Sparrows	AUTUMN		SPR	ING	SI	UMMER
Year R/I	Me and my world	Autumn Changes	Celebrations	From Farm to Fork	Under the Sea	Plants and Minibeasts
Key knowledge	There are differences and similarities between us Different people make up a family and all families are different We all look different and we are all unique We have different interests, likes and dislikes	A year is split into four seasons. This is a cycle, which means that once summer has ended, we go back to the beginning of the cycle and autumn starts. Each season bring different seasonal changes Some animals hibernate in the autumn	People have different faiths, traditions, cultures and beliefs We should respect each others customs, traditions and beliefs	Some foods are grown and harvested in the Uk where we live Some foods cannot be grown here and need to be transported to us Fairtrade is a way of making sure the farmers who grow some of our food get paid a fair price for it	There are 5 oceans on earth There are different creatures that live in the sea and different types of them We have a problem with plastic pollution in our Oceans	A plant is a living thing To look after a seed, we must give it soil, water and light A seed will grow into a plant A plant has roots and a stem There are lots of different minibeasts Insects have six legs, 2 antennae and some have wings
Possible Trips/ Workshops/ Visitors	Zoolab- animal focus	Nursery Rhyme history box Church- Christmas Service	Parents in to talk to children about their own family celebrations	Farmer in to talk to the children		Hilliers Arboretum
Additional enrichment/ Enhancement activities	Harvest Festival	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 Fairtrade Fortnight Easter	World Earth Day	Sports Day Global Awareness week
Big Enquiry Question EYFS	Who is in my world?	Why are the leaves changing colour?	How do people celebrate special events and occasions?	Where does our food come from?	What lives here?	How does our garden grow?
Big Enquiry Question Year I	How do we survive and thrive?	How can we make our local area a better place?	Can toys stand the test of time?	Does change always make a positive difference?	Can fire ever be seen as a good thing?	Would you rather be too hot or too cold?
French EYFS / Year I	EYFS Knowledge/key concepts:- Learn where France is and how we get there Look and identify some French features- flag, Eiffel Tower etc Year I Knowledge/key concepts:- Intercultural understanding French landmarks, France on a map Learn and respond to basic greetings — bonjour/salut, ça va?/ ça va bein merci	EYFS Knowledge/key concepts:- Learn how to say Hello and Goodbye in French Ask for and give names in French Introduce French colours Learn some common French rhymes/songs- Frere Jacques, Alouette Year I Knowledge/key concepts:- Increasing the range colours known Answer the lunch register with some extension	EYFS Knowledge/key concepts:- Learn numbers to 10 Children to be able to count up to 10 Listen to some stories read in French Year I Knowledge/key concepts:- Introduce the different weather Answer questions with a sentence II fait	in a group	EYFS Knowledge/key concepts:- Children to recognise different colours when spoken Year I Knowledge/key concepts:- Introduce picnic food Intercultural Understanding: What would someone in France pack in their picnic?	EYFS Knowledge/key concepts:- Introduce zoo animals from the book Children to recognise the animals when spoken Year I Knowledge/key concepts:- Intercultural understanding: playground games involving numbers Revisiting numbers to 10 Ask and answer questions using numbers Quel age a tu? J'ai ans.
Expressive Arts & Design	Topic Title: Self- Portraits Artist: Andy Warhol	Topic Title: Autumn leaf pop art Artist: Andy Warhol	Topic Title: Mondrian inspired collage Artist: Mondrian	Topic Title: Animal Sculpture Type of Art Medium- Drawing, Painting and sculpture	Topic Title: Rainbow Fish Type of Art Medium- Drawing, Painting Art elements: colour and texture	Topic Title: Pointillism minibeasts and plants
EYFS Art	Type of Art Medium- Drawing and Painting	EYFS Knowledge/key concepts:- Appreciate the work of Andy Warhol-	EYFS Knowledge/key concepts:-	Art elements: shape, form, space and texture	Outcome: Use bubbles to print a Rainbow Fish	Artist: Seurat Type of Art Medium- Drawing, Painting Art elements: line, shape and colour Outcome: Observational drawing and
Year I	Art elements: line, shape and colour Outcome: Draw and paint own self	Autumn landscape. Make observations of the autumn colours we can see in our own environment,	Appreciate the work of Modiran Use shapes, black lines and primary colours to create own work in his style	Outcome: Create sculptures of farm animals Year I Knowledge / key	Year I Knowledge / key concepts: to use a range of materials creatively to design and make a rainbow fish painting to use drawing, painting to develop and share their ideas, experiences and	pointillism paintings of plants and minibeasts found in our environment EYFS Knowledge/key concepts:-
	portrait	,	'	,		
	Year I Knowledge/key concepts:- to use a range of materials creatively to design and make a self- portrait to use drawing and painting to develop and share their ideas, experiences and imagination	Experiment with colour mixing to create different autumn shades then use to create pop art for autumn leaves Also link to maths- print repeating patterns	Year I Knowledge / key concepts: to use a range of materials creatively to design and make a Mondrian inspired collage	concepts: to use a range of materials creatively to design and make air-dry clay sculptures of animals to use sculpture to develop and share their ideas, experiences and	imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Appreciate the work of Seurat. Create own work in his style by finger painting dot pictures Make observational drawings of plants and minibeasts found in our environment

