


Sparrows - 2 Year Rolling Topic – Cycle 2 2024-2025

<div>Sparrows Year R/1</div> 	AUTUMN		SPRING		SUMMER	
	Possible Trips/ Workshops/ Visitors	Parents in to talk about how technology has changed	Parent in to talk about Divali	Local area walk Butterflies to hatch		Trip to the Hawk conservancy Parent artist in to talk to children
	Additional enrichment/ Enhancement activities	Harvest Festival Fairtrade Fortnight History Artefact box- Changes in Technology	Bonfire Night Anti Bullying week Remembrance Day World Nursery Rhyme week Children in need Christmas Jumper Day Nativity Performance	Valentines Day Lunar New Year Pancake Day	STEM week World Book Day Internet Safety Day Easter	World Earth Day History Artefact box- Mary Anning Sports Day Global Awareness week
	Big Enquiry Question and Key Subject Driver	How have things changed over time? - History	Where do we live? - Geography	What geographical features can we find during a hike? - Geography	How does exploring help us learn? -Science	Who was Mary Anning and what did she discover? - Science What is a community? -RE
	Understanding of the World (French) Year R	<ul style="list-style-type: none"> Learn where France is and how we get there Look and identify some French features- flag, Eiffel Tower etc Learn some common French rhymes/songs 		<ul style="list-style-type: none"> Learn numbers to 5 Children able to count up to 5 in a group Listen to some stories read in French 		<ul style="list-style-type: none"> Introduce French colours Children to recognise different colours when spoken
French Year 1	Greetings and Family <ul style="list-style-type: none"> Intercultural understanding: identifying where France is. Learning basic greetings Learn and sing songs in French <p>Intercultural: Christmas traditions in France</p>		Animals <ul style="list-style-type: none"> Introduce farm animals Intercultural: Introduce sounds of animals and compare to English <p>Book: Aboies george</p>		Body parts and colours <ul style="list-style-type: none"> Introduce body parts Recognise different body parts Label body parts Recap colours and answer simple question what their favourite colour is <p>Song: heads, shoulders, knees and toes</p>	
Expressive Arts & Design EYFS Art/ DT Year 1	Art- Topic Title: Self- Portraits Artist: Van Gogh, Frieda Kahlo Type of Art Medium- Drawing and Painting Art elements: line, shape and colour Outcome: Draw and paint own self portrait Knowledge/key concepts:- Hold, control (and develop the use of) a variety of media, (naming them and predicting the results they might achieve) and using them to make various marks and lines#Use lines to create (an increasing range of) shapes patterns and textures.	DT- Food – preparing fruit and vegetables- fruit or vegetable kebab (harvest link?) Outcome: A healthy kebab Knowledge / key concepts: Learn about and recognise different food groups. Understand where food comes from and where it is farmed/caught in Europe and the wider world. Consider how to make sustainable food choices Learn to select appropriate tools to prepare health and balanced food. Learn how to prepare food using appropriate and safe methods and skills e.g. Bridge and Claw methods for chopping fruit. Learn about hygiene, health and safety precautions and hazards.	Art - topic Title: concentric circles Artist: Kandinsky, Hilma Af Klint Type of Art Medium- Drawing, Collage, Painting Art elements: shape, texture and colour Outcome: concentric circles Year 1 Knowledge/key concepts:- Develop use and control of an increasing variety of media, naming them and beginning to predict the results they might achieve. Colour in accurately with paint as well as drawing materials.	