


Sparrows Year R/I 	AUTUMN		SPRING		SUMMER	
	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 in a group Listen to some stories read in French Year I Knowledge/key concepts:- Introduce the different weather Answer questions with a sentence Il fait...		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 EYFS Art Year I	Topic Title: Self- Portraits Artist: Andy Warhol Type of Art Medium- Drawing and Painting Art elements: line, shape and colour Outcome: Draw and paint own self 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	Topic Title: Autumn leaf pop art Artist: Andy Warhol EYFS Knowledge/key concepts:- Appreciate the work of Andy Warhol- Autumn landscape. Make observations of the autumn colours we can see in our own environment, 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:	Topic Title: Mondrian inspired collage Artist: Mondrian EYFS Knowledge/key concepts:- Appreciate the work of Modiran Use shapes, black lines and primary colours to create own work in his style Year I Knowledge / key concepts: to use a range of materials creatively to design and make a Mondrian inspired collage	Topic Title: Animal Sculpture Type of Art Medium- Drawing, Painting and sculpture Art elements: shape, form, space and texture Outcome: Create sculptures of farm animals Year I Knowledge / key 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	Topic Title: Rainbow Fish Type of Art Medium- Drawing, Painting Art elements: colour and texture Outcome: Use bubbles to print a Rainbow Fish 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 imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Topic Title: Pointillism minibeasts and plants Artist: Seurat Type of Art Medium- Drawing, Painting Art elements: line, shape and colour Outcome: Observational drawing and pointillism paintings of plants and minibeasts found in our environment EYFS Knowledge/key concepts:- 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 Year I Knowledge / key concepts:

	<p>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.</p>	<p>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</p> <p>Type of Art Medium: Drawing, painting, and printing</p> <p>Art elements: Line, shape, colour and texture</p> <p>Outcome: To create autumn leaf pop art.</p>	<p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 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</p> <p>Type of Art Medium: Drawing, painting, and collage</p> <p>Art elements: Shape, colour and texture</p> <p>Outcome: To create a collage inspired by Mondrian</p>	<p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>		<p>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</p>
<p><u>Expressive Arts & Design</u></p> <p>EYFS</p> <p><u>D.T</u></p> <p>Year 1</p>	<p><u>DT</u> Topic Title: Moving Pictures</p> <p>EYFS Knowledge/key concepts:- DT- Use a variety of tools to join, cut, paste and create</p> <p>Year 1 Knowledge / key concepts: Outcome: Moving Pictures To understand what a mechanism is Explore and evaluate joining techniques Design a moving picture with a lever Create a functional moving picture Evaluate their products</p> <p>Mechanisms: Levers and Sliders (Paper and Card)</p>	<p>EYFS Knowledge/key concepts:- Join materials and textures through mixing, stirring, pouring and blending during sand and water play (Through continuous provision)</p>	<p>EYFS Knowledge/key concepts:- Joining with construction toys (Through continuous provision)</p>	<p><u>DT</u> Topic Title: Food Tech</p> <p>EYFS Knowledge/key concepts:- Food preparing fruit and vegetables Make fruit kebabs using Fairtrade fruits</p> <p>Year 1 Knowledge / key concepts: 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</p> <p>Cooking and Nutrition: Preparing Fruit and Vegetables</p>	<p><u>DT</u> Topic Title: 1666 London Homes</p> <p>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</p> <p>Year 1 Knowledge / key concepts: 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</p> <p>Structures: Freestanding</p>	<p>EYFS Knowledge/key concepts:- DT- Use a variety of tools to join, cut, paste and create with increasing accuracy</p>
