <p>Rhythm, steady beat, water colour</p>	<p>Vocab: blocks, bridge</p>	<p>Vocab:</p> <p>high/low sound, pattern, pastels, collage</p>