DT- Mechanisms – Wheels and axles Outcome: Design a simple vehicle with wheels and axles. Knowledge / key concepts: <ul style="list-style-type: none"> Learn about and design purposeful, functional, appealing products for themselves and other users based on design criteria Learn how to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Learn how to select from and use a range of tools and equipment to perform practical tasks [for 	Art -Topic Title: Fossils Artist – Rachel Dein Type of Art Medium - Drawing, Painting, Sculpture Art elements -line, texture Outcome: model magic fossil for class fossil exhibition Knowledge / key concepts: Explore a range of fossils and create an observational drawing of one Explore texture by using crayons to make rubbings of different textured surfaces Create impressions in model magic to make a fossil	DT - Textiles – Templates and joining- felt pictures of flowers and plants. Outcome: Make a simple felt picture of flowers and plants. Knowledge / key concepts: <ul style="list-style-type: none"> Learn the different properties and characteristics in a variety of fabrics Evaluate a range of existing products in the context of project. Learn how to join fabrics together and attach different materials by sewing. Draw and use a template. Learn how to cut fabric and thread for different purposes whilst making a product. Create and follow a design using different tools Learn about health and safety precautions and hazards

	(Colour in more accurately with drawing materials and with some accuracy with paint.		Mix and match basic colours and make them lighter or darker. Name primary, secondary and some tertiary colours and qualify their tonal value. Work to the size of paper or surface. Make more detailed drawings and paintings. Cut curved and straight lines from a range of materials with some accuracy. Tear paper into strips and shapes with some accuracy. Apply adhesive sparingly to a range of materials and stick them down accurately. Classify materials into colours and textures. Make choices to match colour and texture to purpose, applying various coloured, textured and patterned materials.	example, cutting, shaping, joining and finishing] <ul style="list-style-type: none">Learn how to select from and use a wide range of materials and components, including construction materials according to their characteristics.Learn to explore and evaluate a range of existing productsLearn technical knowledge of how to build structures, exploring how they can be made stronger, stiffer and more stableLearn how mechanisms work- wheels and axles in an existing vehicle designLearn about health and safety precautions and hazards.	To explore how artists, like Rachel Dein, create art inspired by fossils. Use a wide range of simple tools to cut, shape and impress patterns and texture in a range of materials.	
<u>Computing</u> EYFS/ Year 1	Topic Title: Grouping Data Data & Information: <ul style="list-style-type: none">Use technology purposefully to create, organise, store, manipulate and retrieve digital contentUse technology safely and respectfullyUnderstand what ‘data’ is and how it can be labelled, counted and groupedRecord and compare groups of dataAnswer questions about data and share what they have found E-Safety – Recognise that not all information online can be trusted. Identify reliable and unreliable information ELG links: Communication & Language, Physical Development, Expressive Arts & Design		Topic Title: Topic Title: Digital Writing Creating Media: <ul style="list-style-type: none">Use technology purposefully to create, organise, store, manipulate and retrieve digital contentLocate and use keys on a keyboard to type and editUse tools on ‘Word’ to change the font, size and colour of typingCompare digital writing with handwriting E-Safety - Use technology safely and respectfully, keeping personal information private ELG links: Communication & Language, Physical Development, Expressive Arts & Design		Topic Title: Programming Animations Programing: <ul style="list-style-type: none">Understand what algorithms are and how they are implemented as programs on digital devicesUnderstand that programs execute by following precise and unambiguous instructionsCreate and debug simple programsUse logical reasoning to predict the behaviour of simple programsDesign an algorithm to create an animation with ‘sprites’ E-Safety – Create E-Safety booklets ELG links: Communication & Language, Physical Development, Expressive Arts & Design	