<p><u>Computing</u></p> <p>EYFS/ Year 1</p>	<p>EYFS Knowledge/key concepts:- Creating Media: Fine Motor skills/ EAD- use Purple mash to draw people with and work through paint projects linked to topic. Use a computer to paint and draw Use tools to rub out mistakes, change colour of paint and move a mouse</p> <p>Computer Systems: To explain what a computer is and how it can be used To recognise digital devices in their environment</p> <p>Year 1 Knowledge/key concepts:- Topic Title: Technology around us</p>	<p>EYFS Knowledge/key concepts:- Online safety Smartie the Penguin - - I can recognise that I can say ‘no’ ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who asks me to do something that makes me feel sad, embarrassed or upset. - I can explain how this could be either in real life or online.</p> <p>Online relationships -I can give examples of how I (might) use technology to communicate with people I know.</p> <p>Health, wellbeing and lifestyle -I can identify rules that help keep us safe and healthy in and beyond the</p>	<p>EYFS Knowledge/key concepts:- Creating Media - Fine Motor skills/ EAD- use Purple mash to draw with and work through paint projects linked to topic. Use a computer to paint and draw Use tools to rub out mistakes, change colour of paint and move a mouse</p> <p>Programming: Begin to operate a remote control car Understand a remote control car needs to be given instructions (be programmed) Explore using remote control cars to enrich continuous provision</p> <p>Year 1 Knowledge/key concepts:-</p>	<p>EYFS Knowledge/key concepts:- Creating Media - Fine Motor skills/ EAD- use Purple mash to draw with and work through paint projects linked to topic. Use a computer to paint and draw Use tools to rub out mistakes, change colour of paint and move a mouse</p> <p>Year 1 Knowledge/key concepts:- Topic Title: Programming – Animation</p> <p>Understand what algorithms are and how they are implemented as programs on digital devices</p>	<p>EYFS Knowledge/key concepts:- Creating media -Fine Motor skills/ EAD- use Purple mash to draw under the sea scenes with and work through paint projects linked to topic. Use a computer to paint and draw Use tools to rub out mistakes, change colour of paint and move a mouse</p> <p>Programming: Follow a sequence to move a bee-bot Begin to program a car/bee-bot with some accuracy Use programmable bee bots and cars to create and follow a route</p> <p>Year 1 Knowledge/key concepts:-</p>	<p>EYFS Knowledge/key concepts:- Creating media -Fine Motor skills/ EAD- use Purple mash to draw with and work through paint projects linked to topic. Use a computer to paint and draw Use tools to rub out mistakes, change colour of paint and move a mouse</p> <p>Data & Information: 2count- create a pictogram of the different types of minibeast we came across</p> <p>Year 1 Knowledge/key concepts:- Topic Title: Creating Media – Digital writing</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>

	<p>Recognise common uses of information technology beyond school</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Develop typing, mouse and functional computer skills</p> <p>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</p>	<p>home when using technology.</p> <p>-I can give some simple examples</p> <p>Privacy and security</p> <p>-I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>-I can describe the people I can trust and can share this with; I can explain why I can trust them</p> <p>Data & Information:</p> <p>2count- create a pictogram linked to Autumn</p> <p>Year I Knowledge/key concepts:-</p> <p>Topic Title: Grouping Data</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Use technology safely and respectfully</p> <p>Understand what ‘data’ is and how it can be labelled, counted and grouped</p> <p>Record and compare groups of data</p> <p>Answer questions about data and share what they have found</p> <p>E-Safety – Recognise that not all information online can be trusted. Identify reliable and unreliable information</p>	<p>Topic Title: Programming – Moving a Robot</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices</p> <p>Understand that programs execute by following precise and instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Create a sequence of commands to move a robot to a specific place</p> <p>Find more than one solution to a problem</p> <p>E-Safety – Create E-Safety booklets</p>	<p>Understand that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Design an algorithm to create an animation with ‘sprites’</p> <p>E-Safety – Create E-Safety booklets</p>	<p>Topic Title: Creating Media – Digital Painting</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Identify and use different icons to paint a digital picture using different shapes and marks</p> <p>Make strategic choices when painting a digital picture</p> <p>Explain why they chose the tools they used</p> <p>Compare digital painting with paper painting</p> <p>E-Safety – Understand the importance of keeping personal information private and not sharing personal information online</p>	<p>Locate and use keys on a keyboard to type and edit</p> <p>Use tools on ‘Word’ to change the font, size and colour of typing</p> <p>Compare digital writing with handwriting</p> <p>E-Safety - Use technology safely and respectfully, keeping personal information private</p>
