

Sholing Infant School

Foundation Subjects - Knowledge Progression





ART & DESIGN




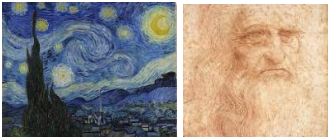


EYFS ELG

ELG AREA: Expressive Art and Design

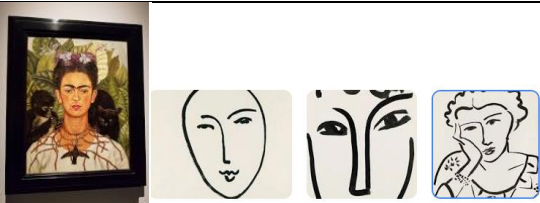


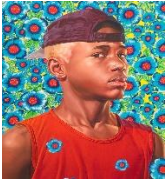




Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skill

Development Matters: **Physical Development:**

Develop their small-motor skills so that they can use a range of tools confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient.

| | Year R | Year 1 | Year 2 |
|---------------------|---|--|--|
| Drawing | <p>Objectives Help children to develop their drawing</p> <p>Encourage children to draw from their imagination and observation. Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.</p> | <p>Objectives</p> <p>Use drawing to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Use an extended variety of drawing tools. [pencils, oil pastels, chalk, pencil crayon and charcoal]</p> <p>Observe and draw outlines and explore 'filling' outlines using pattern and texture</p> | <p>Objectives</p> <p>Use drawing to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Draw as a way of recording my ideas, experiences and things I can imagine.</p> <p>Sketch to make quick records of what I can see.</p> <p>Practise using different shading techniques, such as cross hatching and smudging.</p> <p>Observe and replicate natural and man-made forms and patterns.</p> |
| Vocabulary | Drawing, create, Line, solid, dotted, straight, curved, zig-zag, shape | Portrait, sketchbook, realistic, outline, 2 dimensional (2D), artist, blending, Van Gogh Ashevak line drawing same, different, medium, line types: thick, thin, dashes, wavy, zig zag, chevron. | Sketch shade crosshatch smudge pressure hatching pattern lighter darker Charles Darwin |
| Focus Artist | <p>Joanna Rose Tidey</p>  <p>Van Gough</p>  | <p>Vincent Van Gogh (self-portraits)</p>  <p>Other work by Van Gogh and Portraits by other artists Da Vinci, Frida Kahlo and and Matisse</p>  | <p>Charles Darwin</p>   |




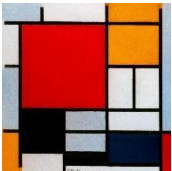
















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| Other Artists | | <div>Andy Warhol (portraits of celebrities) </div> <div> Kehinde Wiley (portraits of black people) </div> | <div>Look at a range of different animal sketches from different artists</div> <div></div> |
| Sticky knowledge | <p>All children will:</p> <ul style="list-style-type: none">- I can draw what I see (e.g. simple observational drawing and sketching, experimenting with lines and shapes)- I can use oil pastels to draw what I see (e.g. simple observational drawing) | <p>All children will:</p> <p>I know that a portrait is a picture of a person and normally just their face.</p> <p>I know that there are many different characteristics of lines (including. long, short, thick, thin, lines in different orientations).</p> <p>I know that the name used to describe the outside of the ‘shape’ created by a line is an outline.</p> <p>I know who Vincent Van Gough is and what his work looks like.</p> <p>I can say what is the same/different about my artwork compared to Vincent Van Gough’s.</p> <p>Outcome: Drawing portraits, of a peer using pencil, and a self portrait based on the work of Vincent Van Gogh</p> <p>Drawing outlines of Arctic animals and using pattern and shade to fill the space based on the work of Kenojuak Ashevak</p> | <p>All children will:</p> <p>I know that the letters on a pencil tell me if the lead is hard or soft.</p> <p>I know that the way I hold a pencil changes the effects I create.</p> <p>I know that a pencil can be used in lots of different ways to create lots of different types of mark.</p> <p>I can blend and smudge a pencil to create different effects.</p> <p>I can describe the similarities/differences between pieces of Charles Darwin’s work.</p> <p>Outcome: A sketchbook of animals and places from Southampton and St Lucia</p> <p>Drawing: To draw objects in the natural world using line. Hatching, smudging and pattern based on the work of Charles Darwin</p> |

| | Year R | Year 1 | Year 2 |
|----------|---|--|---|
| Painting | <p>Objectives:</p> <p>(DM)Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>(DM)Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Develop colour-mixing techniques to enable children to match the colours they see and want to represent.</p> | <p>Objectives:</p> <p>Use painting to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix secondary colours using different types of paint (poster, watercolours, powder)</p> | <p>Objectives:</p> <p>Use painting to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Mix a range of secondary colours, shades and tones.</p> <p>Use black and white paint to create tones and tints and also darken colours without always using black</p> <p>Work on a range of scales.</p> |

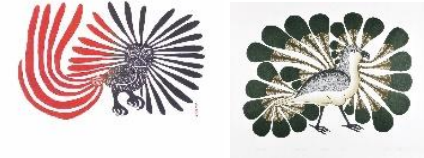
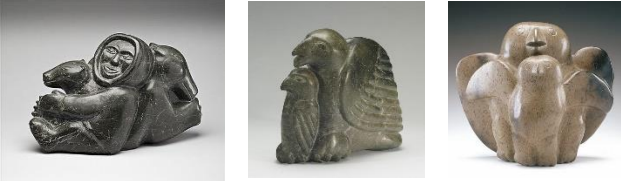





NB: Identical font colours in a column indicates an objective that is built on in a proceeding year group. Objectives in black are standalone



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| | Provide a range of paint materials (e.g. poster paints and water colours) and tools (variety of brushes, sponges) and teach children to use them with care and precision. | Develop an awareness of patterns | |
| Vocabulary | colour, primary colour, mixing, surface, | secondary colour, block colour | Tint, tone, shade, layers, wash, lighter, darker, mixing, add, gradually, |
| Artists | <p>Gustav Klimt Kandinski Paul Klee Mondarin</p>     | <p>Ron Embleton</p>  <p>Other work by Ron Embleton (famous as a comic artist)</p>  | <p>Mark Rothko Jim McDonald</p>    <p>Other work by Mark Rothko →</p>   <p>Other work by Jim McDonald</p>    |
| Other Artists | | <p>Great Fire of London artwork</p>   <p>Lieve Verschuier Jan Griffier</p> | <p>Suzann Sines Graham Coton</p>   |
| Sticky knowledge | <p>I can mix poster paint to create new colours (e.g. I know what the primary colours are and can experiment with secondary colours)</p> <p>I can paint with different tools (e.g. knowing that I can create different effects using brushes, fingers tips, Q tips, sponges)</p> <p>I can make lighter and darker shades (e.g. using water colours to create a picture)</p> | <p>I know that secondary colours are made by mixing equal amounts of two primary colours (this needs to be taught through experience and experimentation)</p> <p>I know that a block colour is where a section of an image is a solid colour.</p> <p>I know that I can change the thickness of my marks by changing my paintbrush size, or by using different parts of the paintbrush.</p> <p>I know who Ron Embleton is and what his work looks like.</p> | <p>I know that colours have tones, and light tones of a colour are called tints and dark tones are called shades.</p> <p>I know that, with some paints, tints can be created by adding water rather than white.</p> <p>I know that gradation describes a gradual change from one colour to another or from one shade to another.</p> <p>I can use a paintbrush create different effects (including watercolour washes).</p> <p>I can compare my work with that of Mark Rothko and Jim McDonald.</p> |



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| | | <p>I can say what is the same/different about my artwork compared to Ron Embleton's.</p> <p>Outcome: To paint a GFOL scene (colour mixing for background) and houses (black card with painted details (fire colours)).</p> | <p>Outcome: To create a painting of the Titanic, using shade, tint and tone, based on the work of Jim MacDonald and Mark Rothko. (Background using shade, tint and tone, detailed painting in foreground)</p> |
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| | Year R | Year 1 | Year 2 |
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| Sculpture | <p>(DM)Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>(DM)Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>(DM)Create collaboratively, sharing ideas, resources and skills.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Provide a range of materials and tools and teach children to use them with care and precision</p> | <p>Use a range of materials creatively to design and make products Use sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Experiment with carving and indenting to create pattern and shapes</p> <p>Manipulate clay for a variety of purposes. e.g. to make a printing tile</p> <p>Observe and copy patterns and shape</p> | <p>Use a range of materials creatively to design and make products Use sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Shape and form clay using a range of tools.</p> <p>Join clay using a slip and score technique.</p> <p>Smooth away joining lines with clay so that nothing falls off when it is dried.</p> |
| Vocabulary | texture, rough, smooth, bumpy, pattern, Explore, idea, surface, artist, artwork, material, natural, manmade | Motif, pattern, printmaker printing block, clay carve tool | 3-dimensional (3D), regular pattern, mould, form sculpture pinch, roll, twist, carve, press, slab, join, model, texture, pattern, score |
| Artists | | <p>Kenojuak Ashevak</p>  <p>Other art by Ashevak (stone sculptures with carvings):</p>  | <p>Sean Hedges Quinn</p>  <p>Other art by Sean Hedges-Quinn:</p>  <p>Sculpted the faces for Thomas the Tank Engine</p> |
| Other Artists | | <p>Yayoi Kusama</p>  | <p>Michelangelo</p>  <p>David Mesguich</p>  |

NB: Identical font colours in a column indicate a progression of learning across the years.



