

Hedgehog Class Curriculum Map 2026-2027						
This is a working document and will be added to and adapted throughout the year to meet the needs of the YR children						
Year 1 / Reception Both Year groups						
Core Drivers	Forest School Nurture and Christian Values					
Values A Year	Community - Koinonia	Friendship	Courage and resilience	Thankfulness	Love (agape) and compassion	Trust
Enrichment opportunities	Pop up play village History off the page - Y1 Toys Church Nativity		World Book Day - Author visit or performance. Library Easter Service		Caterpillars to butterflies Visit to a wildlife park or petting zoo in school Leavers Service at Church	
PLODS	Linked to YR interests and fascinations					
Communication and language Y1	The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine,					

	share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.					
Communication and language YR (EYFS Prime Area)	STATUTORY EDUCATIONAL PROGRAMME: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. This prime area is split into 2 further areas: speaking and listening, attention and understanding. Communication and Language underpins all areas of learning. Communication and language is embedded and provision continuously through both adult led and child-initiated learning. Throughout the year, the children will have opportunities to develop their Communication and Language skills through a range of individual, small group and whole class activities - these include circle games and carpet times, stories, poems, non-fiction texts and related follow up activities (including role-play and story re-telling), learning new vocabulary linked to enhancements, songs and rhyme time. We identify core stories, poems and rhymes that children will get to know really well. In addition, communication and language skills are developed through children's curiosities and interests during child-initiated learning time and interactions with adults and peers. We will be taking a total communication approach, using spoken language, Makaton sign language, symbols and photos to support all communication.					
PSED YR / 1 EYFS Prime Area	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Skills YR	I listen to stories with interest. I listen to rhymes, poems and songs. I can ask questions about stories that have been read to me.		I listen to non-fiction books. I am developing new knowledge through listening to these books. I can ask questions in discussions when 1:1.		I listen attentively during discussions as a class, with peers and with my teacher. I can ask questions in discussions when 1:1, in small groups and larger class discussions.	

	I can talk about a range of stories and books. I can express my point of view using words and actions. I can use talk to organise my play. I learn new vocabulary. I use this throughout the day. I am using longer sentences of 4 - 6 words.	I can listen attentively and respond appropriately during conversations. I can start a conversation and continue it. I can use talk to resolve my problems. I can describe some events with detail. I can use new vocabulary in different contexts. I can use new vocabulary related to non-fiction. I can articulate my ideas and thoughts through well-articulated sentences.	I can hold a conversation with my peers and teachers back and forth. I can explain why things happen and use new vocabulary during these discussions I use recently introduced vocabulary in discussions. I explain why things happen. I use connectives in my speech. I speak in full sentences. I speak with conjunctions and in past, present and future tenses.
Skills Y1	Listen and respond appropriately to adults and their peers, • Look at who's talking to them. • Follow instruction whilst busy with another task. • Be able to follow 2 to 3 part spoken instructions - e.g. get your coat, then choose a partner and line up by the door. • Understand how or why questions. Ask relevant questions to extend their understanding and knowledge • Understand and answer how, what and why questions, with obvious, straight-forward answers Use relevant strategies to build their vocabulary • Understand that words can be put into categories e.g. animals, transport, character • Recognise objects, characters and animals from a description • Use words more specifically to make their meaning clear Articulate and justify answers, arguments and opinions		

	• Show that they can use language to reason and persuade e.g. 'I think.....because....' Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • List events with some detail • Retell favourite stories • Describe events. These may not always be joined together or in the correct order Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Start conversations with other people and join in with group conversations, listening and responding to ideas expressed by others Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Use longer or more complicated details within their speech to organise, sequence and clarify thinking, ideas, feelings and events. Speak audibly and fluently with an increasing command of Standard English • Produce speech that is clear and easy to understand, through may have some immaturities Participate in discussions, presentations, performances, role play, improvisations and debates • Join in and organise role play with friends. • Play cooperatively and pretend to be someone else talking. • Re-tell favourite stories Gain, maintain and monitor the interest of the listener(s) • Initiate conversations with others, understanding they need to look at the audience when they are speaking.
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	• Give details that they know are important and will influence the listener. Consider and evaluate different viewpoints, attending to and building on the contributions of others • Listen to others, taking account of their opinions. • Take turns to speak to and with others Select and use appropriate registers for effective communication. • Use words more specifically to make their meaning clear. Show some awareness of appropriate language choices in school as opposed to home e.g. 'loo'/toilet
Implementation	Wellcomm Toolkit is used to screen children and intervention used to support those who need extra support with language development. Oracy embedded through the curriculum, through class discussions, talk partners, solving problems through talk, explaining things to their peers., role play. We want the children to be: • Being confident and impressive presenters • Using excellent Standard English • Increasing and improving vocabulary • Being attentive listeners Key vocabulary is on display and is pre-taught and sent home for some children who need extra support with developing it. WOW moments from home shared with class, children share their experiences and others ask questions. Daily story time involving engaging fiction, non-fiction, poems and rhymes. Books on display throughout the classroom, a comfortable and welcoming book corner.

	Stories linked to subjects throughout the day. Role play area and small world areas where children can act out roles or retell familiar stories. Key books used across the year, children learn 'Talk for Writing' actions to help them to be able to retell word for word. Reception and Year 1 have key rhymes and poems which the children learn. Visitors come into school to share their knowledge, children given opportunities to ask questions and share their knowledge or experiences. Children take a story book/ non-fiction home each week from our library, parents given advice about how to use these to develop their child's understanding and vocabulary.		
Key skills for PSED	I am beginning to talk about my emotions and manage them. I am beginning to understand how others might be feeling through facial expressions and body language. I understand why we have rules. I am showing resilience in the face of challenges e.g. opening my drink. I am managing my own needs more frequently. I am showing more confidence when talking to new people. I have multiple positive friendly relationships with children and adults. I ask questions about people - including their differences between me and them.	I can explain my emotions in more detail and give reason for them. I can confidently talk about my emotions using words such as 'happy' 'sad' 'angry' or 'worried'. I consider the feelings of others e.g. going to children who are upset. I am following rules more without reminders. I am confident when trying new activities. I am developing in confidence, independence, resilience and perseverance. I know people should listen to me just as I should listen to them. I have formed positive adult and peer friendships. I can think about the perspective of others	I moderate my feelings and emotions e.g. calming down after being upset. I confidently talk about my emotions and feelings and explain how and why I feel the way I do with good understanding. I can understand why others may feel happy or sad because of events that have happened. I can work towards goals and show patience towards others and control my own behaviour without reminders from adults. I show perseverance in the face of challenge. I am managing my own basic hygiene and personal needs e.g. dressing, toileting and healthy food choices. I show confidence when playing and talking to adults and friendship peers.