Expressive Arts & Design EYFS D.T Year I	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To explore who Andy Warhol is and experience pop art style of art. DT Topic Title: Moving Pictures EYFS Knowledge/key concepts:- DT- Use a variety of tools to join, cut, paste and create Year I Knowledge / key concepts: Outcome: Moving Pictures To understand what a mechanism is Explore and evaluate joining	to use a range of materials creatively to design and make a Autumn and pop art themed print/ painting to use drawing, painting and to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of Andy Warhol describing the differences and similarities between different practices and disciplines, and making links to their own work Type of Art Medium: Drawing, painting, and printing Art elements: Line, shape, colour and texture Outcome: To create autumn leaf pop art. EYFS Knowledge/key concepts:-Join materials and textures through mixing, stirring, pouring and blending during sand and water play (Through continuous provision)	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of Mondrian describing the differences and similarities between different practices and disciplines, and making links to their own work Type of Art Medium: Drawing, painting, and collage Art elements: Shape, colour and texture Outcome: To create a collage inspired by Mondrian	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space DT Topic Title: Food Tech EYFS Knowledge/key concepts:-Food preparing fruit and vegetables Make fruit kebabs using Fairtrade fruits Year I Knowledge / key concepts:	DT Topic Title: 1666 London Homes EYFS Knowledge/key concepts:- Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and express with a range of construction resources to build, create and problem solve Year I Knowledge / key concepts:	Knowledge / key concepts: to use a range of materials creatively to design and make observational drawings and pointillism paintings of plants and minibeasts found in our environment to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of Seurat describing the differences and similarities between different practices and disciplines, and making links to their own work EYFS Knowledge/key concepts:- DT- Use a variety of tools to join, cut, paste and create with increasing accuracy
	techniques Design a moving picture with a lever Create a functional moving picture Evaluate their products Mechanisms: Levers and Sliders (Paper and Card)			Outcome: Smoothies Understand where food comes from Understand the importance of a balanced diet Design a smoothie using fruit/ vegetables Measure ingredients and cook Evaluate their products Cooking and Nutrition: Preparing	Outcome: Junk Model London Home from 1666 To understand what a mechanism is Explore and evaluate joining techniques Design a 1666 London home with a slider Create a functional 1666 London home Evaluate their products Structures: Freestanding	
				Fruit and Vegetables		
Computing	EYFS Knowledge/key concepts:- Creating Media:	EYFS Knowledge/key concepts:- Online safety	EYFS Knowledge/key concepts:- Creating Media - Fine Motor skills/	EYFS Knowledge/key concepts:- Creating Media - Fine Motor skills/	EYFS Knowledge/key concepts:- Creating media -Fine Motor skills/	EYFS Knowledge/key concepts:- Creating media -Fine Motor skills/ EAD- use
EYFS/ Year I	Fine Motor skills/ EAD- use Purple mash to draw people with and work	Smartie the Penguin I can recognise that I can say 'no'	EAD- use Purple mash to draw with and work through paint projects	EAD- use Purple mash to draw with and work through paint projects	EAD- use Purple mash to draw under the sea scenes with and work through paint	Purple mash to draw with and work through paint projects linked to topic.
	through paint projects linked to topic. Use a computer to paint and draw	'please stop' / 'l'll tell' / 'l'll ask' to somebody who asks me to do	linked to topic. Use a computer to paint and draw	linked to topic. Use a computer to paint and draw	projects linked to topic. Use a computer to paint and draw	Use a computer to paint and draw Use tools to rub out mistakes, change colour of
	Use tools to rub out mistakes, change colour of paint and move a mouse	something that makes me feel sad, embarrassed or upset.	Use tools to rub out mistakes, change colour of paint and move a mouse	Use tools to rub out mistakes, change colour of paint and move a	Use tools to rub out mistakes, change colour of paint and move a mouse	paint and move a mouse
	Computer Systems:	- I can explain how this could be either in real life or online.	Programming:	mouse	Programming:	Data & Information: 2count- create a pictogram of the different types
	To explain what a computer is and how it can be used	Online relationships	Begin to operate a remote control car	Year I Knowledge/key	Follow a sequence to move a bee-bot Begin to program a car/bee-bot with some	of minibeast we came across
	To recognise digital devices in their environment	-I can give examples of how I (might) use technology to communicate with people I know.	Understand a remote control car needs to be given instructions (be programmed) Explore using remote control cars to	concepts:- Topic Title: Programming - Animation	accuracy Use programmable bee bots and cars to create and follow a route	Year I Knowledge/key concepts:- Topic Title: Creating Media - Digital writing
	Year I Knowledge/key concepts:- Topic Title: Technology around us	Health, wellbeing and lifestyle -I can identify rules that help keep us safe and healthy in and beyond the	enrich continuous provision Year I Knowledge/key concepts:-	Understand what algorithms are and how they are implemented as programs on digital devices	Year I Knowledge/key concepts:-	Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Recognise common uses of
information technology beyond school
Use technology purposefully to create
organise, store, manipulate and
retrieve digital content
Develop typing, mouse and functional
computer skills

computer skills **E-Safety** - Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

home when using technology.
-I can give some simple examples

Privacy and security

-I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).
 -I can describe the people I can trust and can share this with; I can explain why I can trust them