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| Sticky knowledge | <p>I know that texture describes the way an object feels to the touch. I know that different materials/objects can be combined and arranged to create new forms.</p> <p>I know how to hold and safely use a pair of scissors</p> | <p>I know that sometimes art is abstract and know that this means it doesn't look like things in real life.</p> <p>I know that the texture of an object/material will change the type of effects that you can create with it.</p> <p>I can repeat a simple motif to create a pattern.</p> <p>I know who Kenojuak Ashevak is and what her work looks like.</p> <p>I can say what is the same/different about my artwork compared to Kenojuak Ashevak's.</p> <p>Objective: To carve on different mediums (clay and polystyrene tiles).</p> | <p>I know that objects are 3- dimensional (3D) and that they have form.</p> <p>I know that clay can be moulded to create a new form.</p> <p>I know and can recognise and use some common clay-working tools.</p> <p>I can talk about the artwork of Sean Hedges-Quinn and compare it to mine.</p> <p>I can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Objective: To design and make a sculpture to remember the people involved in the development of flight based on the work of Sean Hedges-Quinn</p> |

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

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

**COMPUTING****EYFS ELG** There are no ELG statements for computing.

| | Year R | Year 1 | Year 2 |
|-------------------------|--|--|---|
| | Children will have access to: <ul style="list-style-type: none">Interactive toys and devices <i>[Lightboxes, walkie talkies]</i> | Understand what algorithms are and how they are implemented as programs on digital devices <i>[Creating instructions for each other (directions) and then for Beebots]</i> | Understand what algorithms are and how they are implemented as programs on digital devices Understand that programs execute by following precise and unambiguous instructions Use logical reasoning to predict the behaviour of simple programs <i>[predicting the outcome of programs with Bluebots, 2go and 2code]</i> Create and debug simple programs <i>[identifying errors in programs with Bluebots, 2Go and 2Code]</i> |
| Computer Science | | | |
| Vocabulary | Start, stop, play, instructions | Algorithm, instructions, order, Beebot, program, device, create | Algorithm, debug, instructions, order, clear, program, predict, create |
| Sticky knowledge | I can control toys and devices | All children will: Know what an algorithms and programs are. Give clear instructions to someone and create a program for a Beebot. | All children will: I know and understand what algorithms and programs are I can create my own programs I know how I can debug programs to make the right thing happen I can predict what a program will make happen |

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



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

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



DESIGN & TECHNOLOGY

EYFS ELG

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

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



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

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



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



GEOGRAPHY

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| EYFS ELG | ELG UTW - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps. |
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| Place place is space that carries meaning, often through human occupation or by human interpretation | Year R | Year 1 | Year 2 |
|---|---|---|---|
| | I can talk about where I live I can talk about my school and grounds | I can name the area in which I go to school (Sholing) and identify its geographical features. | 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 |
| Vocabulary | House, flat, home, school, place, building, street, garden, garage, classroom, playground, office. | Sholing, Sholing Valley, Veracity, Millers Pond, Muddy Bottom, supermarket, vet, church, allotments, college, woods, train station, Spike Island. | Country, mountain lake loch, sea, landmark port harbour river hill valley River Itchen River Test Monsoon season, dry season, wet season, autumn, winter, spring, summer, exports, volcano, beach, mountain, weather, river, eruption, harbour, port, climate, Venn diagram, coast, sea, ocean, cliff, continents, island city, town, Southampton, population, St Mary’s stadium, Southampton University, docks, city walls, Castries. |
| Sticky knowledge | All children will: <ul style="list-style-type: none">• Talk about where they live• Know the name of and talk about their school. | All children will: <ul style="list-style-type: none">• Know that I go to school in Sholing• Name four features of Sholing | All children will: <ul style="list-style-type: none">• Be able to name and describe at least 3 human and physical features of both Castries and Southampton using key vocabulary.• Be able to compare and contrast Southampton and Castries, identifying at least three key similarities and differences. |



| | Year R | Year 1 | Year 2 |
|-------------------------|--|--|--|
| | Name country we live in: England | <p>Name and locate 4 countries of UK: England, Scotland, Northern Ireland and Wales.</p> <p>Identify the characteristics (topographical) of each of the four countries of the UK.</p> <p>Name and locate the capital cities of England, Scotland, Northern Ireland and Wales.</p> <p>Identify the characteristics (key human features) of each of the four capital cities of the UK.</p> <p>Name the surrounding seas of the UK: North sea, English channel, Irish sea, Atlantic Ocean</p> | <p>Name and locate the seven continents and five oceans on a world map</p> <p>Use a world map, globe and atlas to identify the UK and a non-European country – St Lucia</p> |
| Location | | | |
| Vocabulary | England country | <p>Country capital city United Kingdom England, Scotland, Northern Ireland and Wales.</p> <p>Belfast- Belfast City Hall, Titanic Museum</p> <p>London- Houses of parliament, Buckingham Palace</p> <p>Edinburgh- Edinburgh castle, Holyroodhouse</p> <p>Cardiff- Cardiff castle, Senedd</p> <p>Similar, different, sea, North Sea, English channel, Irish sea, Atlantic ocean.</p> <p>England – hillsides, moors, rivers, River Thames, River Severn, Scarfell Pike</p> <p>Scotland – loch, mountains, Benn Nevis.</p> <p>Wales – valleys, mountains, coast, castles, Snowdon.</p> <p>Northern Ireland – lakes, Giant’s Causeway</p> | <p>Continent N. America , S. America, Europe, Africa, Asia, Antarctica, Australasia.</p> <p>Globe, atlas, St Lucia, Island, Caribbean, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, equator, pole, hot, cold</p> |
| Sticky Knowledge | <p>All children will:</p> <p>-Talk about where they live (e.g. know that the country I live in is named England)</p> | <p>All children will:</p> <p>-Name and locate the 4 countries of the UK</p> <p>- Name 2 topographical features of each country.</p> <p>-Name and locate the capital cities of the countries that make up the UK</p> <p>-Name 1 human feature of each capital city.</p> <p>-Name the seas around the UK using a world map or globe</p> <p>- Be able to use a globe and map to identify the UK and its countries</p> <p>- be able to use a globe and map to identify the UK and its and seas</p> | <p>All children will:</p> <p>-Name and locate the seven continents</p> <p>-Name and locate the five oceans</p> <p>-Identify UK and a non-European country on a map, globe and atlas</p> |



| | Year R | Year 1 | Year 2 |
|-------------------------|---|---|---|
| | Understand what a map is and what its uses are Use and discuss photographs and aerial photographs to explore, their classroom, the school and its grounds. | Understand the concept of a plan (aerial view) Make a simple plan of the classroom. Follow a simple map/aerial photograph to move around the school and local area. Understand why maps need a key. Use an atlas, map or aerial photograph to locate the countries of the United Kingdom | Make a simple plan of a known area (playground) with a simple key. Use and construct basic symbols in a key. Devise a simple map with a basic key and use it to move around the school grounds Use a simple map with a key to move around in a different context (orienting map), recognising landmarks as they go. |
| Vocabulary | Map birds eye view | Aerial map/plan, key, symbol, aerial view. | Orientate, landmark |
| Sticky Knowledge | All children will: - draw information from a simple map (e.g. spot simple features from a story, -Identify key parts of their school and grounds from an aerial photograph. | All children will: -be able to devise a simple plan of a small area, eg classroom. -follow a simple map of the school -understand the purpose of a key | All children will: - create a plan of the school with a key. -Create a map, with a key -Follow directional language to move around school grounds using a map - Use a map to follow a route and identify specific landmarks (Woodmill Orienteering) |

| | Year R | Year 1 | Year 2 |
|-------------------------|--|---|---|
| | Use simple locational language to describe the location of features in our classroom and playground | Use locational and directional language e.g. left and right to describe the location of features and routes on a map Use simple compass directions to describe: UK countries for reference to (NSEW) | Use and follow simple compass directions (NSEW) and directional language |
| Vocabulary | near, far, close to, next to, in front of, behind, on top of, below, up, down, past, around | left, right, direction, route, compass, north, south, east, west | Instruct, position, features, north, south, east, west |
| Sticky Knowledge | All children will: -be able to reference location of features in their local context using simple directional language. | All children will: -use left and right to follow direction and routes -Use NSEW to describe the 4 countries of the UK with support of a map. | All children will: -use left and right to instruct direction and routes -Use directions NSEW to instruct -Describe the location and relative position of features in relation to one another using simple compass directions |



| | Year R | Year 1 | Year 2 |
|-------------------------|--|---|---|
| Fieldwork | <p>Observe natural world around them</p> <p>Make links and notice patterns in their environment.</p> | <p>Observe the geography of the school and the grounds around it</p> <p>Use simple equipment e.g. egg timers and magnifying glasses.</p> <p>Gather and record data to help in answering questions and present data eg in pictograms.</p> | <p>Observe changes over time</p> <p>Use and select a range of equipment, including rain gauges, thermometers and anemometers to collect data.</p> <p>Make increasingly accurate measurements</p> <p>Create tables/charts to classify (bar charts)</p> |
| Vocabulary | observe, feel, hear, touch, smell | Egg timer, magnifying glass, record, present, pictogram. environment, equipment, data, gather | measure, bar charts, source, similarity, difference , rain gauges, thermometers and anemometers. |
| Sticky Knowledge | <p>All children will:</p> <p>-Make observations of the world around them.</p> | <p>All children will:</p> <p>- use simple equipment to answer questions</p> <p>--Record and present data to answer questions using pictograms.</p> | <p>All children will:</p> <p>-Observe changes in weather over time</p> <p>-Use simple equipment to record weather, rain gauges, thermometers, anemometers</p> <p>- Present and interpret data to answer questions using a bar chart.</p> |

| | Year R | Year 1 | Year 2 |
|---------------------------------|---|--|---|
| Human/Physical Geography | <p>Talk about the features that make environments different from one another</p> <p>Use everyday language for human features</p> <p>Use everyday language for physical features</p> | <p>Use basic geographical vocabulary to identify physical and human features in their locality (Sholing)</p> <p>Identify location of hot and cold areas in relation to the North and South Poles and Equator.</p> | <p>Know what human and physical features are</p> <p>Use basic geographical vocabulary to refer to:</p> <p>- physical features including coast, cliff, beach, ocean, sea, river, mountain, volcano</p> <p>- human features e.g. town, village, port, harbour and compare these for Southampton (RP from Y1) and Castries.</p> |
| Vocabulary | England, China, Australia, same, different, city, countryside, map, beach, island, farm, barn, cowshed, pond, field. | Sholing, valley, woodland, house, shop, soil, vegetation, | Human features, physical features , man-made, natural, cliffs, beach, port, dock, harbour, beach, river, sea, hill, forest, soil, city, farm, factory, woodland, |
| Sticky Knowledge | <p>All children will:</p> <p>-be able to use basic vocab relating to everyday human and physical features</p> <p>- Recognise some similarities and differences between life in this country and life in other countries, and know some environments are different to their own (e.g. comparing England with China or Australia, life on the farm)</p> | <p>All children will:</p> <p>Be able to use at least 3 of the key vocabulary words correctly when identifying the features of Sholing.</p> <p>To identify the N and S poles and the equator on a globe and know that the poles are cold and the equator is hot</p> | <p>All children will:</p> <p>-Identify the human and physical geography of Southampton using key vocab. words</p> <p>-Identify the human and physical geography of Castries using key vocab. Words</p> |



| Settlement and Land Use | Year R | Year 1 | Year 2 |
|-------------------------|--|--|--|
| | Understand what land is used for in the immediate environment e.g playground/garden/grassed area/classrooms | Understand that land is used for different purposes in Sholing. | Describe what a settlement is. Describe how land is used in Castries and Southampton |
| Vocabulary | land | purpose, housing, parklands, settlements | agriculture, infrastructure, population, industry |
| Sticky Knowledge | All children will: -know land uses in their immediate environment (playground, school) | All children will: know 2 different ways in which land is used in Sholing | All children will: -know 2 different uses of land in Castries know 2 different uses of land in Southampton |

| Weather | Year R | Year 1 | Year 2 |
|------------------|--|---|--|
| | Describe the weather in their immediate environment using vocab such as: | Describe seasonal weather changes using key vocabulary | Identify seasonal and daily weather patterns in the United Kingdom using YR + Y1 vocab |
| Vocabulary | rain, sun, warm, cold, hot, cloudy wind snow | + fog, ice, blizzard, sleet, hail, thunder, lightning | Temperature , degrees, Celsius. |
| Sticky Knowledge | All children will: Explore the natural world around them, describing what they see, hear and feel whilst outside (e.g. recognise daily weather using vocab) Know the names of the seasons and describe seasonal changes in relation to the tree in their playground. | All children will: -recognise and record daily weather patterns using vocab: rain, sun, warm, cold, hot, cloudy, fog, ice, snow, thunder, lightning -describe how weather changes across the 4 seasons (observations from seasonal walks) | All children will: -identify weather patterns for the UK -recognise daily weather patterns using vocab: temperature, degrees, -describe how weather changes across the 4 seasons (using weather data) |