						I work and play co-operatively, including turn taking, with others. I show sensitivity to others needs.
PSED implementation	Zones of Regulation Curriculum is used to support children with developing their understanding of emotions and how to manage them. Use of calm area to support children with regulating their emotions. Weekly PSHE lesson using the Jigsaw scheme. Weekly circle times. Class mindfulness. Children are given responsibilities within the class e.g. tidy up monitors. Adults model social language such as 'can I have a go after you?' Social situations are modelled using role play/ puppets, children explore how characters feel and the effect of their actions on others. Adults use stories to identify the others perspectives, feelings, what is right and wrong. Adults model a growth mind-set and talk about the value of mistakes. Class rules are created together and their importance discussed regularly. Conflict resolution is supported by adults who help the children to explore how they feel, the impact of their actions on others, model negotiation skills and support ideas for restoring relationships. Children's achievements are celebrated with WOW work displays and WOW moments from home. Children's different cultures are celebrated and parents are encouraged to visit and tell us about their culture and traditions.					
PE / PD EYFS Prime Area Get Set 4 PE	Fundamentals Gymnastics	Ball skills Dance	Yoga Send and Receive	Fitness Invasion Games	Net and wall games Team Building	Athletics Striking and Field games

Physical development key skills	Begin to develop overall body; strength, balance, co-ordination and agility. Experiment moving in different ways. Children using pencils and other equipment comfortably for them. Children making snips in paper either using one hand or two. Developing an effective pencil grip. Developing skill when using tools including scissors	Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music. Negotiates space successfully and can adjust speed and direction. Showing increasing control with a ball. Confidently using scissors and small tools. Beginning to use a tripod grip to draw and write accurately.	Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing. Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways. Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing and writing.
Y1 English Core Texts (HfL Essential Writing)	Jasper's Beanstalk by Nick Butterworth Sam Plants a Sunflower by Kate Petty Puffin Peter by Peter Horacek Purple Is..... by anon Gruffalo Crumble by Julia Donaldson Three Billy Goats Gruff; by Mac Barnett The Princess and the Pea, by Rachel Isadora Stop! That's; Not my Story; by Smriti Halls	Stanley's Stick by John Hegley Ravi's Roar, Ruby's Worry by Tom Percival Oi Frog! By Kes Gray Madlenka by Peter sis Martha Maps It Out by Leigh Hodgkinsqn Julia Donaldson's Poems to Perform	Paddington's Post by Michael Bond Here Comes Mr Postmouse by Marianne Dubuc A First Book of Poems: Out and About by Shirley Hughes Little Red and the Very Hungry Lion by Alex T Smith The Big Book of Bugs by Yuval Zommer Tad by Benji Davies

	Professor Goose Debunks Goldilocks by Paulette Bourgeois		We're Going to Find the Monster! By Malorie Blackman
Y1 English	Guided and individual reading Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning & self-correct, build fluency and confidence, recognise & join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, recite familiar poems by heart. Write Labels, lists and captions, Narrative, Poetry, Recipes and Narrative Use a capital letter for names of people and days of the week. Begin to punctuate sentences using a capital letter and full stops. Write single-clause sentences. Leave spaces between words. Sequencing sentences to form short narratives. Use 'and' to link words within sentences. Join two clauses in a sentence using the co-ordinating conjunction 'and'. Exposed to language rich environment to develop vocabulary/listening	Guided and individual reading Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning & self correct, build fluency and confidence, recognise & join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, recite familiar poems by heart. Narrative, Rules & recount, Poetry – rhyme, Narrative and Performance poetry. Use a capital letter for names of people, places, days of the week and personal pronoun 'I' . Begin to punctuate sentences using a capital letter, full stop or exclamation mark. Write single-clause sentences. Leave spaces between words. Sequencing sentences to form short narratives. Use 'and' to link words within sentences. Join two clauses in a sentence using the co ordinating conjunction 'and'. Exposed to language rich environment to develop vocabulary/listening	Guided and individual reading Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning & self-correct, build fluency and confidence, recognise & join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, recite familiar poems by heart. Write Letters, Free verse poetry, Narrative, Explanation and Narrative Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark. Review all learning Write single-clause sentences. Leave spaces between words. Sequencing sentences to form short narratives. Use 'and' to link words within sentences. Join two clauses in a sentence using the co-ordinating conjunction 'and'. Exposed to language rich environment to develop vocabulary/listening Say out loud what they are going to write about;

	Say out loud what they are going to write about; Compose a sentence orally before writing it Re-read what they have written to check for sense Sequence sentences to form short narratives Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and teacher.		Say out loud what they are going to write about; Compose a sentence orally before writing it Re-read what they have written to check for sense Sequence sentences to form short narratives Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their teacher and peers		Compose a sentence orally before writing it Re-read what they have written to check for sense Sequence sentences to form short narratives Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and teacher.	
YR Literacy Core Texts (HfL Essential writing) EYFS Specific Area	That's not my Name All are welcome here Hug Beegu The tiger who came to tea	My must have mum Me and my sister Say goodbye, say hello Jo Jo and Gran Gran The cat the rat and the hat This is the bear	I like bees I don't like honey Super duper you Things I like Lifesize baby animals Oh no George Joy	Festivals I love Chinese new year We catch the bus The goat and the stoat and the boat On the way home	You're so amazing Everyone has a body I don't want to wash my hands Goldilocks and the 3 bears Each Peach Pear Plum	I saw a bee The new green day That's my flower You choose! You choose fairy tales Help we need a title

	We're going on a bear hunt	Oi Cat!			Jack and the beanstalk	
					Anansi with the golden pot	
YR Literacy Writing Key skills EYFS Specific Area	Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make. Uses some recognisable letters and own symbols such as their name or some initial sounds. Understands that thoughts and stories can be written down from what has been modelled to them. Use talk to link ideas during conversation and play as well as clarify their thinking and feelings. Orally spell VC and CVC words by identifying the sounds. Write their own name. Children form letters from their name mostly correctly.		Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words. Use writing in their play. Some children moving onto caption writing if ready. Orally sounding out CVC words. Breaking down words to ensure they've remembered all of the sounds. Orally compose a caption and hold it in memory before attempting to write it. Sounding out to write VC, CVC and CVCC words independently. Children using the knowledge and understanding of phoneme - grapheme correspondence to spell words. Children hold their pencil effectively to form recognisable letters.		Children can re-read what they have written to check that it makes sense Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops. Write a simple sentence. Firstly focusing on including finger spaces. Write sequenced simple sentences with some finger spaces - working towards including a capital letter and full stop. Make phonetically plausible attempts when writing unknown words that cannot be sounded out Children using a tripod grip to confidently write letters that can be clearly recognised.	
RWI phonics	Taught across Reception to Y2					

RWI Phonics Reading, writing, comprehension YR Key reading skills	Children joining in with rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning and an end Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top to bottom and left to right. Children can recognise pictures and illustrations in a text Vs the writing. Children spotting familiar words in books. Begin to blend some simple words Children read a few common exception words matched to the phonic programme.	Children having favourite books and rhymes – they may know these books from memory. Say what they liked or disliked about a story. When listening to a story children use the images to help them read. Children are becoming increasingly more confident with their understanding of new words in stories. Children can use a books front cover or blurb to make a prediction. When children are playing they are adapting, roleplaying or using vocabulary from stories they've read or heard. When reading a well-known or repeated story children will join in. Showing an increasing confidence in sequencing a story. Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions. Children reading simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.	Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use 'because' to give reason when answering 'why' questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Knows key vocabulary used in a range of books. Continue to develop their role-play to involve the storylines of the books read to them. Recalls many parts of a text with accuracy. Children beginning to read some tricky words.
Poems and rhymes	The expectation in the Reading Framework (Department for Education 2023) is that children in Reception and Year 1 will have a short session every day where they enjoy poems, songs and rhymes, singing and reciting these together as a class. • Predictability of rhymes helps children to memorise and reuse newly acquired words and phrases.		

Prime Area CL and Literacy	Using 'call and response' allows children to join in gradually. • The cadence of the lines helps to convey meaning and mood. • Attention to rhythm requires them to speak more slowly, thereby gaining awareness and control of their voices. • Learning songs, poems and rhymes will heighten children's awareness of individual sounds within words through alliteration, assonance and rhyme. Linked to our current learning across the years and different subjects and for enjoyment!
Talk through stories Prime Area - CL Comprehension	These will be linked to our learning across different subjects across the year Vocabulary will be learnt linked to each story
Implementation	• Daily phonics sessions using the Read, Write, Inc programme. Extra 1:1 or small group sessions are run for children who may need repeated exposure to make progress. • Children read 1:1 with staff and once children are reading more fluently they practice this three times a week in small groups. • Parents are invited to a 'Reading in Reception' training session so that they can learn how to support their child with reading at home in the autumn term. Children's reading books are linked to their phonetic ability. Children start by taking home a book with no words and once they are ready they will take home a school reading book linked to their phonetic ability. A library book is also sent home from children to share with their parents. • Writing is encouraged throughout the environment and celebrated on our 'WOW Work' board. • Tricky words that are being learnt are displayed in the classroom and regularly practiced. • Our book corner is designed to foster a love of reading and adults regularly spend time in there with children, reading to them and also letting the children tell the story. • Reception has a weekly key book which is on display in the classroom and read regularly throughout the week. The children learn the stories using 'Talk for Writing' techniques so that they can recite them word for word.