<u>Understanding the World- The natural world - Science</u> EYFS/ Year 1	<u>Describing Materials</u> Knowledge Block 1- The big idea about materials <ul style="list-style-type: none">There are many different materials that have different observable propertiesMaterials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and	<u>Seasons</u> Knowledge Block 1- Surviving the changing seasons <ul style="list-style-type: none">There are four seasons, Spring, summer, autumn and winterEach season is about three months longIn Spring, young animals like lambs and chicks are born, the flowers bloom and the weather starts to become warmer.	<u>Habitats</u> Knowledge Block 1- Adapted to survive <ul style="list-style-type: none">There is variation in all living thingsAnimals and plants live in a variety of different places called habitatsAnimals and plants have adapted to survive in different habitatsWild plants such as ferns, daisies, nettles and dandelions grow randomly.Garden plants such as roses, tulips, poppies, daffodils are planted	<u>Plants</u> Knowledge Block 1- Where do plants come from <ul style="list-style-type: none">A seed contains a miniature plant that can develop into a fully grown plant.A bulb has underground vertical shoots which already has modified leavesSeeds and bulbs need water to grow but most do not need light (germination)Seeds and bulbs have food stores inside them to help the plant start to grow.	<u>Animal Survival</u> Knowledge Block 1- Feeding for survival <ul style="list-style-type: none">Animals are groups of organisms that need to consume food to survive.Food provides energy and the building blocks of growth.There are many different groups of animals including fish, amphibians, reptiles, birds and	

	<p>ceramics (including glass).</p> <ul style="list-style-type: none">• In autumn, the leaves fall off the trees and the amount of time we have in the day becomes less.• Winter has the shortest amount of time during the day and the weather is at its coldest.• In summer the trees are full of green leaves and the weather is at its warmest.• Animals and plants have adapted ways of surviving the changing seasons• These include hibernating, storing food, fattening up, migration, loss of leaves• Trees can be either evergreen or deciduous.• Evergreen trees keep their green leaves all year round.• Deciduous trees lose their leaves every autumn. <p>Longitudinal study</p>	<p>intentionally.</p> <p>Knowledge Block 2- Plants adaptations for survival</p> <ul style="list-style-type: none">• Plants have specific adaptations for survival• To survive they need to get water, light, and avoid being eaten	<p>Knowledge Block 2- Plant survival</p> <ul style="list-style-type: none">• To survive plants, need to get water, light, and avoid being eaten <p>Knowledge Block 3- How plants get what they need to survive</p> <ul style="list-style-type: none">• A seed produces roots to allow water to get into the plant.• A seed produces shoots to produce leaves to collect the sunlight. <p>A basic plant structure can include leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem</p>	<p>mammals. They have different structures, and they eat different types of foods.</p> <ul style="list-style-type: none">• The structure of a variety of common animals varies Mammals have hair/fur and give birth to live young, fish can breathe underwater using gills, birds have feathers, beaks and wings. Females lay eggs. Most birds can fly, reptiles are air breathing and have scaly skin and lays eggs, and amphibians have smooth slimy skin and live on land and in water.• Some eat other animals (carnivores), and others only eat vegetables (herbivores), and some like to eat both plants and meat (omnivores)• Common animals that are carnivores include lions, cats, sharks and snakes• Common animals that are herbivores include cows, horses, sheep, elephants and deer• Common animals that are omnivores include humans, bears, monkeys and seagulls <p>Knowledge Block 2- Moving for survival</p> <ul style="list-style-type: none">• Animals must move to get their food• They will move in different ways to get their food• Animals that eat other animals are called predators• Animals that are eaten by other animals are called prey• Animals feeding relationships can be illustrated in a food chain <p>Knowledge Block 3- Sensing for survival</p> <ul style="list-style-type: none">• The five sense organs are the eyes (for seeing), nose (for smelling), ears (for hearing), tongue (for tasting), and skin (for touching or feeling).• Animals have senses to help them survive <p>Animals have developed a range of ways to find prey or avoid being eaten.</p>	
	TBC On- going longitudinal study- seasonal changes?				