HISTORY

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| EYFS ELG | ELG UTW Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling. |
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| | Year R | Year 1 | Year 2 |
|------------------|---|--|--|
| Chronology | Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past: sharing stories that include images from the past and figures from the past. [Looking at old fashioned books about Christmas, origins of celebrations: Christmas story] | Develop an awareness of the past using common words and phrases relating to the passing of time They should begin to know where the people and events they study fit within a chronological framework using a simple timeline | Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods |
| Vocabulary | a long time ago, yesterday, today, tomorrow, last week, when I was little, when I grow up, now, older, younger. | before, after, past, present, future, chronological order, timeline, chronology, | Victorian (time period) century, event, significant, 19th century, 20th century, 21st century Southampton, New York, dock, maiden voyage, passenger terminal, boarding, |
| Sticky knowledge | All children will: Compare and contrast characters from stories, including figures from the past (e.g. Grace Darling, Jane Goodall) | All children will: - Know how to sequence events from the past into chronological order using a timeline. - Know what vocabulary to use when talking about the past. | All children will: - Know how to sequence events from the past into chronological order using a timeline. - Be able to plot key events from Florence Nightingale’s life - Know and describe the main events of the Titanic: setting sail from Southampton, travelling to New York, hitting an iceberg and the death of many people. - Order significant developments in the history of flight (Wright Brothers, Spitfire, Moon landings) |



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

| | Year R | Year 1 | Year 2 |
|-------------------------------------|--|---|---|
| Similarities and differences | Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past | Identify similarities and differences between ways of life within different periods Identify changes within living memory Know about events beyond living memory that are significant nationally | Identify similarities and differences between ways of life within different periods (nursing, hospital, emergency vehicles) Know about events beyond living memory that are significant globally |
| Vocabulary | Same, similar, different, change, baby, toddler, child, teenager, adult, growing up character Younger, older, smaller, bigger, growing Grace Darling ,Jane Goodall, Albert Einstein, David Attenborough, Mary Anning, Helen Keller, Jesus | Changes, invented, batteries, plastic, electronic, wooden, handmade, mass produced, memory, young, old, History, Great fire of London, London, capital city, yesterday, a long time ago, very long ago, 100 years ago, now, then, nowadays, timeline | carriage, patient, soldier, Turkey, insanitary, hygiene, legacy, founder, Royal Red Cross medal, Netley, Royal Victoria Hospital, Lady of the Lamp, influential, charity, Queen Victoria |
| Sticky knowledge | All children will: -Comment on images of familiar situations in the past (e.g. talking about when they were a baby compared with now, talking about their time in Reception and comparing the start of the year with the end) - Comparing farming now with the past - Compare and contrast characters from stories, including figures from the past (e.g. talk about the lives of significant individuals from stories they have heard such as Grace Darling ,Jane Goodall, Albert Einstein, David Attenborough, Mary Anning, Helen Keller, Jesus | All children will: -Know that toys have changed over time - Describe how toys have changed over time - Describe how firefighting equipment has changed over time. - Describe how buildings and building materials have changed over time. | All children will: - Be able to identify two similarities and differences in hospitals from the 1850 to now -Be able to identify two differences in emergency transport from 1850 to now |



| Cause & consequence | Year R | Year 1 | Year 2 |
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| | | Know about events beyond living memory that are significant nationally | Know about events beyond living memory that are significant globally |
| Vocabulary | | Thames, water pump, hook, bucket, wood, stone, brick, resistant, burn, wooden | first class, second class, third class, maiden voyage, unsinkable, lifeboat, life jacket, captain, United Kingdom, Southampton, New York, travel, passenger, radio |
| Sticky knowledge | | All children will: - Know the impact the GfOL had on buildings and the rebuild of London in terms of materials used, streets being widened, space between houses etc. | All children will: - Know some of the reasons that caused the Titanic to sink - Know some of the changes to ship safety that were made after the Titanic disaster (radios, lifeboats and iceberg locating) |

| Significant people and events | Year R | Year 1 | Year 2 |
|-------------------------------|--|--|---|
| | Compare and contrast characters from stories, including figures from the past | Know about the lives of significant individuals in the past who have contributed to national achievements. [GFoL: Samuel Pepys, Christopher Wren, Charles 2 nd] Know about events beyond living memory that are significant nationally. | Understand about the lives of significant individuals in the past who have contributed to national and international achievements. Understand the significant historical events, people and places in their own locality |
| Vocabulary | past, happened, before, done, long time ago, once upon a time, yesterday | Samuel Pepys, baker, Christopher Wren, Thomas Farrinor architect, Charles 2nd, royalty, monarchy, important, remember, residents, witness The Monument St Paul's Cathedral | flight, invention, discovery, significance, Apollo 11, Saturn V, Eagle, Spitfire, Wright Flyer Neil Armstrong, the Wright Brothers, Katherine Johnson, RJ Mitchell, Queen Victoria, pioneer, inventor, discovery, significant Mary Seacole, Crimean Peninsula, Royal Red Cross medal, Lady of the lamp, Jamaica |
| Sticky knowledge | All children will: Comment on images of familiar situations in the past (e.g. talk about the lives of significant individuals from stories they have heard such as Grace Darling , Jane Goodall, Albert Einstein, David Attenborough, Mary Anning, Helen Keller, Jesus (birth and key life events)) | All children will: - Be able to plot when the fire of London started and the main events over the four days. - Explain why the fire spread so quickly - Know that Samuel Pepys was a historian who wrote about the events of the GfOL in his diary - Know that Christopher Wren was an architect who helped to redesign London after the fire - Know that Charles II was King during the GfOL and gave the order to destroy houses to stop the fire spreading | All children will: - Know that Florence Nightingale was the nurse who changed nursing for the better. - Know that Florence Nightingale was the first woman to be awarded the Royal Red Cross for her contributions to nursing - Know who Mary Seacole was and that she was a nurse at the same time as Florence Nightingale - Know that the Wright brothers achieved the first successful powered flight in 1903. - Know that Bessie Coleman was the first African-American woman and first person of self-identified Native American descent to hold a pilot license. |



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

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

| Singing | Year R | Year 1 | Year 2 |
|----------------------|---|--|---|
| | Development Matters: Children in Reception will learn to sing in a group or on their own, increasingly matching the pitch and following the melody. | NC: Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. | NC: Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. |
| Vocabulary | voice, timbre <i>Focus on vocabulary from the inter-related dimensions: pitch, dynamics and timbre.</i> | control, pitch, dynamics <i>Focus on vocabulary from the inter-related dimensions: pitch, dynamics, structure</i> | posture, diction, unison, rounds, pitch <i>Focus on vocabulary from the inter-related dimensions: pitch, dynamics, structure</i> |
| Sticky knowledge | All children will: - I know how to ‘call and copy’ when singing. - I know some simple nursery rhymes. - I know how to sing a melody (tune). e.g. singing the melodic shape of familiar songs and internalising parts of simple songs. | All children will: - I can join in with group singing. - I can say chants and rhymes. | All children will: - I can sing unison songs with control and simple rounds with an awareness of how the part should fit. - I can sing with increasing awareness of pitch, demonstrating the shape of the melody. |
| Key Songs and Rhymes | Autumn 1: Twinkle Twinkle, Incy Wincy Spider, Wind the Bobbin Up, Row Row Row Your Boat, When Goldilocks went to the house of the bears, Heads Shoulders Knees and Toes, Hickory Dickory Dock Autumn 2: 5 little speckled frogs, 5 little ducks, 5 little monkeys, 5 little fish, 5 little Autumn leaves Spring 1: The Wheels on the Bus, Row Row Row Your Boat, Humpty Dumpty, Ten in the Bed, Ten Green Bottles, Kung Hey Fat Choi Spring 2: Old Macdonald, Baa Baa Black Sheep, Mary had a little lamb, Farmer in the Den Summer 1: Please don’t squish me, I went to the cabbages, Incy Wincy Spider, There’s a worm at the bottom of the garden Summer 2: Miss Polly had a dolly, Mary Mary, I’m a little fish, Baby Shark, The Little Turtle Rhyme | Autumn 1: March to the Steady Beat, Doctor Knickerbocker, Clap Your Hands and Stamp Your Feet Autumn 2: Doll on a Music Box, Wind Up Toy, Who’s Got the Teddy? Spring 1: Street Cries, The Market Song, What Can You See? Spring 2: The Lion Sleeps Tonight, The Elephant Goes Like This, Please Mr Lion It Looks Like Rain Summer 1: Sounds We Hear, I Like Noise and I Like Racket Summer 2: Selection of songs from ‘Minibeasts’ | Autumn 1: Who’s Got the Wolf? The Orchestra Song Autumn 2: The Superhero Rap Spring 1: Chamniama Gogo, Che Che Kulay, A Keelie Mackolay Spring 2: Selection of songs from ‘The Great Fire of London’ Summer 1: Pirates Go Round the Sun, The Curse of Stokes Bay, When I Was One Summer 2: I am Going Up the Staircase, Upstairs Downstairs, Samba Scale |

| Playing | Year R | Year 1 | Year 2 |
|------------------|--|---|--|
| | Development Matters: Children in Reception will have the opportunity to explore and engage in music making and dance, performing solo or in groups. | NC: Pupils should be taught to play tuned and untuned instruments musically. | NC: Pupils should be taught to play tuned and untuned instruments musically. |
| Vocabulary | tapping, scraping, shaking <i>Focus on vocabulary from the inter-related dimensions: dynamics, tempo, timbre, duration vocabulary.</i> | <i>Focus on vocabulary from the inter-related dimensions: pitch, duration, timbre, texture and structure.</i> | <i>Focus on vocabulary from the inter-related dimensions: pitch, dynamics, tempo, duration, timbre, texture, notation and structure.</i> |
| Sticky Knowledge | All children will: - I can hold and play an untuned instrument. | All children will: - I can hold and play a range of percussion instruments. | All children will; - I can play simple patterns on tuned percussion instruments with increasing control. |