<p><u>Understanding the World- The natural world - Science</u></p> <p>EYFS/ Year I</p>	<p>EYFS Knowledge/key concepts:-</p> <p>Animals including humans -</p> <p>How do our bodies work? Why do we need a skeleton?</p> <p>Which parts of the body are associated with each sense.</p> <p>Similarities & differences between us</p> <p>To understand the importance of hygiene and how to keep healthy- exercising, eating well, having good hygiene and getting the right amount of sleep</p> <p>Year I Knowledge/key concepts:-</p> <p>Topic Title: Animals: Survival</p> <p><u>Animal Survival</u></p> <p>Knowledge Block I- Feeding for survival</p> <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 mammals. They have different structures, and they eat different types of foods.The structure of a variety of common animals variesMammals have hair/fur and give	<p>EYFS Knowledge/key concepts:-</p> <p>Seasonal change- what happens in Autumn?</p> <p>Autumn is a season in which the weather gets cooler, and it gets darker earlier.</p> <p>During autumn time, most leaves start to change colour and leaves fall off some trees and they eventually become bare.</p> <p>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.</p> <p>Year I Knowledge/key concepts:-</p> <p><u>Changing Materials</u></p> <p>Knowledge Block I- How materials can change</p> <ul style="list-style-type: none">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). <p>(The purpose of the activities within this learning journey is for children to understand why we choose certain</p>	<p>EYFS Knowledge/key concepts:-</p> <p>Materials - melting and freezing</p> <p>Water can be a solid and change to ice when it is cold.</p> <p>Ice can then melt when it gets warm and change back to water</p> <p>Year I Knowledge/key concepts:-</p> <p><u>Pushes and pulls</u></p> <p>Knowledge Block I</p> <ul style="list-style-type: none">Objects can move (be in Motion) in various ways-roll, slide and bounce <p>Knowledge Block 2</p> <ul style="list-style-type: none">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. <p>Knowledge Block 3</p> <p>The larger the push/pull the bigger the effect on motion</p>	<p>EYFS Knowledge/key concepts:-</p> <p>Animals including humans -Healthy eating</p> <p>We need a range of different foods to keep us healthy</p> <p>Some foods need to be eaten in moderation</p> <p>Fruit and vegetables are good for us as they contain vitamins</p> <p>How are crops affected by the seasons?</p> <p>Year I Knowledge/key concepts:-</p> <p><u>Seasons</u></p> <p>Knowledge Block I- Surviving the changing seasons</p> <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.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	<p>EYFS Knowledge/key concepts:-</p> <p>Materials - floating and sinking</p> <p>Objects can either float or sink in water- explore a range of different objects- predict whether they will float or sink then find out. Record results in a simple table.</p> <p>Where did we find the minibeasts? Why do we think they favour that location?</p> <p>Year I Knowledge/key concepts:-</p> <p><u>Plants</u></p> <p>Knowledge Block I- Where do plants come from</p> <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. <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.	

	<p>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.</p> <ul style="list-style-type: none"> 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>	materials to do certain jobs. Children will plan how to test materials (wood, metal, plastic, glass, brick, paper, rock, cardboard))		<p>day and the weather is at its coldest.</p> <ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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>
	On- going longitudinal study- each month at the beginning of each month take a photo in the same place (chosen by the children in September) and each month talk about the changes they notice					
<p><u>Understanding the World-</u> <u>The natural world – Geography</u></p> <p><u>EYFS/ Year 1</u></p>	<p>EYFS Knowledge/key concepts:-</p> <p>Where do I live? Where does my family live? How do I get to school? Who lives the closest/furthest from the school?</p>	<p>EYFS Knowledge/key concepts:- Topic Title: The School Grounds</p> <p>What features do we have in our immediate environment- our school grounds? What is happening to the trees in our environment? Are the same things happening to them all?</p> <p>Year 1 Knowledge/key concepts:- Topic Title: My Local Area (My School)</p> <p>Understand, identify and use geographical vocabulary to refer to key human and physical features</p>	<p>EYFS Knowledge/key concepts:- Knowledge/key concepts:-</p> <p>The world is made up of different countries. We live in the UK- find this on a map and globe. We live on an island as it has sea all around it- to get to other countries we need to go by boat or plane</p>	<p>EYFS Knowledge/key concepts:- Topic Title: The effect of weather on Farming</p> <p>Knowledge/key concepts:-</p> <p>What are the key features of a farm? When do farmers plant and harvest their crops? How do the seasons affect crop growth? Fairtrade- where do bananas come from? What journey do they make to get to our shops? Bananas are grown in hot countries- find these on a globe.