<p><u>Understanding the World- The natural world – Geography</u></p> <p><u>EYFS/ Year 1</u></p>	<p>Topic Title: The UK</p> <p>Enquiry Question: What is it like where we live?</p> <ul style="list-style-type: none">• To identify where Preston Candover is in the world	<p>Topic Title: Contrasting places- Utah</p> <p>Enquiry Question: What geographical features can we find during a hike?</p>			<p>Topic Title: Hot and Cold areas</p> <p>Enquiry Question: Where are hot and cold places in the world?</p> <ul style="list-style-type: none">• Investigate where in our school are the hottest and coldest areas

		<ul style="list-style-type: none"> • Use world maps, atlases and identify the United Kingdom and its countries • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment • Use basic geographical vocabulary to refer to: key physical and human features • Identify human and physical features of Utah • Understand geographical similarities and differences through studying the human and physical geography Preston Candover and Utah <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>			<ul style="list-style-type: none"> • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Name and locate the world's seven continents and five oceans • Use world maps, atlases and globes to identify the 7 continents and oceans
<p><u>Understanding the World – Past and present</u></p> <p><u>EYFS</u></p> <p><u>History</u></p> <p><u>Year 1</u></p>	<p>EYFS-Topic Title: Changes within living memory (my life)</p> <p>EYFS Knowledge/key concepts:- How things change over time- How have we changed since we were babies? Who are special to me and in my immediate family tree?</p> <p>Year 1- Changes in technology – changes within living memory Enquiry Question: How have things changed over time? Year 1 Knowledge / key concepts: Sorting pictures/artefacts into old and new and sequencing a range of technology from past times to develop chronological vocabulary. Examine similarities and differences between technology from now and the past and hypothesising about what some items have been replaced with today Work with first-hand historical evidence by investigating real artefacts and, photographs Answer questions about the past suggested by the teacher, but also asking their own questions about things they would like to find out then interviewing family members or</p>			<p>EYFS/ Year 1 -Topic Title: Moon to Mars</p> <p>Enquiry question: Who was Neil Armstrong and why is he remembered today?</p> <p>Significant National Event beyond living memory Year 1 Knowledge / key concepts:</p> <p>That the Apollo 11 mission to the moon was part of a larger space race that continues to this day.</p> <p>That space travel technology has developed over time.</p> <p>Able to name who Britain's astronauts are and what they did.</p> <p>That Astronauts are only one part of a team that makes space exploration possible.</p> <p>Are able to identify the traits that are common to astronauts.</p> <p>What exploration is and why the countries were competing</p>	<p>EYFS/ Year 1 -Topic Title: Mary Anning</p> <p>Enquiry question : Why is Mary Anning famous and why were her achievements not celebrated more in her lifetime?</p> <p>Significant individuals nationally/internationally</p> <p>Year 1 Knowledge/ key concepts: When Mary lived. Know the main events in her life. Understand why Mary was not celebrated as widely as now during her lifetime. Understand that ideas about there being dinosaurs and other creatures existing before people were only just beginning to be developed</p>	

	<p>other adults about items of technology from their childhoods.</p> <p>Give reasons for the changes which have occurred to technology, for example the development of new materials</p> <p>.</p>					
Understanding the World – People, Culture & Communities/ RE	Our history- each month add to “our history” display in the class with pictures and photos of events relevant to each month to develop a sense of chronology					