Data & Information:

2count- create a pictogram linked to Autumn

Year I Knowledge/key concepts:-Topic Title: Grouping Data

Use technology purposefully to create, organise, store, manipulate and retrieve digital content
Use technology safely and respectfully Understand what 'data' is and how it can be labelled, counted and grouped Record and compare groups of data Answer questions about data and share what they have found **E-Safety** — Recognise that not all information online can be trusted.

Topic Title: **Programming – Moving a Robot**

Understand what algorithms are; how they are implemented as programs on digital devices

Understand that programs execute by following precise and instructions
Create and debug simple programs
Use logical reasoning to predict the behaviour of simple programs
Create a sequence of commands to move a robot to a specific place
Find more than one solution to a problem

E-Safety – Create E-Safety booklets

Understand that programs execute by following precise and unambiguous instructions
Create and debug simple programs
Use logical reasoning to predict the behaviour of simple programs
Design an algorithm to create an animation with 'sprites'

E-Safety – Create E-Safety booklets

Topic Title: Creating Media - Digital Painting

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Identify and use different icons to paint a digital picture using different shapes and marks

Make strategic choices when painting a digital picture Explain why they chose the tools they

used
Compare digital painting with paper

E-Safety – Understand the importance of keeping personal information private and not sharing personal information online

Locate and use keys on a keyboard to type and edit

Use tools on 'Word' to change the font, size and colour of typing
Compare digital writing with handwriting

Compare digital writing with handwriting **E-Safety** - Use technology safely and respectfully, keeping personal information private

Understanding the World-The natural world -Science

EYFS/ Year I

EYFS Knowledge/key concepts:-Animals including humans -

How do our bodies work? Why do we need a skeleton?
Which parts of the body are associated with each sense.
Similarities & differences between us To understand the importance of hygiene and how to keep healthy-exercising, eating well, having good hygiene and getting the right amount of sleep

Year I Knowledge/key concepts:-Topic Title: Animals: Survival Animal Survival

Knowledge Block I- Feeding for survival

- 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 mammals. They have different structures, and they eat different types of foods.
- The structure of a variety of common animals varies
 Mammals have hair/fur and give

information

EYFS Knowledge/key concepts:Seasonal change- what happens in

Identify reliable and unreliable

Autumn?
Autumn is a season in which the weather gets cooler, and it gets darker earlier.

During autumn time, most leaves start to change colour and leaves fall off some trees and they eventually become

bare.

During autumn time some animals, such as hedgehogs begin to hibernate to escape the cold and lack of food during winter. During hibernation, animals breathe much more slowly and their body temperature becomes very low.

Year I Knowledge/key concepts:-

Changing Materials

Knowledge Block I- How materials can change

- The properties of a material determine whether they are suitable for a purpose.
- Materials can be changed by physical force (twisting, bending, squashing and stretching).

(The purpose of the activities within this learning journey is for children to understand why we choose certain

EYFS Knowledge/key concepts:-

Materials - melting and freezing Water can be a solid and change to ice when it is cold.

lce can then melt when it gets warm and change back to water

Year I Knowledge/key concepts: Pushes and pulls

Knowledge Block I

 Objects can move (be in Motion) in various ways-roll, slide and bounce

Knowledge Block 2

- The **pushing** or **pulling** of an object can affect its motion.
- Pushing or pulling can do three things, slow down, speed up or change the direction of an object.

Knowledge Block 3

The larger the push/pull the bigger the effect on motion

EYFS Knowledge/key concepts:-Animals including humans -Healthy

eating
We need a range of different foods
to keep us healthy
Some foods need to be eaten in

moderation
Fruit and vegetables are good for us as they contain vitamins
How are crops affected by the seasons?

Year I Knowledge/key concepts:-Seasons

Knowledge Block I- Surviving the changing seasons

- There are four seasons,
 Spring, summer, autumn
 and winter
- Each season is about three months long
- In Spring, young animals like lambs and chicks are born, the flowers bloom and the weather starts to become warmer.
- 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

EYFS Knowledge/key concepts:-

Materials - floating and sinking Objects can either float or sink in waterexplore a range of different objectspredict whether they will float or sink then find out. Record results in a simple table.

Plants and animals - Exploring our school grounds- what plants, flowers and minibeasts can we find in different areas around our environment. Record their findings in a simple table

Where did we find the minibeasts? Why do we think they favour that location?

Year I Knowledge/key concepts:-

EYFS Knowledge/key concepts:-

<u>Plants</u>

Knowledge Block I- Where do plants come from

- A seed contains a miniature plant that can develop into a fully grown plant.
- A **bulb** has underground vertical shoots which already has modified **leaves**
- Seeds 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.