	Children in YR take part in three weekly support writing sessions using the Essentials Writing Scheme, giving the children opportunities to practice writing at their level and be supported by an adult so that they develop their skills. Y1 have 4 sessions a week and daily discrete handwriting session and spellings.		
Y1 Maths Following White Rose Maths Scheme	Autumn Blocks 1-6	Spring Blocks 1-6	Summer Blocks 1-6
Y1 knowledge and skills	Subitising 1-6, exploring loose parts as manipulatives for calculation, exploring numbers 0-10 - sorting, counting, representing, comparing, 1 more/less within 10, addition and subtraction within 10, problem solving, part-whole for single objects & groups of objects, odd & even, ordinal numbers, recording mathematical thinking, number bonds within 10 (addition & subtraction), finding the difference, recognising 2D & 3D shapes, patterns, numbers 0-20, teen numbers (11-20), tens and ones, compare & order numbers Skills: patterns & counting 0-20, estimate, order & regroup 1-20, part & whole addition & subtraction, problem solving, understand teen numbers as ten and some more, estimating & ordering 1-20, identify 1 more/less, odd & even,	Adding by counting on within 20, adding using number bonds, subtraction not crossing 10/crossing ten, comparing number sentences, counting to 50 by making 10s, counting forwards & backwards within 50, representing, comparing and ordering numbers to 50, counting in 2s, doubling & halving, counting in 5s, comparing and measuring lengths & heights, problem solving with addition/subtraction of lengths, measure and compare weight & mass, problem solving with weight & mass, compare and measure capacity & volume Skills: add & subtract no.s 0-20, identify part & whole, equality & balance no's 0-20, use language of comparison & problem solve, count in 2s, 5s & 10s, represent numbers and mathematical thinking	Counting in 2s, 5s and 10s, equal groups, arrays, doubles & halves, sharing, making & finding $\frac{1}{2}$ and whole, making and finding $\frac{1}{4}$, describing turns & position, counting to 100, counting forwards & backwards within 100, 100 squares, partitioning, comparing and ordering numbers, 1 more/less, recognising and counting coins, time, before & after, dates and days, o'clock and half past, writing and comparing time Skills: counting in 2s, 5s and 10s, equal or unequal groups & remainders, multiplication as repeated addition & array, sharing, problem solving, understand place value, estimate, order & compare, count up to and beyond 100, use + - x =, using positional language, read

	represent numbers and mathematical thinking pictorially, use cherry diagrams and whole/part bar models, understand magnitude 0-10 and then 0, 20, know and recall number bonds to 10, use + - =, name & describe shapes & patterns.	pictorially, using cherry diagrams and whole/part bar models, understand magnitude 0-50, know and recall number bonds to 20, use + - =, use standard & nonstandard measures.	o'clock & half past on analogue clocks, sharing into equal groups, identify coins, sequence events in time,.
YR Maths Specific area	Autumn Block 1-6	Spring Block 1-6	Summer Block 1-6
YR Knowledge and skills	Matching, sorting and comparing, identifying sets, Subitising numbers to 3, deep understanding of numbers 1-5, including 1 more, 1 less, patterns Describing 2D shapes, Developing the cardinal, one-to-one, and stable-order counting principles up to 5	Understanding 0-5, composition of numbers to 5, comparing quantities, including more than, less than and equal to. Exploring mass and capacity, composition of numbers 6-10, Counting to 10, doubles and exploring number bonds to 10. Explore 3D shapes.	Counting to 20 and beyond, adding and subtraction, number bonds including addition and subtraction facts. Manipulating shapes, recognise spatial patterns, sharing and grouping, visualise build and map,

History UtW Past and Present EYFS Specific Area	Toys now and then Games now and then I can learn about changes in living memory & how everyday life has changed. I can sequence events (introduction of technology) from engaging with toys. I can identify the differences between now & then. I can match objects to people of different ages placing them in chronological order. I can handle artefacts properly & carefully sequencing 3 or 4 artefacts from different periods of time. I can read artefact To know about my own life-story. To know how I have changed. To look at the similarities and differences in family photos from the past and the present To begin to understand the past through settings, characters and events encountered in fiction and non-fiction books To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.	History of local area and school - looking at Buntingford I can learn about significant historical places in my own locality. I can identify differences between now & then. I can ask questions about the past. I can find answers about the past using pictures. Society To observe the similarities and differences between homes of the past and present. To understand that people from the past have had an effect on the present day To use knowledge of travel to imagine their own journey.	Famous explorers: Neil Armstrong Amelia Earhart I can ask questions about the past. I can find answers about the past using pictures, stories & artefacts. I can use role-play & pictures to retell stories from the past. I can find out about the lives of significant individuals who have contributed to international achievement. Culture To know about people from the past drawing on experiences read about in books. To compare and contrast characters from stories, including figures from the past. To use images and stories from the past to explore the lives of others. Look at and organise events using basic chronology.
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	To explore photos and artefacts from the past.		
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Kapow Geography UtW People, Culture and Communities EYFS Specific Area	What it is like here? What is it like here? (6 lessons) Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground. Key Skills: • Recognising some physical features in their locality. • Recognising some human features in their locality. • Using an atlas to locate the UK. • Using directional language to describe the location of objects in the classroom and playground. • Using directional language to describe features on a map in relation to other features (real or imaginary). • Responding to instructions using directional language to follow routes.	What's the weather like in the UK? What is the weather like in the UK? (6 lessons) Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key. Key Skills: Locational knowledge • Showing on a map which continent they live in. • Locating the four countries of the United Kingdom (UK) on a map of this area. • Beginning to locate the capital cities of the four countries of the UK on a map of this area. • Showing on a map which country they live in and locating its capital city. Human and physical geography	What's it like to live in Shanghai? Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork. Key Skills: • Locating two of the world's seven continents on a world map. • Showing on a map which continent they live in. • Naming some key similarities between their local area and a small area of a contrasting non-European country. • Naming some key differences between their local area and a small area of a contrasting non-European country. • Recognising some physical features in their locality.
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	• Recognising local landmarks on aerial photographs. • Recognising basic human features on aerial photographs. • Recognising basic physical features on aerial photographs . • Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. • Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. • Using simple picture maps and plans to move around the school. • Asking questions about the world around them. • Commenting on the features they see in their school and school grounds on a walk around the respective places. • Asking and answering simple questions about the features of their school and school grounds.	• Describing how the weather changes with each season in the UK. • Describing the daily weather patterns in their locality. • Confidently using the vocabulary 'season' and 'weather'. • Recognising some physical features in their locality. Geographical skills and fieldwork • Using an atlas to locate the UK. • Using an atlas to locate the four countries in the UK. • Using directional language to describe the location of objects in the classroom and playground. • Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes.	• Recognising some human features in their locality. • Using an atlas to locate the UK. • Using a world map and globe to locate four of the world's seven continents (Europe and Asia). • Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean. • Using directional language to describe features on a map in relation to other features (real or imaginary). • Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. • Recognising local landmarks on aerial photographs Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using
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	• Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. • Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features Exploring maps Exploring maps through discussion, story-telling, games and creative activity, children look at how features are represented and think about the meaning behind shapes, lines and colours on maps. Key Skills: Children recognise some environments that are different to the one in which they live using maps and globes by: Begin to use a map. Understand a map is a visual representation of a place. Know that blue is water and green is land on a map.	• Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. • Using simple picture maps and plans to move around the school. • Commenting on the features they see in their school and school grounds on a walk around the respective places. • Asking and answering simple questions about the features of their school and school grounds. • Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. • Responding to instructions using directional language to follow routes. • Recognising local landmarks on aerial photographs. • Asking questions about the world around them. Outdoor adventures	data they have collected through fieldwork. Key Skills: • Locating two of the world's seven continents on a world map. • Showing on a map which continent they live in. • Naming some key similarities between their local area and a small area of a contrasting non-European country. • Naming some key differences between their local area and a small area of a contrasting non-European country. • Recognising some physical features in their locality. • Recognising some human features in their locality. • Using an atlas to locate the UK. • Using a world map and globe to locate four of the world's seven continents (Europe and Asia). • Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.
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	Name their local town, school and country. Key Knowledge: Children recognise some environments that are different to the one in which they live using maps and globes. Map, globe, environment, water, land, town, city, village, home, school, park, shops Where do you live? (type of home/location) What do you see on your way to school? Find the land/water on a map - how do you know?	Using the senses to explore and describe the natural world around them whilst outside, children begin to recognise the effect of the changing seasons. Key Skills: Children make observations or find information about different locations and places. They recognise, know, and describe features of a studied location by: Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). Commenting on the features they see in their school and school grounds on a walk around the respective places and what they notice in images or texts. Key Knowledge: Children make observations or find information about different locations and	• Using directional language to describe features on a map in relation to other features (real or imaginary). • Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. • Recognising local landmarks on aerial photographs Around the world Investigating diverse global environments, children compare them to their local area by engaging with digital maps, reading books, and participating in role play, thereby deepening their understanding of geography and cultural differences. Key Skills: Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations by Comparing where they live to another locality
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		places. They recognise, know, and describe features of a studied location. <u>How can we welcome animals on the school grounds?</u> Discuss with the children if they think the objects are alive or non-living and why they think that. Recap that there are many types of places in the world where animals live, on land and in water. Show each animal home and ask the children which animal they think might live there. Children go on a walk around the school grounds. Compare places where fewer animals live, such as the concrete playground, to places where many animals live, such as a grassy area or woodland. Links to Sustainability Seasons, changes, living, non-living, manmade, weather How has the weather changed since you started school? Is a tree/plant/rock living or non-living? How can we take care of the environment?	Discussing how environments in stories and images are different to the environment they live in. Key Knowledge: Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations Countries, weather, landscape, buildings, transport, clothing, planets Have you been to another country before? What was it like? What looks different/the same? What would you wear in...?
Science Y1	Seasonal change - all year	Key Skills	