	<p>RE - Topic Title: Harvest</p> <p>Key Concept: Celebration</p> <p>UC: Creation/Fall</p> <p>1 Communicate: express creatively their response to a celebration</p> <p>2 Apply: recognise how <i>celebration</i> relates to their own and others’ lives</p> <p>3 Inquire: recognise what a <i>celebration</i> is and list some features of celebrations</p> <p>4 Contextualise: Recognise ways in which Christians <i>celebrate</i> Harvest</p> <p>5 Evaluate: Talk about the importance for Christians of <i>celebrating</i> Harvest</p>	<p>Topic title: Advent, Hannukah and Divali</p> <p>Key Concept: Candle light as a symbol</p> <p>UC: Incarnation</p> <p>1 Communicate: express creatively their own responses to <i>candle flame</i></p> <p>2 Apply: recognise how candle flame affects their own lives.</p> <p>3/4 Inquire/Contextualise: Recognise how <i>candle flames</i> are used at Hanukkah and Advent</p> <p>Recognise how candle flame is a reminder (symbol) and what this means for Christians and people of Jewish faith</p> <p>5 Evaluate: in simple terms recognise the value of candle flames to myself and those of Christian and Jewish faiths</p>	<p>Topic title: People Jesus Met</p> <p>Key Concept: Change (love)</p> <p>UC: Gospel</p> <p>1 Communicate: express creatively their own responses to <i>change</i></p> <p>2 Apply: recognise simple examples of how <i>change</i> affects their own lives</p> <p>3/4 Inquire/ Contextualise: recognise what has been taught about <i>change</i> and how this relates to what Christians believe about how Jesus <i>changed</i> people’s lives</p> <p>5 Evaluate: in simple terms recognise why Christians value the idea that Jesus could <i>change</i> lives and how the idea of change relates to my own life.</p>	<p>Topic title: Passover</p> <p>Key Concept: Remembering</p> <p>1 Inquire: recognise what has been taught about what <i>remembering</i> means to me and those of Jewish faith</p> <p>2 Contextualise: recognise ways in which Jews <i>remember</i> the Passover story</p> <p>3 Evaluate: in simple terms recognise something of the value/importance of <i>remembering</i> Passover for Jews and remembering for myself</p> <p>4 Communicate: express creatively their own responses to <i>remembering</i></p> <p>5 Apply: recognise how their responses to <i>remembering</i> can relate to their own others’ lives.</p>	<p>Topic title: Stories</p> <p>Key Concept: Story</p> <p>UC: God</p> <p>1 Communicate: Express creatively their own response to story</p> <p>2 Apply: Recognise how their response to story affects their own lives</p> <p>3 Inquire: Recognise what a story is</p> <p>4 Contextualise: Recognise that religious people have stories</p> <p>5 Evaluate: In simple terms recognise the importance of the stories to religious people</p>	<p>Topic title: Generosity</p> <p>Key Concept: Community</p> <p>1 Communicate: express creatively their response to their own experiences of <i>community</i></p> <p>2 Apply: recognise their responses in relation to giving to their <i>community</i>.</p> <p>3 Inquire: recognise what has been taught about <i>community</i> and how it is used within Hindu traditions.</p> <p>4 Contextualise: recognise how <i>community is</i> represented within the Hindu tradition of <i>dāna</i>.</p> <p>5 Evaluate: In simple terms, they recognise the value of <i>community</i> to people who celebrate Hindu Traditions and to themselves.</p>
Physical Development / PE	RE in the EYFS- To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class					
	<p>Games- awareness of space</p> <p>Knowledge/key concepts</p> <p>Year R</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Travel in different ways, including sideways and backwards.</p> <p>Year 1</p> <p>Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</p> <p>Gym- travelling</p> <p>Knowledge/key concepts</p>	<p>Games- team games</p> <p>Knowledge/key concepts</p> <p>Year R</p> <p>Play a range of chasing games</p> <p>Follow simple rules in a game</p> <p>Year 1</p> <p>Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.</p> <p>Dance – The seasons</p> <p>Knowledge/key concepts</p> <p>Year R</p> <p>Move to music in different ways</p>	<p>Games- throwing and catching</p> <p>Knowledge/key concepts</p> <p>Year R</p> <p>Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands</p> <p>Year 1</p> <p>Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.</p> <p>Dance- Line dance</p> <p>Knowledge/key concepts</p>	<p>Games- ball games</p> <p>Knowledge/key concepts</p> <p>Year R</p> <p>Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.