Knowledge Block 2- Plant survival

• To survive plants, need to get water, light, and avoid being eaten

Knowledge Block 3- How plants get what they need to survive

 A seed produces roots to allow water to get into the plant.

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human and physical features			human and physical features		initia diese on a giobe.		oceans

Understand, identify and use geographical vocabulary to refer to key human and physical features

		Use fieldwork and observational skills to study the geography of our school and surrounding environment Devise a simple map using symbols and a key Use locational and directional language Walk around our village to identify and plot landmarks and human and physical features		Year I knowledge/key concepts: Topic Title: The weather and seasons Identify seasonal and daily weather patterns in the UK Collect data about the weather using measuring equipment Explore how seasons and the weather affect us in Preston Candover Identify weather characteristics of the 4 nations of the UK and predict if they will be hotter, colder, drier or wetter in each season Become a weather reporter using the Green Screen		Use simple compass directions and directional language to describe the location and features on a map Compare two contrasting cities (London and Cairo)
Understanding the World = Past and present EYFS History Year	EYFS Knowledge/key concepts:- How things change over time- how have we changed since we were babies? People who are special to me? Who is the king and what is his role? Who is in the king's family? What does his family tree look like? Use Little People, Big Dreams books to explore members of the King's family. Year I Significant individuals nationally/internationally Topic Title: Mary Seacole and Florence Nightingale Year I Knowledge/ key concepts: Can recognise and talk about who was important e.g. in a simple historical account. When they lived/where events took place. Know the main events in their lives. Understands that Florence's changes in hospitals had a wide and lasting impact. Whereas Mary's good work, whilst inspirational, was limited to aiding the sick or injured soldiers at the time.	Nursery rhyme week EYFS Knowledge/key concepts: Use nursery rhymes- Polly put the kettle on to explore how kettles have changed over time- look at examples of old fashioned ones to their modern day counterparts - how have things changed over time? Use Mary had a little lamb to compare images of a Victorian school to ours today- what things are similar and how are things different? How have things changed over time?	within their own life: Toys EYFS Knowledge/key concepts:- What toys did we play with when we were a baby? What are our favourite toys now? How things change over time-how have our toys changed? Year I- Changes within Living Memory Topic Title: Toys Year I Knowledge / key concepts: Sorting toys into old and new and sequencing a range of toys from past times to develop chronological vocabulary. Examine similarities and differences between toys from now and the past and hypothesising about why some toys have continued to be popular for generations. Work with first-hand historical evidence by investigating real old toys, photographs of toys 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 other adults about the toys and games from their childhoods. Give reasons for the changes which have occurred to toys, for example the development of new materials and technologies and the increasing awareness of safety issues. Compare this aspect of the lives of children from the past with their	EYFS Knowledge/key concepts:- Farm vehicles have changed over time - look at pictures of them in the past and their modern day counterparts- how have they changed? How have these changes made life easier?	EYFS- Significant event within recent years: Key Events EYFS Knowledge/key concepts:- What are our favourite memories of the year? Which memories are important to us? Why are they important? Year I- Significant National Event beyond living memory Topic Title: The Great Fire of London Year I Knowledge / key concepts: Compare past and present-day London to understand how people lived in 1666 Research the life and significance of Samuel Pepys Sequence the key events of The Great Fire of London Ask and answer questions using sources to show understanding Identify the impact that The Great Fire of London has had on present-day life Describe in simple terms the consequences of the event, offering more than one example of its results Describe in simple terms how sources reveal important information about the past.	EYFS Knowledge/key concepts:- Look at our history over the year and longitudinal study. Recognise that things have changed over the year and talk about how.
Understanding		Our history- each month add to	own. 'our history' display in the class with pi	ictures and photos of events relevant to	each month to develop a sense of chronology	,
the World - People, Culture & Communities/ RE	UC: Creation EYFS- All About Me (Belonging) (C)(J)	UC: Incarnation	EYFS- Special Clothing (Special) (Jewish and others from children's experiences) (C) (J) (H)	UC: Salvation EYFS- Eggs as a sign of new life (Signs of new life)	EYFS- Water (Precious) (C) (H) Talk about what we think of the preciousness of water	EYFS- Transition (Looking Forward) (C) Share their own experience of looking forward Listen to others talk about how looking forward relates to their own lives