UTW The Natural world YR	Key Skills Beginning to share ideas and suggestions about what to do when working practically. Beginning to make guesses about what might happen. Commenting on what they see and hear in the natural world. Using non-standard units to measure. Drawing and labelling pictures of plants and animals. Recognising that tables can be used to record information. With support, grouping objects, plants and animals. Key knowledge Some trees change in the four seasons. Some signs of each season (leaves on the ground, cold weather, daffodils growing and sunny weather). Some animals hibernate or store food in winter. The weather changes throughout the year. And compare weather types (rain, sun, snow and wind). Key vocabulary autumn season spring summer weather winter	Posing questions Exploring the world around them and raising their own simple questions. Predicting Suggesting what might happen, often justifying with personal experience. Observing (qualitative data) Using their senses to describe, in simple terms, what they notice or what has changed. Researching Gathering specific information from one simplified, specified source. Recording (tables) Using a prepared table to record tally frequency. Graphing Representing data using pictograms. Analysing and drawing conclusions Using their results to answer simple questions.
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		Posing questions Recognising there are different types of enquiry (ways to answer a question). Observing (qualitative data) Using their senses to describe, in simple terms, what they notice or what has changed. Measuring (quantitative data) Using non-standard units to measure and compare. Recording (diagrams) Drawing and labelling simple diagrams.	Posing questions Recognising there are different types of enquiry (ways to answer a question). Responding to suggestions on how to answer questions. Planning Deciding if suggested observations are suitable, with support. Observing (qualitative data) Using their senses to describe, in simple terms, what they notice or what has changed. Researching Gathering specific information from one simplified, specified source. Recording (diagrams)	Posing questions Exploring the world around them and raising their own simple questions. Recognising there are different types of enquiry (ways to answer a question). Responding to suggestions on how to answer questions. Planning With support, deciding if suggested observations are suitable. Ordering a simple method. Predicting Suggesting what might happen, often justifying with personal experience.	Posing questions Exploring the world around them and raising their own simple questions. Recognising there are different types of enquiry (ways to answer a question). Responding to suggestions on how to answer questions. Planning Beginning to recognise whether a planned test is fair. With support, deciding if suggested observations are suitable. Predicting Suggesting what might happen, often justifying
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		Recording (tables) Using a prepared table to record results including numbers and simple observations. Grouping and classifying Grouping based on visible characteristics. Analysing and drawing conclusions Using their results to answer simple questions. Key knowledge To know: The key parts of the human body (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth). The five main senses: sight, smell, hearing, taste and touch. The skin is	Drawing and labelling simple diagrams. Grouping and classifying Grouping based on visible characteristics. Graphing Representing data using pictograms and block charts. Analysing and drawing conclusions Using their results to answer simple questions. Key knowledge To know: A variety of common animals (including fish, amphibians, reptiles, birds and mammals). The main body parts of common animals (arms, legs, wings, tails, fins,	Observing (qualitative data) Using their senses to describe, in simple terms, what they notice or what has changed. Measuring (quantitative data) Using non-standard units to measure and compare. Researching Gathering specific information from one simplified, specified source. Recording (diagrams) Drawing and labelling simple diagrams. Recording (tables) Using a prepared table to record results	with personal experience. Observing (qualitative data) Using their senses to describe, in simple terms, what they notice or what has changed. Measuring (quantitative data) Beginning to use standard units and read simple scales to measure and compare. Beginning to use simple measuring equipment to make approximate measurements. Researching
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		used for touch, the tongue is used for taste, the nose is used for smell, the eyes are used for sight and the ears are used for hearing. Science in action To know: A range of jobs and careers that use scientific knowledge and methods. About the work of modern-day scientists. There are spiritual, moral, social and cultural links with Science. Key vocabulary Compare, group, hearing, pattern, sense(s), Sight, smell, taste, touch,	head, trunk, horns, tusks and shell). A carnivore is an animal that eats other animals and to give some examples. A herbivore is an animal that eats only plants and to give some examples. An omnivore is an animal that eats both animals and plants and to give some examples. Science in action To know: About famous scientists throughout history. Key vocabulary Amphibian, bird, carnivore, compare, diet, difference, fish, group, herbivore, mammal, observe, omnivore, reptile, scientist, similarity	including: numbers; simple observations. Grouping and classifying Grouping based on visible characteristics. Analysing and drawing conclusions Using their results to answer simple questions. Beginning to recognise when results or observations do not match their predictions. Key knowledge To know: A variety of common plants and how they differ. That deciduous trees lose their leaves seasonally but evergreen trees do not. The basic structure, including	Gathering specific information from one simplified, specified source. Recording (tables) Using a prepared table to record results including: numbers; simple observations. Grouping and classifying Grouping based on visible characteristics. Analysing and drawing conclusions Using their results to answer simple questions. Beginning to recognise when results or observations do not match their predictions.
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				leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches and stem, of a variety of common plants, including flowering plants and trees. To begin to understand how plants grow and change over time. Science in action To know: About famous scientists throughout history. About the work of modern-day scientists. There are spiritual, moral, social and cultural links with Science. Key vocabulary Bulb, deciduous, diagram, evergreen, flower, fruit, garden	Key knowledge This unit revises the following key knowledge from the previous Year 1 units: Plants To know: The basic structure, including leaves, flowers (blossom), fruit, roots, bulb, seed, trunk, branches and stem, of a variety of common plants, including flowering plants and trees. How plants change and grow over time. Animals, including humans To know:
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				plants, group, growth, leaf, measure, observe, roots, seed, stem, trunk, wild plants	A variety of common animals (including fish, amphibians, reptiles, birds and mammals). The main body parts of common animals (arms, legs, wings, tails, fins, head, trunk, horns/tusks and shell). The diets of carnivores, herbivores and omnivores and give examples. Everyday materials To know: A variety of everyday materials, including wood, plastic, glass, metal, water and rock. Property refers to how a material can be described. The physical properties of a variety of everyday materials.
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					Seasonal changes To know: The name and order of the four seasons: spring, summer, autumn and winter. The weather associated with the four seasons and how it changes (in the UK). Science in action To know about a range of jobs and careers that use scientific knowledge and methods. Key vocabulary Amphibian, bird, carnivore, compare, diet, difference, fish, group, herbivore, mammal, material, object, omnivore, pattern, reptile, season, similarity, trunk, waterproof, weather
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U+W TNW	I am a scientist (taught across the year) Key skills Asking questions about the natural world with support. Beginning to share ideas and suggestions when working practically. Beginning to make guesses about what might happen. Commenting on what they see and hear in the natural world. Grouping objects, plants and animals with support. Describing their discoveries when working practically. Key knowledge To know: Some objects move when pushed or pulled. Some objects freeze or melt. Objects float or sink. Day is light because the sun is in the sky. Night is dark because the sun is not in the sky. Shadows happen when something blocks the light. About differences in sound. Key vocabulary Dark, daytime, float, freeze, light, loud, melt, nighttime, pull, push, quiet, sink, volume	Animals – Animal adventures Key skills With support, asking questions about the natural world. Commenting on what they see and hear in the natural world. Drawing and labelling pictures of plants and animals. With support, grouping objects, plants and animals. Key knowledge To know: The names of familiar animals (e.g. farm animals, pets and animals seen in storybooks.) The main body parts of common animals (number of legs, wings, fur and tail). Animals, including humans, use their senses to explore the world. Animals need	Our Beautiful planet Key skills Commenting on what they see and hear in the natural world. Recognising that information can be found online and in books. Drawing and labelling pictures of plants and animals. Key knowledge To know: Some objects found in nature are natural, e.g. plants and animals. Names for the basic plant parts (leaves, flowers, stem and roots.) Some familiar flowering plants (e.g. daisy, rose, sunflower or daffodil). Plants and animals live in a range of different places. Some different places where animals live on the school site. Plants are alive. Seeds need water to grow. Seeds grow into plants if taken care of. Animals and plants move, grow and feed. The difference between things that are living and things that are non-living. How to help care for the planet. Science in action To know: Some different job roles.
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			food. Animals and plants move, grow and feed. The difference between things that are living and things that are non-living. Plants and animals live in a range of different places (land, sea, air). Some different places where animals live on the school site. Key vocabulary Alive, compare Desert, farm, group, grow, home, minibeast, move, non-living, ocean, polar, sort, woodland, zoo	Key vocabulary Care, Earth, Flower, grow, human-made, leaf, natural, plant, roots, seed, stem		
Computing Y1	We are Treasure Hunters Input a sequence of instructions to control a programmable toy. Skills: Know what an algorithm is, know that	We are TV Chefs Use iPad to video a recipe. Skills: Break down a process into simple clear steps as in an algorithm, use a video camera to capture moving images, develop	We are Digital artists Use iPad to create paintings inspired by the work of famous artists. Skills: Know how to select and set brushes	We are Publishers Use Book Creator to create a multimedia eBook about what they enjoy and have achieved. Skills: To decide on content to include	We are rhythmic Pupils to use Scratch Jr and GarageBand to create patterns of sounds. Skills: To record audio on the iPad, to playback	We are detectives Use data to solve Clues. Skills: Know how data can be structured as records with fields, know how data can be organised into groups