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| | e.g. tapping wood blocks, claves, triangles, boomwhackers... shaking bells, shakers... beginning to play these independently in BBT as well as in adult guided time, and to accompany a piece of recorded music (such as Nativity songs). | - I can play tuned and untuned instruments and experiment with sounds, timbre and melody. - I can perform using simple graphic notation. | - I can play tuned and untuned instruments with a sense of tempo and dynamics. - I can perform using graphic notation and other simple notations. |
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| | Year R | Year 1 | Year 2 |
|-------------------------------|--|---|--|
| Composition and Improvisation | Development Matters: Children in Reception will have the opportunity to explore and engage in music making and dance, performing solo or in groups. | NC: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. | NC: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| Vocabulary | <i>Focus on vocabulary from the inter-related dimensions: timbre, duration, dynamics.</i> | <i>Focus on vocabulary from the inter-related dimensions: pitch, dynamics, tempo, duration, structure, notation.</i> | <i>Focus on vocabulary from the inter-related dimensions: pitch, dynamics, tempo, duration, structure, notation, texture.</i> |
| Sticky Knowledge | All children will: - I know that different objects can make different sounds. - I know how to express myself using a range of instruments. e.g. exploring instruments and their sounds in BBT as well as in adult guided time, allowing children to create their own music, choosing appropriate instruments and sounds to match a story such as 'Bear Hunt', or to represent different feelings such as in 'The mood monster'. | All children will: - I can experiment with tuned and untuned instruments. - I can create and choose sounds in response to given starting points. - I can create simple representations and short pieces using tuned and untuned percussion. - I can use simple symbols to represent sounds. | All children will: - I can experiment with tuned and untuned instruments, improvising with a theme in mind. - I can create short sequences of sounds in response to a given starting point. - I can create simple soundscapes for intended effect. - I can use simple symbols to represent sounds. |

| | Year R | Year 1 | Year 2 |
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| Listening | Development Matters: Children in Reception will learn to listen attentively, move to and talk about music, expressing their feelings and responses. | NC: Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music. | NC: Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music. |
| Vocabulary | <i>Focus on vocabulary from the inter-related dimensions: timbre, pitch, dynamics</i> | <i>Focus on vocabulary from the inter-related dimensions: pitch, dynamics, tempo, duration</i> | <i>Focus on vocabulary from the inter-related dimensions: pitch, dynamics, tempo, duration, texture</i> |
| Sticky Knowledge | All children will: - I can listen attentively, move to and talk about music, expressing my feelings and responses. e.g. listening to music from different places in the world such as at Diwali and Chinese New Year, talking about what they notice about how pieces of music change and what they like/dislike, listening to live music performances such as Jim from World Music Workshops and the pantomime, opportunities for movement to music through daily movement breaks and through Physical Development sessions. | All children will: - I can listen to a range of recorded pieces and identify the key instruments. - I can identify changes in music and respond with movement. - I can listen to my own performances and give feedback. | All children will: - I can listen to a range of high-quality recorded music, identifying changes in pitch, dynamics and tempo, leading to an understanding of the effect these changes have on the piece itself. - I can listen to my own compositions and that of others and suggest improvements. |

| | Year R | Year 1 | Year 2 |
|---|--|---|---|
| Pitch and Harmony (how high or low the sound is) | Development Matters: Children in Reception will learn to sing in a group or on their own, increasingly matching the pitch and following the melody. | NC: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. | NC: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| Vocabulary | high, low | Low, middle, high, pitch, getting higher, getting lower | |
| Sticky Knowledge | All children will: | All children will: - I know that sounds can be high and low. - I can recognise changes in pitch. | All children will: - I can identify changes in pitch. |



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| | <p>- I can sing in a group or on my own, increasingly matching the pitch and following the melody (focus on exploring and responding to high and low sounds).</p> <p>e.g. playing pitch-matching games, humming or singing short phrases for children to copy. Use songs with and without words – children may pitch match more easily with sounds like ‘ba’.</p> <p>Singing call-and-response songs, so that children can echo phrases of songs you sing. Introduce new songs gradually and repeat them regularly. Sing slowly, so that children can listen to the words and the melody of the song.</p> | | |
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| Tempo <i>(the speed of the sound)</i> | Year R | Year 1 | Year 2 |
|---|---|---|---|
| | Development Matters: Children in Reception will have the opportunity to explore and engage in music making and dance, performing solo or in groups. | NC: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. | NC: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| Vocabulary | fast, slow | Fast, slow, getting faster, getting slower | |
| Sticky Knowledge | <p>All children will:</p> <ul style="list-style-type: none"> - I can explore and engage in music making, performing solo or in groups (focus on keeping a steady beat and exploring and responding to long and short sounds). <p>e.g. tapping rhythms such as syllables of names, and to accompany words such as names, objects, animals and song lyrics, using body percussion skills and untuned percussion to keep a steady beat.</p> | <p>All children will:</p> <ul style="list-style-type: none"> - I know that sounds can be fast and slow. - I can recognise changes in tempo. | <p>All children will:</p> <ul style="list-style-type: none"> - I can identify changes in tempo. - I can recognise gradual changes in tempo. |

| Dynamics <i>(the volume of the sound)</i> | Year R | Year 1 | Year 2 |
|---|--|---|---|
| | Development Matters: Children in Reception will have the opportunity to explore and engage in music making and dance, performing solo or in groups. | NC: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. | NC: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| Vocabulary | loud, quiet | loud, quiet, crescendo, diminuendo | |
| Sticky Knowledge | <p>All children will:</p> <ul style="list-style-type: none"> - I can explore and engage in music making, performing solo or in groups (focus on exploring and responding to loud and quiet sounds). <p>e.g. using body percussion and untuned percussion to tap different volumes of sound, playing music with a pulse for children to move in time with and responding to changes in volume, e.g. jump when the sound gets louder.</p> | <p>All children will:</p> <ul style="list-style-type: none"> - I know that sounds can be loud and quiet. - I can recognise changes in dynamics. | <p>All children will:</p> <ul style="list-style-type: none"> - I can identify changes in dynamics. - I can recognise gradual changes in dynamics. |

| Duration <i>(the length of the sound)</i> | Year R | Year 1 | Year 2 |
|---|--|---|---|
| | Development Matters: Children in Reception will have the opportunity to explore and engage in music making and dance, performing solo or in groups. | NC: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. | NC: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| Vocabulary | long, short | long sounds, short sounds, pulse, rhythm | |



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| Sticky Knowledge | <p>All children will:</p> <ul style="list-style-type: none"> - I can explore and engage in music making, performing solo or in groups (focus on exploring and responding to long and short sounds). <p>e.g. responding to the pulse of the music (march to the beat, run to the beat).</p> | <p>All children will:</p> <ul style="list-style-type: none"> - I know that sounds can be long and short. - I can recognise long and short sounds. | <p>All children will:</p> <ul style="list-style-type: none"> - I know that the pulse is the steady beat of the music. |
|-------------------------|---|---|--|

| | Year R | Year 1 | Year 2 |
|---|--------|---|--|
| Structure <i>(how the music is organised)</i> | | NC: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. | NC: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| Vocabulary | | Verse, chorus, call and response, repeat, arrange | |
| Sticky Knowledge | | <p>All children will:</p> <ul style="list-style-type: none"> - I know that sounds can be organised into simple patterns. | <p>All children will:</p> <ul style="list-style-type: none"> - I can recognise different forms of repeating patterns including verse/chorus/verse/chorus. |

| | Year R | Year 1 | Year 2 |
|--|--|---|---|
| Timbre <i>(the sound quality of an instrument)</i> | Development Matters: Children in Reception will have the opportunity to explore and engage in music making and dance, performing solo or in groups. | NC: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. | NC: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| Vocabulary | voice | Orchestra, instrument, tapping, scraping, shaking, string, woodwind, percussion, brass | Legato, staccato |
| Sticky Knowledge | <p>All children will:</p> <ul style="list-style-type: none"> - I can explore and engage in music making, performing solo or in groups (focus on exploring different sounds with voices). <p>e.g. singing in different voices e.g. the voice of a witch, the voice of a mouse.</p> | <p>All children will:</p> <ul style="list-style-type: none"> - I know that voices, instruments and sound makers can make different types of sound. | <p>All children will:</p> <ul style="list-style-type: none"> - I can identify different instruments and group them into family sounds. - I can recognise when composers have changed timbres. |

| | Year R | Year 1 | Year 2 |
|---|--------|---|--|
| Texture <i>(how many layers of sounds you can hear)</i> | | NC: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. | NC: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| Vocabulary | | separate, together | layers |
| Sticky Knowledge | | <p>All children will:</p> <ul style="list-style-type: none"> - I know that sounds can be made separately or together. | <p>All children will:</p> <ul style="list-style-type: none"> - I understand that texture is how sounds are played together. |

| | Year R | Year 1 | Year 2 |
|--|--|---|---|
| Notation <i>(how musical ideas are written down)</i> | Development Matters: Children in Reception will have the opportunity to explore and engage in music making and dance, performing solo or in groups. | NC: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. | NC: Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. |



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| Vocabulary | | high, low, middle | word rhythm |
| Sticky Knowledge | All children will: - I can follow pictorial notation to tap out a rhythm. e.g. following images that show different body percussion movements to create patterns and rhythms, using untuned percussion to follow simple pictorial notation. Mark-making to respond to sound. | All children will: - I know that simple symbols can represent sounds. - I know that syllables of words can be used to create simple rhythms. - I know that low, middle and high sounds can be represented by dots which are low, middle and high on a page. | All children will: - I can recognise simple dot notation and match it to pitches. - I know that dots can be used to represent syllables in a word. - I know that the inter-related dimensions can be shown through symbols. |