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EYFS/ Year I	Why is the word 'God' so important to Christians?	EYFS- Christmas- Jesus' birth (and other celebrations from the children's	Talk about special clothes Identify why different situations may	Why do Christians put a cross in an Easter Garden?	Talk about whether water is always precious in different situations to different	Begin to identify how looking forward relates to everyone
	Talk about myself	experiences) (Celebration)	have different special clothes	Talk about what we think of eggs	people	Begin to recognise the story of the Prodigal
	Identify ways we are all the same	Why do Christians perform nativity	Inquire into meaning of the word	Identify and talk about whether we	To inquire what precious means	Son which looks forward in the context of
	Identify what makes me me	plays at Christmas?	special	think the same	To identify how Christians use water in a	Christianity
	recognise what makes someone a Christian	Talk about their own responses to celebrating birthdays	Identify how Christians use special clothes at religious events	Identify ways in which eggs can be a reminder	way that shows it is precious To talk about whether water is precious	Reflect on <i>looking forward</i> and why it is important to many Christians. Is it important
	talk about the importance of belonging for Christians	Identify ways in which pupils' birthday celebrations affect their lives	Identify how Jews use special clothes at religious events	Identify how Christians use eggs as a reminder	to different people and myself	for them?
	Year I- Belonging in Judaism inc.	Identify and talk about the meaning of birthday celebrations	Talk about the importance of wearing special clothes	Talk about whether eggs are a useful reminder/ symbol of new life	Year I - Special Food (Community) (C) (J) (H)	
	Shabbat (Belonging) (C)(J) Who made the world?	Recognise that Christians celebrate		Terminder/ symbol of new life	simply describe foods that are special	Year I - Special Books (Special) (Jewish and
	talk about their own responses to	Jesus' birthday by identifying some elements of the celebration	Year I - Key events in Jesus' Life (Authority) (C)	Year I- Key Events of Easter (Love	to themdescribe how different foods are	other faiths) (C) (J) (H) • simply describe foods that are special to
	belongingidentify how their response to the	Talk about the importance of celebrating Jesus' birthday for	• talk about their own responses to authority figures	as Sadness to Happiness) Why does Easter matter to	important to different peopledescribe simply why some foods are	themdescribe how different foods are important
	idea of belonging relates to their own lives.	Christians.	identify simple examples of ways in which people with <i>authority</i>	Christians?	specialdescribe simply what Christians think	to different people describe simply why some foods are special
	identify and talk about the concept	Year I - Nativity Journeys (Journey's End)	affect their own lives	talk about their own experiences of sad then happy	about when they share their special food (bread and wine) (symbol)	describe simply what Christians think about
	of belongingrecognise how lewish people	Why does Christmas matter to Christians?	• identify and talk about the meaning of the concept <i>authority</i>	• identify feelings of sadness/happiness in different	o describe simply how Hindus share	when they share their special food (bread and wine) (symbol)
	show that they belong to the lewish faith	• talk about their own responses to	recognise the events in Jesus life which demonstrate His authority	situations and for different people	their special food (Prashad) describe simply why bread and wine is	 describe simply how Hindus share their special food (Prashad)
	talk about the importance of	journey's end in their experience • identify how different journey's ends	talk about the importance of Jesus' authority to Christians in	identify and talk about the	important for Christians/ why Prashad is important for Hindus.	describe simply why bread and wine is important for Christians/ why Prashad is
	belonging to Jewish people, and identify an issue raised.	relate to their lives • identify and talk about different	simple terms	concepts of sadness and happinessrecognise how sadness and	*To be taught in separate year groups *	important for Hindus.
		journeys' ends	*To be taught in separate year	happiness are significant in the	To be taught in separate year groups	
		• recognise the journey's end of the	groups *	Easter story		
		characters in the Christmas birth		talk about the importance of the		
		narratives		feelings of sadness and happiness		
<u>Physical</u>	RE in the EYFS- To know some similarit	narratives • talk about the importance of the	jous and cultural communities in this cou	feelings of sadness and happiness to Christians when they remember the Easter story.	what has been read in class	
Physical Development / PE	RE in the EYFS- To know some similarit Games- Awareness of space	narratives • talk about the importance of the journeys' end to Christians ties and differences between different relig Games - Team Games and Chasing	Games - Co-ordination, throwing	feelings of sadness and happiness to Christians when they remember the Easter story. ntry, drawing on their experiences and values. Games - travelling with and passing	what has been read in class Games – running, jumping and throwing	Games - Bats and balls
Development		narratives • talk about the importance of the journeys' end to Christians ties and differences between different relig Games - Team Games and Chasing games	Games - Co-ordination, throwing and catching	feelings of sadness and happiness to Christians when they remember the Easter story. ntry, drawing on their experiences and sall	Games – running, jumping and throwing Dance- Under the sea and The Rainbow	Games - Bats and balls Athletics
<u>Development</u> / <u>PE</u> EYFS/ Year I	Games- Awareness of space	narratives • talk about the importance of the journeys' end to Christians ties and differences between different relig Games - Team Games and Chasing	Games - Co-ordination, throwing	feelings of sadness and happiness to Christians when they remember the Easter story. ntry, drawing on their experiences and values. Games - travelling with and passing	Games – running, jumping and throwing	
Development / PE EYFS/ Year I *Year I pupils will have further	Games- Awareness of space	narratives • talk about the importance of the journeys' end to Christians ties and differences between different relig Games - Team Games and Chasing games	Games - Co-ordination, throwing and catching	feelings of sadness and happiness to Christians when they remember the Easter story. ntry, drawing on their experiences and sall	Games – running, jumping and throwing Dance- Under the sea and The Rainbow	
Development / PE EYFS/ Year I *Year I pupils will have further skill	Games- Awareness of space	narratives • talk about the importance of the journeys' end to Christians ties and differences between different relig Games - Team Games and Chasing games	Games - Co-ordination, throwing and catching	feelings of sadness and happiness to Christians when they remember the Easter story. ntry, drawing on their experiences and sall	Games – running, jumping and throwing Dance- Under the sea and The Rainbow	
Development / PE EYFS/ Year I *Year I pupils will have further skill development	Games- Awareness of space	narratives • talk about the importance of the journeys' end to Christians ties and differences between different relig Games - Team Games and Chasing games	Games - Co-ordination, throwing and catching	feelings of sadness and happiness to Christians when they remember the Easter story. ntry, drawing on their experiences and sall	Games – running, jumping and throwing Dance- Under the sea and The Rainbow	