</p> <p>Kick a ball at a target</p> <p>Year 1</p> <p>Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency</p> <p>Pass the ball to another player in a game</p>	<p>Games- running jumping and throwing</p> <p>Knowledge/key concepts</p> <p>Year R</p> <p>Run in different ways for different purposes</p> <p>Jump in a range of ways landing safely</p> <p>Roll equipment</p> <p>Throw underarm</p> <p>Throw an object at a target</p> <p>Year 1</p> <p>Run with a basic technique over different distances</p> <p>Maintain control as they change direction when jogging or sprinting</p> <p>Perform different types of jumps</p>	<p>Games- bats and balls</p> <p>Knowledge/key concepts</p> <p>Year R</p> <p>Hit a ball with a bat or racquet</p> <p>Aim and throw an object underarm</p> <p>Catch a beanbag/ball and sometimes a bouncing ball</p> <p>Use hand to strike a beanbag or ball and move towards a scoring area</p> <p>Use a bat to hit a ball or beanbag</p> <p>Year 1</p> <p>Show some different ways of hitting throwing and striking a ball</p> <p>Play as a fielder and get the ball back to a stop zone</p>

	<p>Year R</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Perform basic travelling actions on various body parts.</p> <p>Year 1</p> <p>Begin to work on alone/with someone to make a sequence of shapes/travels</p> <p>Keep balance travelling in a range of ways</p>	<p>Move around the space safely</p> <p>Year 1</p> <p>Move imaginatively to music to communicate different moods/feeling</p> <p>Copy remember and repeat dance moves.</p>	<p>Year R</p> <p>Copy and explore basic dance moves</p> <p>Year 1</p> <p>Can copy, remember and repeat dance moves.</p> <p>Can link movements together to make up a short dance with a clear beginning, middle and end.</p>	<p>Use kicking skills in a game</p> <p>Gym – Shape Knowledge/key concepts</p> <p>Year R</p> <p>Balance on small/large body parts & understand stillness</p> <p>Make large and small body shapes</p> <p>Make body tense, relaxed, curled and stretched</p> <p>Year 1</p> <p>Make body tense, relaxed, curled and stretched, showing some tension.</p> <p>Perform basic travelling actions on various body parts.</p>	<p>Dance- Dinosaurs Knowledge/key concepts</p> <p>Year R</p> <p>Can represent their own ideas through dance</p> <p>Move to music in different ways</p> <p>Year 1</p> <p>Can link movements together to make up a short dance with a clear beginning, middle and end.</p> <p>Can change rhythm, speed, level and direction</p> <p>Can move imaginatively to music to communicate different moods/feelings</p>	<p>Hit a ball or beanbag and move to score points</p> <p>Begin to follow some simple rules</p> <p>Athletics Knowledge/key concepts</p> <p>Year R</p> <p>Aim and throw an object underarm</p> <p>Catch a beanbag/ball</p> <p>Move and stop safely in a specific area</p> <p>Play a passing and target game alone and with a partner</p> <p>Year 1</p> <p>Vary their pace and speed when running</p> <p>Throw underarm and overarm</p> <p>Throw a ball towards a target with increasing accuracy</p> <p>Perform a short jumping sequence</p> <p>Land safely and with control</p>
<p><u>PSSED (Year R)- through continuous provision</u></p> <p><u>PSHE (Year 1)</u></p>	<p><u>PSHE/RSE</u></p> <p>What makes a good friend? BV: Mutual respect</p> <ul style="list-style-type: none"> how to make friends with others to recognise the ways in which they are the same and different to others how to recognise when they feel lonely and what they could do about it how people behave when they are being friendly and what makes a good friend how to resolve arguments that can occur in friendships how to ask for help if a friendship is making them unhappy 	<p><u>PSHE/RSE</u></p> <p>What is bullying? BV: Mutual respect</p> <ul style="list-style-type: none"> how words and actions can affect how people feel how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable how to respond if this happens in different situations how to report bullying or other hurtful behaviour, including online, to a trusted adult and the 	<p><u>PSHE/RSE</u></p> <p>How do we recognise our feelings?</p> <ul style="list-style-type: none"> how to recognise, name and describe a range of feelings what helps them to feel good, or better if not feeling good how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) how feelings can affect people in their bodies and their behaviour ways to manage big 	<p><u>PSHE/RSE</u></p> <p>What helps us to stay safe? BV: The rule of Law</p> <ul style="list-style-type: none"> how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them how to resist pressure to do something that makes them feel 	<p><u>PSHE/RSE</u></p> <p>What helps us grow and stay healthy?