**PE**

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

SET – Social, emotional, thinking skills

| | Year R | Year 1 Year 2 |
|-------------------------|---|--|
| Social | Objectives <ul style="list-style-type: none">Take turnsLearn to share equipment with othersShare their ideas with others | Objectives <ul style="list-style-type: none">Encourages others to keep tryingTalk to a partner about their ideas and take turns to listenWork with a partner and in small groups to play games and solve challenges |
| Vocabulary | Share , listen | Teamwork, co-operate, solve, instructions |
| Sticky knowledge | All children will: - Take turn and share equipment. -Share their ideas with others. | All children will: - Listen and share their own ideas and others - Work collaboratively |

| | Year R | Year 1 Year 2 |
|-------------------------|--|--|
| Emotional | Objectives <ul style="list-style-type: none">Try again if they do not succeedPractise skills independentlyConfident to try new tasks and challenges | Objectives <ul style="list-style-type: none">Show determination to continue working over a longer period of timeDetermined to complete the challenges and tasks setExplore Skills Independently before asking for helpConfident to share ideas, contribute to class discussion and perform in front of others. |
| Vocabulary | Confidence | Independence, resilience, determination |
| Sticky knowledge | All children will: - Share Ideas - be Independent | All children will: - Share ideas - not give up easily - perform in front of others |



| Thinking | Year R | Year 1 Year 2 |
|------------------|--|---|
| | Objectives <ul style="list-style-type: none"> Begin to identify personal successes Choose own movements and actions in response to simple tasks eg how to travel Begin to provide simple feedback about what they liked or though was good about someone else performance. | Objectives <ul style="list-style-type: none"> Makes decisions when presented with a simple challenge Begin to select and apply skills to use in a variety of differing situations Provide feedback by using keywords from the lesson. |
| Vocabulary | personal | Challenge |
| Sticky knowledge | All children will: - Share what they liked about others performances and their own. | All children will: - Share what they liked about others performances using key vocabulary. - use skills and make personal decisions |

FUNDAMENTAL MOVEMENT SKILLS – NC KS1 – Master basic movements including running, jumping and throwing as well as developing balancing, agility and coordination and begin to apply these in a range of activities

| Fundamental Movement skills (through fundamentals, fitness and Athletics) | Year R | Year 1 | Year 2 |
|--|---|--|---|
| | Objectives Run and stop with some control. Jump and hop with bent knees. Throwing larger balls and beanbags into space. Explore skipping as a travelling action Balance whilst stationary and on the move. Change direction at a slow pace Explore moving different body parts together | Objectives Attempt to run at different speeds showing an awareness of technique. Begin to link running and jumping movements with some control. Perform a range of more complex jumps showing some technique. Jump, leap and hop and choosing which allows them to jump the furthest Throw towards a target Show some control and balance when travelling at different speeds Begin to show balance and co-ordination when changing direction | Objectives Show balance and co- ordination when running at different speeds Link running and jumping movements with some control and balance Change technique to throw for distance Show control and balance when travelling at different speeds Demonstrates balance and co- ordination when changing direction Performs actions with increased control when co- coordinating their body with and without equipment |
| Vocabulary | Run, stop, space , jump, balance , skip, push, safely | fast, hop, slow , direction, land , safely heart, mood, lungs, body, exercise | dodge, jog , hurdle, speed, steady, sprint, strong, pace, race |
| Sticky knowledge | All children will: <ul style="list-style-type: none"> Be able to use movement skills with developing balance and co-ordination Negotiate space safely. | All children will: <ul style="list-style-type: none"> Be able to change direction and run at different speeds, Be able to show hopping and jumping movements. Be able show balance and co- ordination when changing directions. | All children will: <ul style="list-style-type: none"> Be able to use coordination and balance when changing speed and direction Use different techniques to throw at various distances. Be able to show hopping and jumping movement with balance and control (individual skipping ropes) |



Dance – NC KS1 – Perform dances using simple movement patterns

| | Year R | Year 1 | Year 2 |
|------------------|--|---|---|
| Dance | Objectives Copy basic body actions and rhythms Choose and use travelling actions, shapes and balances Travel in different pathways using space around them Begin to use dynamics with expression with guidance Begin to count to music | Objectives Copy, remember and repeat actions Explore varying speeds to represent and idea Explore different pathways within my performance on my own and with a partner Perform on my own and with others Begin to use counts | Objective. Copy , remember and repeat a series of actions Select from a wider range of actions in relation to a stimulus Use pathways, levels, directions, speeds and timings with guidance. Use mirroring and unison when completing actions with a partner Show a character through actions dynamics and expression Use counts with help to stay in time with the music. |
| Vocabulary | Move, copy, space, shape, safely, copy , around , forwards, sideways , backwards | counts, pose, level, slow , fast , balance | mirror, action, pathway, direction, speed, timing |
| Sticky knowledge | All children will: -Be able to use movement skills with developing strength, balance and co-ordination . | All children will: - be able to copy, remember and repeat actions whilst using counts. - be able to work with others to share ideas and select actions | All children will: <ul style="list-style-type: none">be able to copy, remember, repeat and create dance phrases whilst staying in time with the music.Show confidence and work with a partner using mirroring and unison. |



Body Management – through Yoga and Gymnastics – NC KS1 Master basic movements as well as developing balance, agility and co-ordination.

| | Year R | Year 1 | Year 2 |
|----------------------------|--|--|---|
| Yoga and Gymnastics | Objectives -Show shapes and actions that stretch their bodies - Create shapes showing a basic level of stillness using different parts of their bodies - Copy and link simple actions together -Begin to take weight on different body parts -Explore rocking and rolling -Explore jumping safely | Objectives -Perform balances making their body tense, stretched and curled. -Take body weight on hands for short periods of time. -Demonstrate poses and movements that challenge their flexibility -Remember, repeat and link simple actions together - Explore straight, tuck, straddle, pike shapes and yoga poses - Explore barrel straight and forward roll progressions | Objectives - Perform balances on different body parts with some control and balance -Take body weight on different body parts, with and without apparatus. -Show increased awareness of extension and flexibility in actions. -Copy, remember, repeat and plan linking simple actions with some control and technique. - Explore yoga poses, rolls and shape jumps and put into a sequence. |
| Vocabulary | move, copy, shape, over, rock, space, around, sideways, travel, forwards, backwards, safely | Action, direction, jump, speed, roll, level, point, balance, tuck, pike, straddle, breath, slowly, listen, feel | Link, pathway, sequence, speed, focus, position, pose, create, flow, choose |
| Sticky knowledge | All children will: <ul style="list-style-type: none"> Be able to use movement skills with developing strength, balance and co ordination Follow instructions involving several ideas or actions | All children will: <ul style="list-style-type: none"> Be able to link simple actions together Remember and repeat actions and shapes Be able to use apparatus safely Be able to make their body tense, relaxed, stretched and curled. Be able to describe how their body feels | All children will: <ul style="list-style-type: none"> Be able to plan, link and repeat actions with a simple sequence Be able to work safely with others and apparatus. Be able to use directions and levels to make my work look interesting. Be able to describe how their body feels and the benefit of exercise. |







Games – through ball, skills, sending and receiving , invasion, net and wall and striking and fielding games.

NC – KS1 Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.



| | Year R | Year 1 | Year 2 |
|-------------------------|---|---|---|
| Games | Objectives <ul style="list-style-type: none"> - Drop and catch with two hands. - Move a ball with feet - Throw and roll a variety of beanbags and larger balls to space - Kick larger balls to space - Stop a beanbag or large ball sent to them using hands - Attempt to stop a large ball to them using feet - Hit a ball with hands - Run and stop when instructed - Move around showing limited awareness of others - Make simple decisions in response to a situation | Objectives <ul style="list-style-type: none"> -Drop and catch a ball after one bounce on the move. -Move a ball using different parts of the foot. -Throw and roll towards a target with some varying techniques. Kick towards a stationary target Catch a beanbag and a medium-sized ball. Attempt to track balls and other equipment Strike a stationary ball using a racket. Run, stop and change direction with some balance and control. Recognise space in relation to others. Begin to use simple tactics with guidance. | Objectives <ul style="list-style-type: none"> -Dribble a ball with two hands on the move -Dibble a ball with some success, stopping it when required. -Throw and roll towards a target using varying techniques with some success. -Show balance when kicking towards a target. -Catch an object passed to them, with and without a bounce. -Move to track a ball and stop it using feet with limited success. -Strike a ball using a racket. -Run, stop and change direction with balance and control. -Move to space to help score goals or limit others scoring. -Use simple tactics. |
| Vocabulary | Pass, team, tag, balance, safely, space, forwards, backwards, catch, throw, bounce, run, stop, throw, roll , kick | Partner, net, score, points, underarm, defender, dribbling, ready, position, | Overarm, underarm, collect, dribble, target, distance, received, send, team-mate, possession, goal, dodge, bounce pass, defend, receive , trap, against |
| Sticky knowledge | All children will: <ul style="list-style-type: none"> -Be able to explore sending an object with hands and feet - Explore catching to self and with a partner -Explore stopping a ball with hands and feet. | All children will: <ul style="list-style-type: none"> - Be able to roll, throw and catch with some accuracy. - Be able to explore dribbling - Be able to use simple tactics | All children will: <ul style="list-style-type: none"> -Be able to roll, throw and kick a ball to hit a target. - Be able to catch a range of objects with two hands and with and without a bounce. - Be able to dribble with control |

**PSHE (including RSE)**

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|-----------------|---|
| EYFS ELG | ELG AREA <ul style="list-style-type: none">Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. |
|-----------------|---|

| Area | Year R | Year 1 | Year 2 |
|-------------------------|--|---|--|
| | Objectives | Objectives | Objectives |
| Me and My Family | Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. | Recognise that families can give love and security. To recognise that all families are different but equally valued. To know who to talk to if you feel unsafe. | To recognise the characteristics of healthy family life. To recognise that all families are different but have similar core values. To know who to talk to if we feel unsafe.. |
| Vocabulary | me, family, mum, dad, brother, sister, grandad (+alternatives), grandma (+alternatives), auntie, uncle, cousin , like, dislike, love |  Tolerance  Individual Liberty special, unique, similarities, differences, care for, safe/unsafe, family life, respect, traditions, caring relationships, feelings, roles, growing up, closeness. |  Tolerance  Mutual Respect difficult, managing, security, stability, healthy relationships, commitment, protection, characteristics, structure, adoption, advice, services, racism, gender, physical differences |
| Sticky knowledge | <ul style="list-style-type: none">I can build constructive and respectful relationships (e.g. I can talk about my family and who is in it, knowing that all families are different) | <ul style="list-style-type: none">I can tell you what a family is in the context of my own family.I can talk about how all families have similarities and differences but are all valued equally.I know who to talk to if I feel unsafe in my family relationshipsI know what makes me special/unique. | <ul style="list-style-type: none">I can tell you what a family is and common features of family life.I can talk about different family structures, routines and traditions and how they are all valued equally.I know who to talk to if I feel unsafe in my family or other relationshipsI know what it looks like when people are treated unfairly because of their differences.I know what racism is and how to report it. |