	programmes are made up of a sequence of codes, use instructions (algorithms) to control devices or objects on screen, solve problems with instructions on and off screen.	collaboration skills, discuss their work and think about how it can be improved, take photographs/videos on cameras and other digital devices.		in their eBook , add titles to the pages of their eBook, add images to their eBook, record audio commentary for their eBook, copy images from elsewhere for their eBook, change the colour or font for text.		
YR Computing	In EYFS, the children: • have daily access to a range of technology resources such as torches with switches, remote controlled cars, Beebots, voice-recording toys, as well as class iPads and interactive whiteboards. • use a range of technology resources to support learning in other areas of the curriculum. • are taught how to use the resources for different purposes e.g. iPads to watch videos, play games, take photographs and listen to stories. Activities completed in EYFS to support transition to the computing curriculum in Year 1: • Take a photo on an iPad with support • Take a short film on an iPad with support • Turn an iPad on and use a touchscreen • Use a mouse to control a curser • Use a keyboard with support • Use directional language (forward, backwards, turn, stop) with Beebots • Use directional language to instruct someone to reach a destination (and follow directional instructions from others) I can follow directions using a small toy I can follow simple directions (Up, down, left/right, forwards/backwards) I can direct my friend from point A to B using positional language					
	Technology is undertaken throughout the year.					
	To turn on an iPad on and use a touchscreen E-safety - To turn over an iPad or close a Chrome book and tell an adult if I see something that worries me	To take a photo on an iPad with support To use directional language to instruct someone through a maze	To use directional language to instruct and follow instructions from others Barefoot computing - Space Chase activity	To use directional language with a programmable toy To use a keyboard with support	To record an audio on an iPad To follow instructions (an algorithm) for a simple set of movements (using picture cards)	

	To create digital art and use the undo function if I make a mistake	(Barefoot computing - Leaf labyrinth activity)	To record a short video on an iPad with support.	To use a touch pad to control a cursor	
Vocabulary	Touchscreen e-safety / online safety undo	iPad, photo Forwards, backwards, turn left, turn right, start, stop	Forwards, backwards, turn left, turn right, start, stop video	Keyboard Mouse, touchpad, cursor	Audio Forwards, backwards, turn left, turn right, start, stop
Knowledge and skills progression	To use technology safely and responsibly. To recognise acceptable and unacceptable behaviour. To identify where to go for help and support when they have concerns. To know that you can take simple photographs with a camera or iPad.	To know that different types of technology can be found at home and in school. To be able to understand what a computer keyboard is and recognising some letters and numbers. To know that a mouse can be used to click, drag and create simple drawings.	To begin to know that being able to follow and give simple instructions is important in computing. To begin to understand that it is important for instructions to be in the right order. To begin to understand why a set of instructions may have gone wrong.	To use the QR code to login. To type their name To use the keyboard to write simple sentence	To know that being able to follow and give simple instructions is important in computing. To understand that it is important for instructions to be in the right order. To understand why a set of instructions may have gone wrong

	To know that you must hold the camera still and ensure the subject is in the shot to take a photo	To know that to use a computer you need to log in to it and then log out at the end of your session				
RE	Understanding Christianity GOD Parable of The Lost Son God as a loving & forgiving father Prayer CREATION Story of Creation Thanks for our world Stewardship	Understanding Christianity <u>INCARNATION</u> Nativity story Signs of Jesus Advent - light	Understanding Christianity <u>GOSPEL</u> Jesus as a friend - parable of The Tax Collector Forgiveness God giving peace	Understanding Christianity <u>SALVATION</u> The story of Easter Eggs as a symbol Christingle	Emmanuel Project <u>SPECIAL BOOKS & COMPASSION</u> The Bible & our special books The Qu'ran & Islamic faith stories <u>NAMING CEREMONIES & BELONGING</u> Belonging & naming ceremonies - Christening/Baptism Aqiqah How we can help others feel like they belong?	
Art	Drawing: exploring line and shape	Painting and mixed media: learning about painting and brush control		Painting: Colour splash	Sculpture and 3D paper play	Craft and design: Woven wonders