Development / PE EYFS/ Year I *Year I pupils will have further skill	Games- Awareness of space	narratives • talk about the importance of the journeys' end to Christians ties and differences between different relig Games - Team Games and Chasing games Dance- Autumn leaves and Fireworks How do I make friends and look after	Games - Co-ordination, throwing and catching	feelings of sadness and happiness to Christians when they remember the Easter story. ntry, drawing on their experiences and sall	Games – running, jumping and throwing Dance- Under the sea and The Rainbow	
Development / PE EYFS/ Year I *Year I pupils will have further skill development within lessons *	Games- Awareness of space Gym- travelling and balances	narratives • talk about the importance of the journeys' end to Christians ties and differences between different relig Games - Team Games and Chasing games Dance- Autumn leaves and Fireworks How do I make friends and look after them?	Games - Co-ordination, throwing and catching Gym- Jumping and rolling	feelings of sadness and happiness to Christians when they remember the Easter story. ntry, drawing on their experiences and v Games - travelling with and passing a ball Dance- Marching and Line Dancing	Games – running, jumping and throwing Dance- Under the sea and The Rainbow Fish	Athletics
Development / PE EYFS/ Year I *Year I pupils will have further skill development within lessons * PSED	Games- Awareness of space Gym- travelling and balances Who is in my family?	narratives • talk about the importance of the journeys' end to Christians ties and differences between different relig Games - Team Games and Chasing games Dance- Autumn leaves and Fireworks How do I make friends and look after	Games - Co-ordination, throwing and catching Gym- Jumping and rolling	feelings of sadness and happiness to Christians when they remember the Easter story. ntry, drawing on their experiences and v Games - travelling with and passing a ball Dance- Marching and Line Dancing What can I spend my money on?	Games – running, jumping and throwing Dance- Under the sea and The Rainbow Fish Who helps us to keep us safe?	Athletics What different jobs could I do?
Development / PE EYFS/ Year I *Year I pupils will have further skill development within lessons * PSED	Games- Awareness of space Gym- travelling and balances Who is in my family?	narratives • talk about the importance of the journeys' end to Christians ties and differences between different relig Games - Team Games and Chasing games Dance- Autumn leaves and Fireworks How do I make friends and look after them? BV: Mutual respect/ Respect for others	Games - Co-ordination, throwing and catching Gym- Jumping and rolling	feelings of sadness and happiness to Christians when they remember the Easter story. ntry, drawing on their experiences and v Games - travelling with and passing a ball Dance- Marching and Line Dancing What can I spend my money on?	Games – running, jumping and throwing Dance- Under the sea and The Rainbow Fish Who helps us to keep us safe?	Athletics What different jobs could I do?
Development / PE EYFS/ Year I *Year I pupils will have further skill development within lessons * PSED EYFS	Games- Awareness of space Gym- travelling and balances Who is in my family? BV: Mutual respect	narratives • talk about the importance of the journeys' end to Christians ties and differences between different relig Games - Team Games and Chasing games Dance- Autumn leaves and Fireworks How do I make friends and look after them? BV: Mutual respect/ Respect for others of different faiths and beliefs	Games - Co-ordination, throwing and catching Gym- Jumping and rolling How can I keep myself healthy?	feelings of sadness and happiness to Christians when they remember the Easter story. Intry, drawing on their experiences and was a ball Dance- Marching and Line Dancing What can I spend my money on? BV: Individual liberty	Games – running, jumping and throwing Dance- Under the sea and The Rainbow Fish Who helps us to keep us safe? BV: Rule of Law	Athletics What different jobs could I do? BV: Individual liberty
Development / PE EYFS/ Year I *Year I pupils will have further skill development within lessons * PSED EYFS PSHE	Games- Awareness of space Gym- travelling and balances Who is in my family? BV: Mutual respect PSHE Relationships	narratives • talk about the importance of the journeys' end to Christians ties and differences between different relig Games - Team Games and Chasing games Dance- Autumn leaves and Fireworks How do I make friends and look after them? BV: Mutual respect/ Respect for others of different faiths and beliefs PSHE Relationships What is the same and different about us?	Games - Co-ordination, throwing and catching Gym- Jumping and rolling How can I keep myself healthy? PSHE Health and Wellbeing	feelings of sadness and happiness to Christians when they remember the Easter story. Intry, drawing on their experiences and was a ball Dance- Marching and Line Dancing What can I spend my money on? BV: Individual liberty PSHE Health and Wellbeing	Games – running, jumping and throwing Dance- Under the sea and The Rainbow Fish Who helps us to keep us safe? BV: Rule of Law PSHE Living in the Wider World	Athletics What different jobs could I do? BV: Individual liberty PSHE Living in the Wider World
Development / PE EYFS/ Year I *Year I pupils will have further skill development within lessons * PSED EYFS PSHE	Games- Awareness of space Gym- travelling and balances Who is in my family? BV: Mutual respect PSHE Relationships Who is special to us? Knowledge / key concepts: • that family is one of the groups	narratives • talk about the importance of the journeys' end to Christians ties and differences between different relig Games - Team Games and Chasing games Dance- Autumn leaves and Fireworks How do I make friends and look after them? BV: Mutual respect/ Respect for others of different faiths and beliefs PSHE Relationships What is the same and different about us? Knowledge / key concepts:	Games - Co-ordination, throwing and catching Gym- Jumping and rolling How can I keep myself healthy? PSHE Health and Wellbeing What helps us stay healthy?	feelings of sadness and happiness to Christians when they remember the Easter story. Intry, drawing on their experiences and variety and sall Games - travelling with and passing a ball Dance- Marching and Line Dancing What can I spend my money on? BV: Individual liberty PSHE Health and Wellbeing What can we do with money? Knowledge / key concepts: what money is - that money	Games – running, jumping and throwing Dance- Under the sea and The Rainbow Fish Who helps us to keep us safe? BV: Rule of Law PSHE Living in the Wider World Who helps to keep us safe? Knowledge / key concepts: • that people have different roles	What different jobs could I do? BV: Individual liberty PSHE Living in the Wider World What jobs do people do? Knowledge / key concepts: how jobs help people earn money to