| Area | Year R | Year 1 | Year 2 |
|------------------------|---|--|--|
| | Objectives | Objectives | Objectives |
| Positive Relationships | Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. | Recognise how friendships should make us feel and the characteristics of a positive and safe relationship. To know what bullying is and how to seek help. | To know what a respectful relationship. To recognise that all relationships have ups and downs and how to manage conflict. To know what bullying is and how to seek help. |
| Vocabulary | friend, feelings, fall out, make up, left out, private parts, stranger, danger, kindness |  Mutual Respect characteristics, respect, trust, interests, problems, repaired, arguments, resolve, lonely, bullying, teasing, name-calling, rumours, threats, united, private, opinions, beliefs. |  Mutual Respect secure, trustworthiness, loyalty, generosity, experiences, strategies, positive/negative, welcoming, excluded, uncomfortable, conflict, support, undermining, deliberately, cyber-bullying, society, private parts |
| Sticky knowledge | <ul style="list-style-type: none">I can build constructive and respectful relationships (e.g. I can talk about the adults and friends who I love)I can think about the perspectives of others.I can play alongside othersI know that what I say can affect other peopleI know that my actions can affect other people | <ul style="list-style-type: none">I can talk about what makes a good friend and how my friends make me feel.I know what bullying isI can talk about why bullying is wrong and who to go to for help if I am being bullied.I know that my body belongs only to me and who to talk to if I feel unsafe. | <ul style="list-style-type: none">I can talk about how I show respect to others and what to do when I fall out with someone.I can talk about what bullying looks like, how it makes people feel and who to go to for help if I/someone else is being bullied.I know that my body belongs only to me and who to talk to if I feel unsafe. |

| Area | Year R | Year 1 | Year 2 |
|-------------------|--|---|---|
| | Objectives | Objectives | Objectives |
| Healthy lifestyle | Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | <i>To know what healthy means, what constitutes a healthy diet and the importance of physical activity. To recognise the importance of personal hygiene.</i> | To know what healthy means to me, what constitutes a healthy diet (calories/nutrition) and the benefits of physical activity. To know how to look after my own personal hygiene. |
| Vocabulary | healthy, unhealthy, food, exercise, teeth, sleep, germs, clean, poorly/ill, doctor, nurse | diet, food groups, benefits, physical activity, mental health, active lifestyle, routine, dentist, hygiene, spreading, medicine, rest, mood. | risk, calories, nutrition, preparation, regular, keep fit, oral hygiene, flossing, bacteria, viruses, vaccines, quality. |
| Sticky knowledge | <ul style="list-style-type: none">I can talk about some food that keep me healthy e.g. fruit and vegetables.I can talk about why I need to eat healthily.I can talk about why I need to exercise regularly.I know why I need to keep my teeth clean, I know why I need enough sleep, I know why I should have limited screen time | <ul style="list-style-type: none">I am able to talk about what healthy means.I am able to talk about how we can keep healthy e.g. diet, exercise, brush teeth, sleep.I know how to stop germs from spreading and basic hygiene routines e.g. washing hands. | <ul style="list-style-type: none">I am able to talk about what physical health means and how to keep healthy.I am able to talk about what I can do in my everyday life to make sure that I am leading a healthy lifestyle.I know how to have good hygiene and who to talk to if I am worried about my health.I know why rest and sleep is important for good health. |



| Area | Year R | Year 1 | Year 2 |
|------------------|---|--|---|
| | Objectives | Objectives | Objectives |
| Mental Wellbeing | Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. | To know the importance of positive mental wellbeing and recognise a range of emotions we experience in our everyday lives. | To know the importance of positive mental wellbeing and recognise a range of emotions we experience in our everyday lives. To understand the link between physical and mental health. |
| Vocabulary | feelings, happy, sad, angry, behaviour | mental wellbeing, mental health, emotions (afraid, calm, in-love, worried), physical signs, self-care, impact, loneliness, change, loss. | recognise, situations, emotions (upset, unhappy, down, heartbroken, devastated, depressed, over-joyed, delighted, thrilled, beaming, excited, over-whelmed, furious, livid, terrified, relaxed +), appropriate, managing, grief, isolation. |
| Sticky knowledge | <ul style="list-style-type: none">I can begin to say when I am feeling happy, sad, tired, angry, calmI can show resilience and perseverance in the face of challenge.I am beginning to notice when other people express feelings such as happy, sad, tired, angry, calm | <ul style="list-style-type: none">I am able to talk about my own mental wellbeing and the different emotions that I feel.I know ways to make myself feel better and improve my mental wellbeing.I know who to talk to if I am worried about my own mental wellbeing. | <ul style="list-style-type: none">I am able to talk about what mental wellbeing means and the range of emotions people can experience.I know the physical signs of different emotions and how to respond to them appropriately to improve my mental wellbeing.I know who to talk to if I am worried about my own/someone else’s mental wellbeing. |

| Area | Year R | Year 1 | Year 2 |
|---------------------|---|---|---|
| | Objectives | Objectives | Objectives |
| Me and my community | To talk about members of their immediate family and community | To recognise why we have rules and laws. To know what impact we have on our local community and the wider world. | To recognise why we have rules and laws. To know what impact we have on our local community and the wider world. To understand why people have paid jobs and the role of money in our lives. |
| Vocabulary | Mummy, daddy, brother, sister, grandparent, cousin, aunty, uncle, friend, neighbour |  Rule of Law risk, action, emergency services, trusted adult, familiar/unfamiliar, environment, offline, internet, messaging, limits. |  Rule of Law  Democracy risk-taking, electrical appliances, medicines, first-aid, hazard, level crossings, personal information, parental control, passwords, trusted websites, sources of information, isolation. |
| Sticky knowledge | <ul style="list-style-type: none">I can talk about who I live withI can talk about other family membersI can talk about people I know | <ul style="list-style-type: none">I know what a community isI know which communities I belong toI can talk about my community and the rules within it | <ul style="list-style-type: none">I know communities have differences and are equally valued.I know what impact I have on my local community (e.g. walking to school, putting litter in the bin, planting flowers, recycling, being kind to others)I know why we have rules and laws.I know what jobs there are in my community (opportunities for people who work in the community to come in and discuss their role) |



| | Year R | Year 1 | Year 2 |
|-------------------------------------|--|---|--|
| Area The Wider World | Objectives Understanding the World — People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | Objectives <i>To recognise why we have rules and laws. To know what impact we have on our local community and the wider world.</i> | Objectives <i>To recognise why we have rules and laws. To know what impact we have on our local community and the wider world. To understand why people have paid jobs and the role of money in our lives.</i> |
| Vocabulary | family, friends, neighbour | wider world, rules, environment, strengths, jobs, community, Southampton, water quality, pollution. | pollution, responsibilities, money, wages, bills, interests. |
| Sticky knowledge | <ul style="list-style-type: none"> I can talk about the different people I meet in my everyday life and their roles. | <ul style="list-style-type: none"> I can talk about how I can make school a better place I can talk about ways to make my community a better place (Southampton -water quality, pollution) I can talk about what I want to be when I grow up and why | <ul style="list-style-type: none"> I can talk about my responsibilities and the responsibilities of others to make the wider world a better place and why this is important. Building on learning from Y1 (Southampton) thinking about wider responsibilities (globally). E.g. Protecting the environment, reducing, reusing, recycling. I know why people need jobs (e.g. jobs help people to earn money to pay for things, skills, people, mental and economic wellbeing) I know the difference between needs and wants. |



| Area | Year R | Year 1 | Year 2 |
|----------------------------|--|---|--|
| | Objectives | Objectives | Objectives |
| Safety: Body safety | <i>To build constructive and respectful relationships</i> | <i>To recognise risks/harms in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i> | <i>To recognise risks/harms in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i> |
| Vocabulary | Private parts, no, safe, unsafe | personal, help, appropriate, inappropriate, touch, consent, private parts | personal, help, appropriate, inappropriate, touch, consent, private parts, secret |
| Sticky knowledge | <ul style="list-style-type: none"> I know that my private parts belong only to me and if someone asks to see them I tell them no. I know who to talk to if I feel unsafe. I know I can say no if I don't want to be touched (hugged, tickled etc) | <ul style="list-style-type: none"> I know what consent means and how it relates to appropriate and inappropriate touch. I know who to talk to if I or someone I know feels unsafe or uncomfortable. I know that it is not OK for adults to hurt me physically, and if this happens I should tell a trusted adult . | <ul style="list-style-type: none"> I know that it is not okay to keep something a secret. I know that my body is my own and that I am in charge of it. |

| Area | Year R | Year 1 | Year 2 |
|----------------------------|---|---|---|
| | Objectives | Objectives | Objectives |
| Safety: Safe adults | <i>To know how I can keep myself safe and who else keeps me safe.</i> | <i>To recognise risks/harms in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i> | <i>To recognise risks/harms and know how to minimise them in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i> |
| Vocabulary | Adult, safe, stranger | being safe, help, stranger, danger, safe adult, uniform, safe place | being safe, help, stranger, danger, safe adult, uniform, safe place, unsafe. |
| Sticky knowledge | <ul style="list-style-type: none"> I know that I should stay with my adult when I am out and about I know that I should not go anywhere with a stranger. I know which adults are 'safe strangers' (e.g. police shop workers wearing uniform, knowing what to do if I get lost from my adult) | <ul style="list-style-type: none"> I know how to call 999 in an emergency or when I feel unsafe. I know who safe adults are and safe places to go to if I get lost. | <ul style="list-style-type: none"> I know my parents full name, home address and my parents phone numbers. I know who my safe adults are and how to communicate if I am feeling |

| Area | Year R | Year 1 | Year 2 |
|---|---|--|--|
| | Objectives | Objectives | Objectives |
| Safety: Fire & electrical safety | <i>To know how I can keep myself safe and who else keeps me safe.</i> | <i>To recognise risks/harms in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i> | <i>To recognise risks/harms and know how to minimise them in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i> |
| Vocabulary | Fire, alarm, electricity, exit | electricity, risk, harm, electrical appliances , plugs, wires, sockets, switches | electricity, risk, harm, fire symbols, electrical appliances, plugs, wires, sockets, switches |
| Sticky knowledge | <ul style="list-style-type: none"> I know what to do if the fire alarm goes off in school. I know the fire exit sign and how to leave a building if there is a fire. I know that I should not put anything into an electrical socket. | <ul style="list-style-type: none"> I know the role of a firefighter and how they can help us when there is a fire. I know how to leave a building safely during a fire e.g. leave everything, find fire exit, stay low. I know that electrical devices can be dangerous and that I should not touch them without adult supervision. | <ul style="list-style-type: none"> I know how to keep myself safe around a range of electrical appliances e.g. plug sockets, wires and switches. |