	Key skills Generating ideas: Explore their own ideas using a range of media. Using sketchbooks: Use sketchbooks to explore ideas. Making skills: Developing some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look more closely. Knowledge of artists: Understand how artists choose materials based on	Key skills Using sketchbooks Using sketchbooks to explore ideas. Making skills Developing some control when using a wide range of tools to draw, paint and create crafts and sculptures. Developing control of brushes to make more deliberate marks. Practising different grips and learning how to drag and move the brush in different directions. Using and beginning to choose different brush sizes and types to create different marks. Filling spaces with paint and covering surfaces evenly and smoothly. Cleaning the brush when switching colours to prevent unwanted mixing. Developing control of brushes to make more deliberate marks. Using and beginning to choose different brush sizes	Key skills Generating ideas: Explore their own ideas using a range of media. Using sketchbooks: Use sketchbooks to explore ideas. Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Evaluating and analysing:	Key skills Generating ideas: Explore their own ideas using a range of media. Using sketchbooks: Use sketchbooks to explore ideas. Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.	Key skills Generating ideas: Explore their own ideas using a range of media. Using sketchbooks: Use sketchbooks to explore ideas. Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to
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	their properties in order to achieve certain effects. Evaluating and analysing: Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people. Key knowledge Making skills: Drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. Noticing 2D shapes within objects and how they can be used to form the 'bones' of a drawing.	and types to create different marks. Beginning to notice differences between similar colours (e.g. light blue, dark blue). Filling spaces with paint and covering surfaces evenly and smoothly. Evaluating and analysing Describing and comparing features of their own and others' artwork. Evaluating art with an understanding of how art can be varied and made in different ways and by different people. Knowledge of artists Understanding how artists choose materials based on their properties to achieve certain effects. Key knowledge Making skills To know: That there are differences between similar colours. Adding water to paint makes	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people. Key knowledge Making skills (formal elements): Colour: Know that the primary colours are red, yellow and blue. Colour: Know primary colours can be mixed to make secondary colours: - Red + yellow = orange - Yellow + blue = green - Blue + red = purple Shape:	Evaluating and analysing: Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people. Key knowledge Making skills (formal elements): Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. Form: Know that three dimensional art is called sculpture. Shape: Know a range of common shapes so they can identify and use them in	join and fix materials in place. Knowledge of artists: Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture and link these to their own work. Evaluating and analysing: Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways
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Drawing and combining geometric shapes. Identifying known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw. Recognising that applying more pressure when drawing or colouring, gives a darker tone. Demonstrating a growing spatial awareness to represent the position and size of objects, e.g. grounded trees. Making skills (formal elements): Shape: Know a range of common shapes so they can identify and use them in their artwork. Line: Know using different tools or using the same tool in different ways can create different types of lines. Pattern: Know lines can create patterns like	it runnier and harder to control. The names of common colours when using ready-mixed paint. Knowledge of artists To know: Some artists are influenced by things happening around them. Sometimes artists concentrate on how they are making something rather than what they make. Artists choose materials that suit what they want to make or draw. Evaluating and analysing To know: Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates. Making skills (formal elements) To know:	Know a range of common shapes so they can identify and use them in their artwork. Line: Know that using different tools or using the same tool in different ways can create different types of lines. Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. Texture: Know that different tools, and how they are used, create different types of marks. Tone: Know that there are many different shades (or 'hues') of the same colour. Know that changing the amount of the	their artwork. Shape: Know paper can be shaped by cutting and folding it. Space: Know they can arrange parts of a familiar subject so their artwork looks recognisable. Making skills: How to roll and fold paper. How to cut shapes from paper and card. How to cut and glue paper to make 3D structures. How to decide the best way to glue something. How to create a variety of shapes in paper, eg spiral, zig-zag. How to make larger structures using newspaper rolls.	and by different people. Key knowledge Making skills (formal elements): Form: Know that three dimensional art is called sculpture. Making skills: What materials can be cut, knotted, threaded or plaited. How to wrap objects/shapes with wool. How to measure a length. How to tie a knot, thread and plait. How to make a box loom. How to join using knots. How to weave with paper on a paper loom. How to weave using a
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	zig zags and wavy lines. Texture: Know different tools, and how they are used, create different types of marks. Tone: Know changing pressure when drawing can create light and dark tones. Space: Know they can arrange parts of a familiar subject so their artwork looks recognisable. Knowledge of artists: Some artists are influenced by things happening around them. Sometimes artists concentrate on how they are making something rather than what they make. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make or draw. Evaluating and analysing: Art is made in different ways.	Using different tools or using the same tool in different ways can create different types of lines (line). A pattern is a design in which shapes, colours or lines are repeated (pattern). How to use different tools to create different types of marks (texture). Key vocabulary Bristles, brush, brushstrokes, control, drag, grip, marks, mixing, runny, smooth, thick, thin, watery	primary colours mixed affects the shade of the secondary colour produced. Shape: Know a range of common shapes so they can identify and use them in their artwork. Making skills: How to combine primary coloured materials to make secondary colours. How to mix secondary colours in paint. How to choose suitable sized paint brushes. How to clean a paintbrush to change colours. How to print with objects, applying a suitable layer of paint to the printing surface. How to overlap	Knowledge of artists: Some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make. Evaluating and analysing: Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates. Key vocabulary	combination of materials. Knowledge of artists: Some artists are influenced by things happening around them. Sometimes artists concentrate on how they are making something rather than what they make. Artists can use everyday materials that have been thrown away to make art. Artists choose materials that suit what they want to make. Evaluating and analysing: Art is made in different ways.
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	Art is made by all different kinds of people. An artist is someone who creates. Key vocabulary Artist, control, line, pressure, shape		paint to mix new colours. How to use blowing to create a paint effect. How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. Evaluating and analysing: Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates. Key vocabulary Blend, hue, kaleidoscope, pattern, mix, primary colour, print, secondary	Bend, fold, overlap, roll, sculpture, scrunch, spiral, three dimensional (3D), zig-zag	Art is made by all different kinds of people. An artist is someone who creates. Craft is making something creative and useful. Key vocabulary Art, artist, craft, knot, loom, plait, thread, threading, warp, weaving, weft
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			colour, shade, shape, space, texture, thick		
EAD / Art	Drawing: Marvellous marks Key skills Talk about their ideas and explore different ways to record them using a range of media. Experiment in an exploratory way. Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces). Enjoy looking at and talking about art.	Painting and mixed media: painting my world Key skills Talk about their ideas and explore different ways to record them using a range of media. Experiment in an exploratory way. Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things. Talk about their artwork, stating what they feel they did well.	Sculpture and 3D: creation station Key skills Talk about their ideas and explore different ways to record them using a range of media. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Recognise that artists create varying types of art and use lots of different types of materials. Experiment in an exploratory way. Begin to develop observational skills (for example, by using mirrors to include the main	Craft and design: Let's get crafty Key skills Talk about their ideas and explore different ways to record them using a range of media. Experiment in an exploratory way. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Enjoy looking at and talking about art. Talk about their artwork, stating what they feel they did well. Key knowledge Colour: The names of a wide range of colours. Pattern:	Seasonal crafts Key skills Talk about their ideas and explore different ways to record them using a range of media. Experiment in an exploratory way. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Enjoy looking at and talking about art. Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.