Development / PE EYFS/ Year I *Year I pupils will have further skill development within lessons * PSED EYFS PSHE	Games- Awareness of space Gym- travelling and balances Who is in my family? BV: Mutual respect PSHE Relationships Who is special to us? Knowledge / key concepts: that family is one of the groups they belong to, as well as, for	narratives • talk about the importance of the journeys' end to Christians ties and differences between different relig Games - Team Games and Chasing games Dance- Autumn leaves and Fireworks How do I make friends and look after them? BV: Mutual respect/ Respect for others of different faiths and beliefs PSHE Relationships What is the same and different about us?	Games - Co-ordination, throwing and catching Gym- Jumping and rolling How can I keep myself healthy? PSHE Health and Wellbeing What helps us stay healthy? Knowledge / key concepts: Healthy lifestyles: • what being healthy means and	feelings of sadness and happiness to Christians when they remember the Easter story. Intry, drawing on their experiences and variety and their experiences and variety. Games - travelling with and passing a ball Dance- Marching and Line Dancing What can I spend my money on? BV: Individual liberty PSHE Health and Wellbeing What can we do with money? Knowledge / key concepts: what money is - that money comes in different forms	Games – running, jumping and throwing Dance- Under the sea and The Rainbow Fish Who helps us to keep us safe? BV: Rule of Law PSHE Living in the Wider World Who helps to keep us safe? Knowledge / key concepts: that people have different roles in the community to help them (and	Athletics What different jobs could I do? BV: Individual liberty PSHE Living in the Wider World What jobs do people do? Knowledge / key concepts: how jobs help people earn money to pay for things they need and want
Development / PE EYFS/ Year I *Year I pupils will have further skill development within lessons * PSED EYFS PSHE	Games- Awareness of space Gym- travelling and balances Who is in my family? BV: Mutual respect PSHE Relationships Who is special to us? Knowledge / key concepts: • that family is one of the groups they belong to, as well as, for example, school, friends, clubs	narratives talk about the importance of the journeys' end to Christians ties and differences between different religing Games - Team Games and Chasing games Dance- Autumn leaves and Fireworks How do I make friends and look after them? BV: Mutual respect/ Respect for others of different faiths and beliefs PSHE Relationships What is the same and different about us? Knowledge / key concepts: what they like/dislike and are good at (I) what makes them special and how	Games - Co-ordination, throwing and catching Gym- Jumping and rolling How can I keep myself healthy? PSHE Health and Wellbeing What helps us stay healthy? Knowledge / key concepts: Healthy lifestyles: what being healthy means and who helps help them to stay	feelings of sadness and happiness to Christians when they remember the Easter story. Intry, drawing on their experiences and variety and their experiences and variety. Games - travelling with and passing a ball Dance- Marching and Line Dancing What can I spend my money on? BV: Individual liberty PSHE Health and Wellbeing What can we do with money? Knowledge / key concepts: what money is - that money comes in different forms how money is obtained (e.g.	Games – running, jumping and throwing Dance- Under the sea and The Rainbow Fish Who helps us to keep us safe? BV: Rule of Law PSHE Living in the Wider World Who helps to keep us safe? Knowledge / key concepts: that people have different roles in the community to help them (and others) keep safe - the jobs they do	Athletics What different jobs could I do? BV: Individual liberty PSHE Living in the Wider World What jobs do people do? Knowledge / key concepts: how jobs help people earn money to pay for things they need and want about a range of different jobs, including
Development / PE EYFS/ Year I *Year I pupils will have further skill development within lessons * PSED EYFS PSHE	Games- Awareness of space Gym- travelling and balances Who is in my family? BV: Mutual respect PSHE Relationships Who is special to us? Knowledge / key concepts: that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and	narratives talk about the importance of the journeys' end to Christians ties and differences between different religing Games - Team Games and Chasing games Dance- Autumn leaves and Fireworks How do I make friends and look after them? BV: Mutual respect/ Respect for others of different faiths and beliefs PSHE Relationships What is the same and different about us? Knowledge / key concepts: what they like/dislike and are good at (I) what makes them special and how everyone has different strengths	Games - Co-ordination, throwing and catching Gym- Jumping and rolling How can I keep myself healthy? PSHE Health and Wellbeing What helps us stay healthy? Knowledge / key concepts: Healthy lifestyles: • what being healthy means and	feelings of sadness and happiness to Christians when they remember the Easter story. Intry, drawing on their experiences and variety and their experiences and variety. Games - travelling with and passing a ball Dance- Marching and Line Dancing What can I spend my money on? BV: Individual liberty PSHE Health and Wellbeing What can we do with money? Knowledge / key concepts: what money is - that money comes in different forms	Games – running, jumping and throwing Dance- Under the sea and The Rainbow Fish Who helps us to keep us safe? BV: Rule of Law PSHE Living in the Wider World Who helps to keep us safe? Knowledge / key concepts: that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people (I) who can help them in different places and	Athletics What different jobs could I do? BV: Individual liberty PSHE Living in the Wider World What jobs do people do? Knowledge / key concepts: how jobs help people earn money to pay for things they need and want about a range of different jobs, including those done by people they know or people who work in their
Development / PE EYFS/ Year I *Year I pupils will have further skill development within lessons * PSED EYFS PSHE	Games- Awareness of space Gym- travelling and balances Who is in my family? BV: Mutual respect PSHE Relationships Who is special to us? Knowledge / key concepts: that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their	narratives talk about the importance of the journeys' end to Christians ties and differences between different religing Games - Team Games and Chasing games Dance- Autumn leaves and Fireworks How do I make friends and look after them? BV: Mutual respect/ Respect for others of different faiths and beliefs PSHE Relationships What is the same and different about us? Knowledge / key concepts: what they like/dislike and are good at (I) what makes them special and how	Games - Co-ordination, throwing and catching Gym- Jumping and rolling How can I keep myself healthy? PSHE Health and Wellbeing What helps us stay healthy? Knowledge / key concepts: Healthy lifestyles: what being healthy means and who helps help them to stay healthy (e.g. parent, dentist,	feelings of sadness and happiness to Christians when they remember the Easter story. Intry, drawing on their experiences and variety drawing on their experiences and variety. Games - travelling with and passing a ball Dance- Marching and Line Dancing What can I spend my money on? BV: Individual liberty PSHE Health and Wellbeing What can we do with money? Knowledge / key concepts: what money is - that money comes in different forms how money is obtained (e.g. earned, won, borrowed,	Games – running, jumping and throwing Dance- Under the sea and The Rainbow Fish Who helps us to keep us safe? BV: Rule of Law PSHE Living in the Wider World Who helps to keep us safe? Knowledge / key concepts: that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people (1)	What different jobs could I do? BV: Individual liberty PSHE Living in the Wider World What jobs do people do? Knowledge / key concepts: how jobs help people earn money to pay for things they need and want about a range of different jobs, including those done by people