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| | | <ul style="list-style-type: none"> I know that matches and lighters can cause a fire and I should not touch them. | |
|--|--|--|--|

| Area | Year R | Year 1 | Year 2 |
|------------------------------|---|---|--|
| | Objectives | Objectives | Objectives |
| Safety: Online safety | <i>To know how I can keep myself safe and who else keeps me safe.</i> | <i>To recognise risks/harms in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i> | <i>To recognise risks/harms and know how to minimise them in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i> |
| Vocabulary | Internet, online, safe | online, permission, search engine, private, password, personal information | online, permission, cyber bullying, search engine, private, password, personal information |
| Sticky knowledge | <ul style="list-style-type: none"> I know that I have to ask my parents before I go online. I know that I shouldn't talk to strangers online. | <ul style="list-style-type: none"> I know that I should not share my personal information online. I know that I should not talk to or meet up with anyone I meet online. I can talk about how I can keep safe online and who to talk to if someone I don't know messages me. | <ul style="list-style-type: none"> I know what to do if someone asks me to do something online that makes me feel uncomfortable. I know that I should not share nude images of myself or others online. I can talk about how I can keep safe online, how to protect my personal information and who to talk to if someone I don't know messages me. |

| Area | Year R | Year 1 | Year 2 |
|----------------------------|--|---|---|
| | Objectives | Objectives | Objectives |
| Safety: Road safety | <i>To know how I can keep myself safe and who else keeps me safe.</i> | <i>To recognise risks/harms in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i> | <i>To recognise risks/harms and know how to minimise them in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i> |
| Vocabulary | Road, vehicle, adult, lollipop person, crossing | traffic, dangerous, pelican crossing, zebra crossing, lollipop person | traffic, dangerous, hazards, risk, pelican crossing, zebra crossing, lollipop person |
| Sticky knowledge | <ul style="list-style-type: none"> I know that I should not cross a road without an adult there to help me I know that I need to stop, look and listen when crossing a road I know the role of a lollipop person. I know to stay with my adult when I am near a road | <ul style="list-style-type: none"> I know when it is a safe place to cross a road e.g. traffic lights, not between cars. I know how to safely cross the road independently using pelican crossings and zebra crossings. I know to only cross the road with an adult. | <ul style="list-style-type: none"> I know how to safely cross the road when cycling or scootering. I know how to safely cross the road independently using traffic light crossings and zebra crossings. |

| Area | Year R | Year 1 | Year 2 |
|---------------------------|---|--|--|
| | Objectives | Objectives | Objectives |
| Safety: Sun safety | <i>To know how I can keep myself safe and who else keeps me safe.</i> | <i>To recognise risks/harms in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i> | <i>To recognise risks/harms and know how to minimise them in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i> |
| Vocabulary | Sun, suncream, shade | shade, direct sunlight, hottest, sunburn, damage | shade, hydration, direct sunlight, hottest, sunburn, damage |



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|-------------------------|--|--|--|
| Sticky knowledge | <ul style="list-style-type: none"> I know that I need to wear sun cream in the sun to protect my skin. I know that I need to wear a sun hat and sunglasses in the sun to protect my face and eyes. | <ul style="list-style-type: none"> I know that I should never look directly at the sun. I know how to protect my body from too much sun e.g. sun cream, sun hat, sunglasses, shade, hydration. I know why I have to stay safe in the sun and what will happen if I don't protect myself from the sun. | <ul style="list-style-type: none"> I know when the hottest part of the day is and that I should avoid being in direct sun at this time. |
|-------------------------|--|--|--|

| Area Safety: School safety | Year R | Year 1 | Year 2 |
|---|--|---|--|
| | Objectives <i>To know how I can keep myself safe and who else keeps me safe.</i> | Objectives <i>To recognise risks/harms in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i> | Objectives <i>To recognise risks/harms and know how to minimise them in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i> |
| Vocabulary | Gates, visitor, safe adults | being safe, help, lock, safe adult, staff badge, first aid, injuries | being safe, help, lock, safe adult, safeguarding, staff badge, first aid, injuries, |
| Sticky knowledge | <ul style="list-style-type: none"> I know how to keep myself safe in school I know who to talk to in school if I feel unsafe | <ul style="list-style-type: none"> I know who keeps me safe in school/home and who to talk to in school when I feel unsafe. I know who can and cannot come into my school and how my school is protected from strangers. I know what first aid is and how head injuries are treated. | <ul style="list-style-type: none"> I know who my school designated safeguarding leads are. I know what first aiders do when dealing with a range of different injuries e.g. cold compress, pressure on wound, recovery position. |

| Area Safety: Rail safety | Year R | Year 1 | Year 2 |
|---|---|---|--|
| | Objectives <i>To know how I can keep myself safe and who else keeps me safe.</i> | Objectives <i>To recognise risks/harms in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i> | Objectives <i>To recognise risks/harms and know how to minimise them in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i> |
| Vocabulary | Track, train | railway, train station, hazards, warning signs, electricity, platform | railway, train station, hazards, warning signs, electricity, level crossing |
| Sticky knowledge | <ul style="list-style-type: none"> I know to stay with my adult when I am near a railway | <ul style="list-style-type: none"> I know how to be safe when waiting for a train at a train station e.g. stand behind the yellow line. | <ul style="list-style-type: none"> I can talk about how I can keep safe at the railway and who to talk to if I feel unsafe. I know how to safely cross a level crossing with adult assistance. I know what the railway warning signs mean e.g. electricity, level crossing gate and traffic lights. |

| Area Safety: Water & beach safety | Year R | Year 1 | Year 2 |
|--|--|---|-------------------|
| | Objectives <i>To know how I can keep myself safe and who else keeps me safe.</i> | Objectives <i>To recognise risks/harms in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i> | Objectives |



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|------------------|---|---|---|
| | | | <i>To recognise risks/harms and know how to minimise them in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i> |
| Vocabulary | Beach, sea, adult | float, safety flags, rescue, lifeguard, depth | float, safety flags, rescue, lifeguard, depth, coast guard |
| Sticky knowledge | <ul style="list-style-type: none">I know that I should not go in the water without an adult watching me.I know when it is safe to go into sea.I know I should stay with adults at the beach | <ul style="list-style-type: none">I know how to keep safe in/near the sea e.g. stay together and float.I know the role of a lifeguard and how they keep me safe. | <ul style="list-style-type: none">I can talk about how I can keep safe at the beach and who to talk to if I feel unsafe.I know which flags tell me that it is safe to go into the sea.I know to call 999 and ask for the coastguard if someone is in danger on the beach. |



RELIGIOUS EDUCATION

| End of Year Expectations (EYE) from Living Difference IV | Year R | Year 1 | Year 2 |
|--|---|--|---|
| | Children in EYFS should use the term “beginning to...” ahead of these statements for End of Year Expectations | In an age-appropriate way, through a well-made KS1 curriculum that is taught well, children in Year 1 will have encountered, studied and had the opportunity to discern value in relation to two of the <i>golden thread</i> concepts/words of <i>community</i> , <i>belonging</i> , <i>special</i> , <i>love</i> as well as other A concepts/words chosen by the teacher and children themselves (pondering time). Consequently, children can... | In an age-appropriate way, through a well-made KS1 curriculum that is taught well, children in Year 2 will have encountered, studied and had the opportunity to discern value in relation to at least two <i>golden thread</i> concepts/words of <i>community</i> , <i>belonging</i> , <i>special</i> , <i>love</i> , including those not studied in Year 1, as well as other A concepts/words chosen by the teacher and children themselves (pondering time) and a B concept/word at the end of Year 2. |
| | Communicate | ... express creatively their response to their own experiences of the concepts/words introduced. | ... express creatively their response to their own experiences of the concepts/word introduced. |
| | Apply | ... recognise their responses relate to events in their own lives. | ... recognise (<i>in a different way to Year 1</i>) how their responses relate to events in their own and sometimes other people’s lives. |
| | Inquire Contextualise | ... recognise what has been taught about the concept/word and how they are used in the tradition studied. | ... simply describe what has been taught about how the concept/word and how it is used in the tradition studied. |
| Evaluate | - | ... in simple terms children recognise something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities. | ... in simple terms children can discern something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities. |
| EYFS ongoing | UW: Ensure that special times are celebrated throughout the year as they arise in the classroom e.g. birth of a new sibling/cousin, family member getting married/christened and may wish to celebrate special times relevant in today’s society e.g. royal family or Queen’s Jubilee | | |



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| <p>Living Difference Document IV</p> | <p>LD(IV) identifies four A concepts/words that will thread through the whole curriculum to enable continuity across the key stages: community, belonging, love and special.</p> <p>In Year R, at least one of these <i>golden thread</i> concepts/words should be introduced. In Year 1, children will study two of the <i>golden thread</i> concepts/words and in Year 2 the other two.</p> <p><i>Golden thread</i> concepts/words will be highlighted in red and italics.</p> |
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| | Year R | Year 1 | | Year 2 | |
|-------------------------|---|--|---|---|---|
| Hindu | <p>UW: Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Krishna's birthday: <i>Special</i> (golden thread concept/word)</p> | Ganesh: <i>Special</i> (golden thread/concept word) | Special Places: <i>Worship</i> | Diwali: <i>Symbols</i> | Remembering Vishnu (holi): <i>belonging</i> (golden thread concept/word) |
| Vocabulary | Belong, birthday, celebrate, remember, special, rich | Hindu God, Ganesh, elephant, protection, blessing, imperfection, perfection, fortune, wisdom, statues, ritual, evil | Worship, special, pray, reflect, community, local, building, safe, celebrate, festivals, gather, mosque (Muslim), church (Christianity), mandir (Hindu), temple (Buddist) | Festival of lights, festival, fireworks, Rama, Sita, mehndi, rangolis, Holi, rangoli patterns, India, parade, bindi, Diwali, Hindu, diva lamp, gifts, Lakshmi, food, new year, | special, remember, meaning, celebration, story, worship, pray, Holi, Puja, Vishnu, Holika, believe, trust, good, evil, overcome, |
| Sticky knowledge | <p>All children will:</p> <ul style="list-style-type: none"> - I know that some people have different beliefs from my own. - I know that people celebrate special times - I can name some special times that are celebrated throughout the year. | <p>All children will:</p> <ul style="list-style-type: none"> - I know the story of Ganesh - I know why Hindus celebrate Ganesh | <p>All children will:</p> <ul style="list-style-type: none"> - I know that Hindu's place of worship is a Mandir - I know why people go to places of worship | <p>All children will:</p> <ul style="list-style-type: none"> - I know that Diwali is known as the 'Festival of Light' and marks the new year in some parts of the world. - I know that during the festival, Hindus celebrate the legend of the return of Rama and Sita. - I know that celebrating Diwali is a time for celebrating good over evil and happiness. | <p>All children will:</p> <ul style="list-style-type: none"> - I know the importance of the festival of Holi to Hindus - I know some of the traditions that are involved in Holi <ul style="list-style-type: none"> - I know why Hindus remember Vishnu |