	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why. Key knowledge Shape: The names of simple shapes in art. Line: Lines can be curved or straight and described in simple terms such as: wiggly, 'straight', 'round'. Texture: Simple terms to describe what something feels like (eg. bumpy). Tone: There are different shades of the same colour and identify colours as 'light' or 'dark'. Explore mark making using a range of drawing materials. Investigate marks and patterns when drawing. Identify similarities and difference between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking	Say if they like an artwork or not and begin to form opinions by explaining why. Key knowledge Colour: The names of a wide range of colours. Colour: Colours can be mixed to make new colours. Line: Lines can be curved or straight and described in simple terms such as: wiggly, 'straight', 'round'. Pattern: When they have made a pattern with objects/colours/drawn marks and be able to describe it. Texture: Simple terms to describe what something feels like (eg. bumpy). Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix. Explore colours, patterns and compositions when combining materials in collage. Artists choose colours to draw or paint with. Make natural painting tools.	features of faces). Recognise that artists can be inspired by many things. Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Enjoy looking at and talking about art. Say if they like an artwork or not and begin to form opinions by explaining why. Talk about their artwork, stating what they feel they did well. Key knowledge Form: Modelling materials can be	When they have made a pattern with objects/colours/drawn marks and be able to describe it. Explore differences when cutting a variety of materials. Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. Follow lines when cutting. Experiment with threading objects, holding equipment steady to do so. Design something on paper ready to make in three dimensions. Artists choose colours to draw or paint with. Art is: Looking, listening, thinking, collaborating, collecting,	Key knowledge Colour: Colours can be mixed to make new colours. Explore differences when cutting a variety of materials. Apply craft skills eg. cutting, threading, folding to make their own artworks. Form: Modelling materials can be shaped using hands or tools. Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. Design something on paper ready to make in three dimensions. Line: Lines can be curved or straight and described in simple terms such
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	carefully when drawing. Combine materials when drawing. Artists choose colours to draw or paint with. Artists draw many different things and use different tools to draw with. Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring... Key vocabulary Hard, rough, smooth, straight, thin, long, short, soft, thick, wavy	Some art doesn't last long- it is temporary. Pattern: When they have made a pattern with objects/colours/drawn marks and be able to describe it. Texture: Simple terms to describe what something feels like (eg. bumpy). Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials eg paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage. Sometimes artists cut and stick photos to make new images. Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping,	shaped using hands or tools. Texture: Simple terms to describe what something feels like (eg. bumpy). Explore the properties of clay. Use modelling tools to cut and shape soft materials eg. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials. Develop 3D models by adding colour. Artists use modelling materials	arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring... Apply craft skills eg. cutting, threading, folding to make their own artworks. Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags.	as: wiggly,' 'straight,' 'round'. Follow lines when cutting. Sometimes artists are inspired by the seasons. Experiment with threading objects, holding equipment steady to do so. Pattern: When they have made a pattern with objects/colours/dr awn marks and be able to describe it. Explore techniques for joining paper and card eg stick, clip, tie, tape. Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing,
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		reacting, changing, joining, cutting, drawing, painting, exploring...	like clay to recreate things from real life. Some art doesn't last long- it is temporary. Art is: Looking, listening, thinking, Explore the properties of clay. Use modelling tools to cut and shape soft materials eg. playdough, clay. Problem-solve and try out solutions when using modelling materials. Develop 3D models by adding colour. Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing,		painting, exploring...
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				painting, exploring...		
DT	Mechanisms: matching slider game Key skills Design Thinking about what others might want from a design. Beginning to recognise how products and designs in the world around us solve certain needs. Considering who they are designing for, by identifying the user. Stating what they intend to make and why, by identifying the purpose. Talking about ideas with purpose and the user in mind.	Structures: stable structures Key skills Design Thinking about what others might want from a design. Beginning to recognise how products and designs in the world around us solve certain needs. Considering who they are designing for - identifying the user. Stating what they intend to make and why - identifying the purpose. Talking about ideas, with purpose and user in mind. Talking about existing	Textiles: simple stitches Key skills Design Stating what they intend to make and why - identifying the purpose. Talking about ideas, with purpose and user in mind. Using basic drawing skills to communicate ideas. Make Choosing between a small number of materials, ingredients or components. Explaining their choices based on personal	Cooking and nutrition: smoothies Key skills Designing smoothie carton packaging by hand. Chopping fruit and vegetables safely to make a smoothie. Juicing fruits to make a smoothie. Identifying if a food is a fruit. Learning where and how fruits and vegetables grow. Tasting and evaluating different foods. Describing appearance, smell and taste. Suggesting information to be included on packaging.	Mechanisms: wheels and axles Key skills Design Thinking about what others might want from a design. Beginning to recognise how products and designs in the world around us solve certain needs. Considering who they are designing for - by identifying the user. Stating what they intend to make and why - by identifying the purpose.	Overflow time