</p> <ul style="list-style-type: none"> that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest that eating and drinking too much sugar can affect their health, including dental health how to be physically active and how much rest and sleep they should have everyday that there are different ways to learn and play; how to know when to take a break from screen-time how sunshine helps bodies to grow and how to keep safe and well in the sun 	<p><u>PSHE/RSE</u></p> <p>How can we look after each other and the world? BV: Rule of law/ Individual Liberty</p> <ul style="list-style-type: none"> how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively the responsibilities they have in and out of the classroom how people and animals need to be looked after and cared for what can harm the local and global environment; how they and others can help care for it how people grow and change and how people's needs change as they grow from young to old how to manage change when moving to a new class/year group

		importance of doing so	<p>feelings and the importance of sharing their feelings with someone they trust</p> <ul style="list-style-type: none"> how to recognise when they might need help with feelings and how to ask for help when they need it 	<p>unsafe or uncomfortable, including keeping secrets</p> <ul style="list-style-type: none"> how not everything they see online is true or trustworthy and that people can pretend to be someone they are not how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 		
Music	<p>Me</p> <p>Year R</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Discuss the different instruments. Using a wider range of percussion instruments quietly & loudly. Co-ordinating actions & sung words. To recognise a verse & a chorus. <p>Year 1:</p> <ul style="list-style-type: none"> I can concentrate and listen to a piece of music. I can find the pulse by moving my body. 	<p>Christmas- Nativity</p> <p>Year R</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs Understand the rhythm of words and practise coordination. Quiet & loud & using percussion to convey sound 'colour' as opposed to keeping with a beat. Playing in time to a beat, listening to 2 different beats at a time, clapping & chanting. <p>Year 1:</p> <ul style="list-style-type: none"> I can understand that dynamics describe how loud or quiet music is. I can understand how to sing musically after warming up, sitting or standing well so that I can project the sounds confidently 	<p>Our World</p> <p>Year R</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs To concentrate following a leader. Listening to two different beats going on at the same time. Loud & quiet sounds <p>Year 1:</p> <ul style="list-style-type: none"> I can say what I like or dislike about a piece of music and describe how it makes me feel. I can understand that rhythm describes the mixture of long and short sounds which are performed on top of the pulse. 	<p>Big Bear Funk</p> <p>Year R</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs Tempo changes Identifying three different speeds of accompanying beats Explore using different instruments. <p>Year 1:</p> <ul style="list-style-type: none"> I can listen to, copy and repeat a simple rhythm or melody. I can describe that pitch describes how low sounds are. I can understand that tempo describes how fast or slow the music is. 	<p>Reflecting, rewinding and replaying</p> <p>Year R</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs Developing rhythmic precision with two different beats/ostinatos at once Introducing a rhythmic framework <p>Year 1:</p> <ul style="list-style-type: none"> I can use musical words and phrases to describe a piece of music. I can name different musical instruments. 	<p>Practise for a Performance</p> <p>Year R</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs Matching a fast beat precisely High/low sounds Consolidating two beats at a time & ostinato Precision and Performance <p>Year 1:</p> <ul style="list-style-type: none"> I can perform rhymes, raps and songs. I can follow the conductor or band leader.
<u>Linked Nursery Rhymes</u>	Frere Jacques Counting rhymes to support maths- 5 speckled frogs, 5 currant buns, 5 little monkeys, 1 2 3 4 5	Alouette Ones linked to this years National Nursery rhyme week London Bridge	Jack and Jill The bear went over the mountain The animal fair The Grand old duke of York	Hot cross buns 5 little men in a flying saucer The wheels on the bus The man in the moon	Hickory Dickory Dock Sing a song of sixpence The animals came in 2 by 2 10 in the bed	The big ship sails This old man Sur le pont 10 green bottles

--	--	--	--	--	--	--