| | Year R | Year 1 | | | Year 2 | |
|-------------------------|---|---|---|---|---|---|
| | <p>UW: Recognise some similarities and differences between life in this country and life in other countries (CNY). Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Stories Told by Jesus: <i>Storytelling</i></p> | Harvest: <i>Thanking</i> | People Jesus Met: <i>Care</i> | Special Places: <i>Worship</i> | Rules and Values: <i>Community</i> (golden thread concept/word) | Ideas about God: <i>God</i> |
| Vocabulary | neighbour, priest, Jew, teacher, forgive, storyteller, temple, story | Reap, crop, harvest, gather, autumn, combine harvester, ripe, pick, thankful | Jesus, Galilee, disciples, cure, fever, sick, disease, infection, healed, faith, belief, peace, mourning, Jerusalem, Israel, Samaritan | Worship, special, pray, reflect, community, local, building, safe, celebrate, festivals, gather, mosque (Muslim), church (Christianity), mandir (Hindu), temple (Buddist) | Democracy, community, multi-faith, beliefs, tolerance, respect, liberty, law, voice, equality, responsibility, freedom, pride, acceptance | Creation, create, reflection, harvest, produce, protecting, nature, devotion |
| Sticky knowledge | <p>All children will:</p> <ul style="list-style-type: none"> - I know that some people have different beliefs from my own. | <p>All children will:</p> <ul style="list-style-type: none"> - I know that crops are Harvested by farmers - I know that famers harvest enough food to provide everyone for the Winter | <p>All children will:</p> <ul style="list-style-type: none"> - I know that people change - I know that Christians look to Jesus to remind them to be good | <p>All children will:</p> <ul style="list-style-type: none"> - I know that Christians' place of worship is a Church - I know why people go to places of worship | <p>All children will:</p> <ul style="list-style-type: none"> - I know what a rule is - I know the importance of everyone following the rules - I know that everyone is different and these differences should be respected | <p>All children will:</p> <ul style="list-style-type: none"> - I know and have heard of God - I know that God can take different forms in different religions |

| | Year R | Year 1 | Year 2 |
|-------------------------|---|--|---|
| | <p>UW: Recognise that people have different beliefs and celebrate special times in different ways. Understand that that some places are special to members of their community.</p> <p>Birth of Jesus: <i>Celebrating birthdays</i></p> | Nativity Story: <i>angels</i> | Nativity Journeys: <i>Special journeys/journeys end</i> |
| Vocabulary | Age, birth, birthday, born, celebration, gifts, Mary, Joseph, stable, Bethlehem, Jesus, Christmas, special, donkey, star | Nazareth, angel, messenger, shepherd, wise, journey, king, Gabriel, Galilee, manger, nativity | Carpenter, Herod, frankincense, myrrh, gold, innkeeper, taxes |
| Sticky knowledge | <p>All children will:</p> <ul style="list-style-type: none"> - I know that some people have different beliefs from my own. - I know that people celebrate special times - I can name some special times that are celebrated throughout the year. | <p>All children will:</p> <ul style="list-style-type: none"> - I know that angels appear in the story of the birth of Jesus. - I know that some angels may deliver a message | <p>All children will:</p> <ul style="list-style-type: none"> - |



| | Year R | Year 1 | Year 2 |
|------------------|---|---|--|
| Easter | UW: Understand that some places are special to members of their community. New Life: <i>Celebrating</i> | Easter Story: <i>Love</i> (golden thread/concept word) | Palm Sunday: <i>Welcoming</i> |
| Vocabulary | Born, birth, chicks, eggs, life cycle, new beginnings, mother, baby, calf, kid, foal, young, offspring, ducklings, life, spring, | heaven, arrest, Good Friday, Easter Sunday, last supper, Jesus, disciples, crown, thorns, cross, forgive, tomb, rise, dead | Prayer, praise, Maundy Thursday, Palm Sunday, prisoners, forgive, spirit, resurrect (and Year 1 words) |
| Sticky knowledge | All children will: <ul style="list-style-type: none"> - I know that some people have different beliefs from my own. - I know that people celebrate special times (Easter) - I can name some special times that are celebrated throughout the year. | All children will: <ul style="list-style-type: none"> - I know that Jesus died on the cross - I know that Jesus rose from the dead - I know that Christians remember Jesus at Easter | All children will: <ul style="list-style-type: none"> - I know what happened on Palm Sunday - I know why Christians remember Palm Sunday |



| | Year R | Year 1 | Year 2 |
|------------------|--|---|---|
| Celebrations | Recognise that people have different beliefs and celebrate special times in different ways. | Harvest: <i>Thanking</i> | Diwali: <i>Symbols of light</i> |
| Vocabulary | St George's Day: (<i>depending on when this day falls</i>) England, Saint George, dragon, brave, sleigh Chinese New Year: China, dragon, dance, new year, numerals, symbols and simple Chinese language words: hello, good morning, | Reap, crop, harvest, gather, autumn, combine harvester, ripe, pick, thankful | Festival of lights, festival, fireworks, Rama, Sita, mehndi, rangolis, Holi, rangoli patterns, India, parade, bindi, Diwali, Hindu, diva lamp, gifts, Lakshmi, food, new year, |
| Sticky knowledge | All children will: - I know that some people have different beliefs from my own. - I know that people celebrate special times - I can name some special times that are celebrated throughout the year. | All children will: - I know that crops are Harvested by farmers - I know that famers harvest enough food to provide everyone for the Winter | All children will: - I know that Diwali is known as the 'Festival of Light' and marks the new year in some parts of the world. - I know that during the festival, Hindus celebrate the legend of the return of Rama and Sita. - I know that celebrating Diwali is a time for celebrating good over evil and happiness. |

| | Year R | Year 1 | Year 2 |
|------------------|--------|--------|--|
| Community | | | Rules and Values: <i>Community</i> (Golden thread concept/word) |
| Vocabulary | | | Democracy, community, multi-faith, beliefs, tolerance, respect, liberty, law, voice, equality, responsibility, freedom, pride, acceptance |
| Sticky knowledge | | | All children will: - I know what a rule is - I know the importance of everyone following the rules - I know that everyone difference and these differences should be accepted |

| | Year R | Year 1 | Year 2 |
|------------------|---|---|--------|
| Special | UW: Recognise that people have different beliefs and celebrate special times in different ways. Krishna's birthday: <i>Special</i> (golden thread concept/word) | Special Places: <i>Special</i> (golden thread concept/word) | |
| Vocabulary | Belong, birthday, celebrate, remember, special, rich | Worship, special, pray, reflect, community, local, building, safe, celebrate, festivals, gather, mosque (Muslim), church (Christianity), mandir (Hindu), temple (Buddist) | |
| Sticky knowledge | All children will: - I know that some people have different beliefs from my own. - I know that people celebrate special times - I can name some special times that are celebrated throughout the year. | All children will: - I know that Christians' place of worship is a Church - I know that Hindu's place of worship is a Mandir - I know why people go to places of worship | - |



| God | Year R | Year 1 | Year 2 |
|------------------|--------|--------|---|
| | | | Ideas about God: <i>God</i> |
| Vocabulary | | | Creation, create, reflection, harvest, produce, protecting, nature, devotion |
| Sticky knowledge | | | All children will: <ul style="list-style-type: none">- I know and have heard of God- I know that God can ‘look’ different in different religions |



SAFETY CURRICULUM (PSHE)

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|-----------------|---|
| EYFS ELG | ELG AREA <ul style="list-style-type: none"> Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. |
|-----------------|---|

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

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



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

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

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



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

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

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

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



SCIENCE

EYFS ELGs

Managing Self ELG:

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

Understanding World ELG:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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

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



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



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| | 5. Talk about why they need to exercise regularly. Children will: Explore the natural world around them (e.g. naming common farm animals and their young, minibeasts, british sea creatures, knowing some simple features, exploring lifecycles such as a ladybird or bee) | 1. Know the name and location of basic external body parts e.g. arm, head, leg, nose, ear, mouth, foot, elbow, knee, wrist, shoulder, neck 2. When provided with the five senses, know which body part is used for each sense. | 2. Know at least three ways that we can have good hygiene and explain simply what would happen if we had poor hygiene. 3. Know that we need to eat different foods to have a balanced diet and know that we need to eat more of certain food groups than others. |
|--|---|---|---|

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







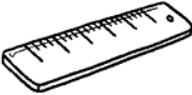
| | Year R | Year 1 | Year 2 |
|---|--|--|-----------------------------|
| Seasonal Changes | <p>Understand the effect of changing seasons on the natural world around them (Understanding the World): object sorting, comparing seasons and using the playground and garden to look at changes in school environment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





| | Year R | Year 1 | Year 2 |
|---|---|---------------------------------|--|
| Living Things and their Habitats | <p>Explore the natural world around them and describe what they see, hear and feel (Understanding the World): observe the life cycle of a chick, minibeasts e.g bees and butterflies (Hungry caterpillar/Bumble bear)</p> <p>Recognise some environments that are different to their own (Understanding the World): Comparing sea environments (Australia – Great Barrier Reef)</p> | See Y1 Animals including Humans | <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> |
| Working Scientifically (see Appendix 1 for W.S. progression) | <p>Provision will offer opportunities to:</p> <ul style="list-style-type: none"> Ask and answer questions Observe closely Identify and classify Gather and record data | See Y1 Animals including Humans | <ul style="list-style-type: none"> Identifying and classifying Observing closely using simple equipment Asking and answering questions |
| Vocabulary | <p>insect, minibeast, creepy crawlies, caterpillar, butterfly, ladybird, life cycle, bee, grow, change</p> <p>habitats (<i>stable, sty, field, farm, farmyard, sea, ocean</i>)</p> | See Y1 Animals including Humans | <p>living (<i>move, grow, reproduce, get rid of waste, react to surroundings</i>), dead, never alive</p> <p>habitats (<i>ocean, pond, rainforest, desert, forest</i>), suited, adapted, microhabitats</p> <p>food chain, prey, predators, energy, transfer</p> |
| Sticky knowledge | <p>Children will:</p> <p>Explore the natural world around them (e.g. name some common British and tropical sea creatures, know which ones live in hot or cold waters, explore basic similarities and differences, talk about simple features of some known minibeasts and their homes)</p> | | <p>All children will:</p> <ol style="list-style-type: none"> 1. Know that all animals and plants do not live in the same place and know at least 3 examples of habitats. 2. Know at least one example of how an animal or plant is suited to the habitat that it lives in. 3. Know that things can either be living, dead or never living and give at least one example of each 4. Know that animals get their food from different places and give at least one example of a simple food chain |



Appendix 1 - Working Scientifically Progression

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



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