	Talking about existing products when generating ideas. Creating mock-ups to communicate designs. Make Planning more than one step ahead. Choosing between a small number of materials, ingredients or components. Explaining their choices based on personal experiences. Requesting equipment appropriate to the purpose (e.g. scissors for cutting, glue for joining). Explaining in simple terms why certain tools must be handled carefully.	products when generating ideas. Using basic drawing skills to communicate ideas. Make Choosing between a small number of materials, ingredients or components. Explaining their choices based on personal experiences. Requesting equipment appropriate to the purpose (e.g. scissors for cutting, glue for joining, etc.). Beginning to use objects with a fixed width or length to create even spacing of markings or cuts (e.g. a lolly stick).	experiences. Explaining in simple terms why certain tools must be handled carefully. Following and recalling simple safety instructions. Using a straightedge to draw a straight line. Beginning to use objects with a fixed width or length to create even spacing of markings or cuts. (e.g. a lolly stick). Using a large plastic needle and large-weave embroidery fabric to begin to create a running stitch. Applying masking tape to fix something in place or join to edges. Adding texture to create visual interest.	Key knowledge To know: That a blender is a machine which mixes ingredients together into a smooth liquid. That a fruit has seeds and a vegetable does not. That fruits grow on trees or vines. That vegetables can grow either above or below ground. That vegetables are any edible part of a plant. Key vocabulary Blend, blender, chopping board, compare, cut, design, evaluate, flavour, fork, fruit, healthy ingredients, juice, juicer, leaf, plant	Talking about ideas with purpose and user in mind. Talking about existing products when generating ideas. Using basic drawing skills to communicate ideas. Make Planning more than one step ahead. Choosing between a small number of materials, ingredients or components. Explaining their choices based on personal experiences. Requesting equipment appropriate to the purpose (e.g. scissors for cutting and glue for joining).	
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	Following and recalling simple safety instructions. Beginning to use objects with a fixed width or length to create even spacing of markings or cuts (e.g. a lolly stick). Refining their grip to cut competently and confidently. Cutting straight lines and evenly spaced lines. Beginning to cut large shapes and thicker materials like card. Puncturing holes. Applying masking tape to fix something in place or join the edges. Using tools, like scissors, to create shapes. Beginning to cut large shapes and thicker	Refining their grip to cut competently and confidently. Cutting straight and evenly spaced lines. Beginning to cut large shapes and thicker materials like card. Evaluate Discussing existing products, saying what they like about them. Comparing two products and discussing which is better for a specific purpose. Saying what they like about their peers' designs and products. Accepting feedback and understanding it is meant to improve their work.	Evaluate Saying what they like about their peers' designs and products. Accepting feedback and understanding it is meant to improve their work. Technical knowledge Discussing fabric properties. Threading large needles. Rehearsing sewing techniques with large needles and thick thread, like wool. Sewing a running stitch in large-weave embroidery fabric or hessian. Creating patterns and following them with stitching. Spacing stitches evenly.	recipe, root, seed, select. Smoothie, stem, table knife, taste, tree, vegetable, vine	Explaining in simple terms why certain tools must be handled carefully. Following and recalling simple safety instructions. Finding the middle of an object. Refining their grip to cut competently and confidently. Cutting straight lines and evenly spaced lines. Beginning to cut large shapes and thicker materials like card. Puncturing holes. Recognising the edges of paper and card need to be stuck firmly using a glue stick. Using tools, like scissors, to create shapes. Beginning to use controlled painting	
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	materials like card. Evaluate Discussing existing products, saying what they like about them. Discussing how their products could be improved based on personal preferences. Saying what they like about their peers' designs and products. Accepting feedback and understanding it is meant to improve their work. Technical knowledge Recognising and exploring everyday objects that have mechanisms. Recognising	Technical knowledge Recognising that different structures are used for different purposes. Exploring the features of structures. Describing structures as buildings or freestanding structures. Making stable structures from card. Creating supporting structures to aid stability. Using stable objects like cylinders to create structures. Key knowledge Design To know: The user is the person who will	Key knowledge Design To know: Drawings are a way to explain ideas. Make To know: Choosing different materials or components will affect what the product does or looks like. The names of common pieces of equipment. Following instructions helps with safety. Spacing cuts or marks evenly can be useful. Texture is how something feels. The names of common pieces of equipment		or colouring techniques to finish a product. Adding texture to create visual interest. Evaluate Discussing existing products, saying what they like about them. Comparing two products and discussing which is better for a specific purpose. Discussing how their products could be improved based on personal preferences. Comparing their finished products with their original designs. Saying what they like about their peers' designs and products. Accepting feedback and	
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	everyday objects that use a slider mechanism (e.g. drawers, sliding doors, paper trimmer). Key knowledge Design To know: The user is the person who will use the product. Different users may want different things from a design. Designers usually design and make something to solve a problem. Who they are designing for makes a difference to what they design. The purpose is what something is for. A mock-up is	use the product. Different users may want different things from a design. Who they are designing for makes a difference to what they design. The purpose is what something is for. Existing products can help when deciding what to design. Drawings are a way to explain ideas. Make To know: A plan is deciding what to do first and next. Different equipment does different things. Names of common pieces of	Evaluate To know: Their ideas or products can be made better. Their final product might be different to their original idea. Their ideas can make someone else's work better. Other people's ideas can help make their work better. Technical knowledge To know: Evenly spaced stitches help when following a pattern. Key vocabulary Design even, fabric, like,		understanding it is meant to improve their work. Technical Recognising and exploring everyday objects that have mechanisms. Key knowledge To know: Many things that move have parts inside to help them work. Mechanisms usually limit unwanted movement. An axle allows the wheel to turn without falling off. Key vocabulary Axle, axle holder. Better, careful, choose, compare, Design, dislike, like, mechanism,	
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	a model of how something works. Make To know: Choosing different materials or components will have an effect on what their product does or looks like. Different equipment does different things. Names of common pieces of equipment. Some tools are sharp like scissors and knives. Following instructions helps with safety. Cutting in a straight line can be helpful when making. Evaluate	equipment. Some tools are sharp like scissors and knives. Spacing cuts or marks evenly can be useful. Different glue can be used to join different things. Evaluate To know: Some products will be better than others. Their ideas or products can be made better. Their ideas can make someone else's work better. Other people's ideas can help make their work better. Technical knowledge To know:	needle, sketch, stitch, thread		Movement, product, straight line, tool, turn, user, wheel, worse	
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	To know: Some products will be better than others. Their ideas or products can be made better. Technical knowledge To know: Many things that move have parts inside to help them work. Mechanisms usually limit unwanted movement. A slider mechanism moves an object in a straight line (e.g. left/right, up/down). Sliding mechanisms are designed to keep movement in one direction (e.g.	A structure is something that has been made and put together. Stable structures do not topple. Shapes and structures with wide, flat bases or legs are the most stable. Adding weight to the base of a structure can make it more stable. Key vocabulary Base, better, compare, design, freestanding, stable, structure, unstable, user, worse				
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	using guides/rails, etc.). Key vocabulary Mechanism, movement, slider, like, dislike					
EAD / DT	Structures: Junk Modelling Key skills Making verbal plans and material choices. Developing a junk model. Improving fine motor/scissor skills with a variety of materials. Joining materials in a variety of ways (temporary and permanent). Joining different materials together. Describing their	Cooking and Nutrition: Soup To name and identify vegetables To develop knife skills on par-boiled veg	Textiles: Bookmarks Key skills Discussing what a good design needs. Designing a simple pattern with paper. Designing a bookmark. Choosing from available materials. Developing fine motor/cutting skills with scissors. Exploring fine motor/threading and weaving (under, over	Structures: boats Key skills Designing a junk model boat Using knowledge from exploration to inform design. Making a boat that floats and is waterproof, considering material choices. Making predictions about, and evaluating different materials to see if they are waterproof. Making predictions about, and	Seasonal projects Autumn Hibernation boxes Winter: sliding Santa chimney Spring: Easter: hanging egg decoration Flower threading Summer: design and make a rainbow salad	Overflow time

	junk model, and how they intend to put it together. Giving a verbal evaluation of their own and others' junk models with adult support. Checking to see if their model matches their plan. Considering what they would do differently if they were to do it again. Describing their favourite and least favourite part of their model. Key knowledge To know there are a range to different materials that can be used to make a model and that they are all slightly different.		technique) with a variety of materials. Using a prepared needle and wool to practise threading. Reflecting on a finished product and comparing to their design. Key knowledge To know that a design is a way of planning our idea before we start. To know that threading is putting one material through an object.	evaluating existing boats to see which floats best. Testing their design and reflecting on what could have been done differently. Investigating how the shapes and structure of a boat affect the way it moves. Key knowledge To know that 'waterproof' materials are those which do not absorb water. To know that some objects float and others sink. To know the different parts of a boat.		
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	Making simple suggestions to fix their junk model.					
Y1 Music	A1: Travelling – pulse, rhythms and body percussion Harvest A2: Toys – the Nutcracker Suite Christmas Production <i>Skills:</i> - Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. - Respond to the pulse in recorded/live music through movement and dance. - Improvise simple vocal chants, using question and answer phrases. - Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. - Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion, and classroom percussion, playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat. Perform short	Sp1: Stories and Fairytales – selecting instruments Sp2: Around the World – Samba, Calypso, Africa Easter <i>Skills:</i> - Improvise simple vocal chants, using question and answer phrases. - Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments or sound-makers. - Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. - Explore percussion sounds to enhance storytelling. - Perform word-pattern chants; create, retain and perform their own rhythm patterns.	Su1: Farms – descriptive sounds and pitch Su2: Animals – Carnival of the animals <i>Skills:</i> - Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. - Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. - Explore percussion sounds to enhance storytelling. - Respond to the pulse in recorded/live music through movement and dance. - Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. - Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey.			

	<i>copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants; create, retain and perform their own rhythm patterns.</i>		
EAD Music YR EYFS Specific Area	Marvellous Me Body percussion Harvest Celebrations The first Christmas Exploring pitch and singing <i>Provision:</i> -Have daily access to a range of musical instruments and music-making objects -Are taught different instrumental techniques within weekly music lessons they can then practise independently. -Sing and experience songs and music as part of daily activities and routines. <i>Skills:</i> - 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.	Stories - Three Bears, Ugly Duckling, Stone Cutter, Billy Goats Gruff, Chinese new year Selecting musical instruments Animals and Pets Exploring graphic notation and symbols Easter <i>Provision:</i> -Have daily access to a range of musical instruments and music-making objects -Are taught different instrumental techniques within weekly music lessons they can then practise independently. -Sing and experience songs and music as part of daily activities and routines. <i>Skills:</i> - Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. - Use voice, body and classroom percussion instruments to accompany a song or instrumental piece.	Growth - lifecycles and change Exploring rhythm and pulse Our environment Descriptive sounds <i>Provision:</i> -Have daily access to a range of musical instruments and music-making objects -Are taught different instrumental techniques within weekly music lessons they can then practise independently. -Sing and experience songs and music as part of daily activities and routines. <i>Skills:</i> - Copy rhythmic patterns and then experiment with creating own for others to copy (call and response). - Create a dance to music. Move their bodies to represent the tempo of the music. - Use voice, body and classroom percussion instruments to accompany a song or instrumental piece.