	 do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them (1) about different features of family life, including what families do/enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried (1) 	in common (3) to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private (4)	they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy	the difference between needs and wants - that people may not always be able to have the things they want how to keep money safe and the different ways of doing this	how to respond safely to adults they don't know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say	different jobs • how people use the internet and digital devices in their jobs and everyday life
Music	Sing a range of well- known nursery rhymes and songs	Sing a range of well- known nursery rhymes and songs	Sing a range of well- known nursery rhymes and songs	Sing a range of well- known nursery rhymes and songs	Sing a range of well- known nursery rhymes and songs	Sing a range of well- known nursery rhymes and songs
*Year I pupils will have further skill development within lessons *	Charanga- Me	Charanga- Christmas/Nativity	Charanga- Everyone	Charanga- Practice for a performance	Charanga- My stories	Charanga- Reflect, rewind and replay
Nursery Rhymes EYFS Only	Heads, shoulders, knees and toes If you're happy and you know it Tommy Thumb Counting rhymes- 5 little ducks, 5 currant buns, I 2 3 4 5 etc	Polly put the kettle on Mary had a little lamb Dingle Dangle Scarecrow Frere Jacques Ones linked to World Nursery Rhyme week	Here we go round the Mulberry bush She'll be coming round the mountain Hickory Dickory Dock Alouette	Old Macdonald The farmers in the dell Bingo I went to visit a farm one day	Bobby Shaftoe The animals went in 2 by 2 A sailor went to sea I have a little turtle My Bonnie lies over the ocean	In and out the dusty bluebells Mary Mary One man went to mow The ants go marching