</p>	<p>EYFS Knowledge/key concepts:-</p> <p>Under the sea is a habitat where different plants and animals can be found- what can be found in such an environment?</p>	<p>EYFS Knowledge /key concepts:- Topic Title: How environments might vary from one another</p> <p>Global awareness week - How environments might differ from one another - compare and contrast our environment and one from a different country</p> <p>Year 1 knowledge/key concepts: Topic Title: Hot and Cold Climates</p> <p>Use maps, globes and atlases to locate hot and cold areas of the world in relation to the Equator and North and South Poles</p> <p>Name and locate the worlds 7 continents and 5 oceans</p>

		<p>Use fieldwork and observational skills to study the geography of our school and surrounding environment</p> <p>Devise a simple map using symbols and a key</p> <p>Use locational and directional language</p> <p>Walk around our village to identify and plot landmarks and human and physical features</p>		<p>Year 1 knowledge/key concepts:</p> <p>Topic Title: The weather and seasons</p> <p>Identify seasonal and daily weather patterns in the UK</p> <p>Collect data about the weather using measuring equipment</p> <p>Explore how seasons and the weather affect us in Preston</p> <p>Candover</p> <p>Identify weather characteristics of the 4 nations of the UK and predict if they will be hotter, colder, drier or wetter in each season</p> <p>Become a weather reporter using the Green Screen</p>		<p>Use simple compass directions and directional language to describe the location and features on a map</p> <p>Compare two contrasting cities (London and Cairo)</p>
<p><u>Understanding the World – Past and present</u></p> <p>EYFS</p> <p><u>History</u></p> <p><u>Year 1</u></p>	<p>EYFS Significant individual: King Charles</p> <p>EYFS Knowledge/key concepts:-</p> <p>How things change over time- how have we changed since we were babies?</p> <p>People who are special to me?</p> <p>Who is the king and what is his role?</p> <p>Who is in the king's family?</p> <p>What does his family tree look like?</p> <p>Use Little People, Big Dreams books to explore members of the King's family.</p> <p>Year 1 Significant individuals nationally/internationally</p> <p>Topic Title: Mary Seacole and Florence Nightingale</p> <p>Year 1 Knowledge/ key concepts:</p> <p>Can recognise and talk about who was important e.g. in a simple historical account.</p> <p>When they lived/where events took place.</p> <p>Know the main events in their lives.</p> <p>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.</p>	<p>Nursery rhyme week</p> <p>EYFS Knowledge/key concepts:-</p> <p>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?</p> <p>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?</p>	<p>EYFS- Change within recent years within their own life: Toys</p> <p>EYFS Knowledge/key concepts:-</p> <p>What toys did we play with when we were a baby?</p> <p>What are our favourite toys now?</p> <p>How things change over time- how have our toys changed?</p> <p>Year 1- Changes within Living Memory</p> <p>Topic Title: Toys</p> <p>Year 1 Knowledge / key concepts:</p> <p>Sorting toys into old and new and sequencing a range of toys from past times to develop chronological vocabulary.</p> <p>Examine similarities and differences between toys from now and the past and hypothesising about why some toys have continued to be popular for generations.</p> <p>Work with first-hand historical evidence by investigating real old toys, photographs of toys</p> <p>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.</p> <p>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.</p> <p>Compare this aspect of the lives of children from the past with their own.</p>	<p>EYFS Knowledge/key concepts:-</p> <p>Farm vehicles have changed over time - look at pictures of them in the past and their modern day counterparts- how have they changed?</p> <p>How have these changes made life easier?</p>	<p>EYFS- Significant event within recent years: Key Events</p> <p>EYFS Knowledge/key concepts:-</p> <p>What are our favourite memories of the year?</p> <p>Which memories are important to us?</p> <p>Why are they important?</p> <p>Year 1- Significant National Event beyond living memory</p> <p>Topic Title: The Great Fire of London</p> <p>Year 1 Knowledge / key concepts:</p> <ul style="list-style-type: none"> • 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 <i>consequences</i> of the event, offering more than one example of its results • Describe in simple terms how sources reveal important information about the past. 	<p>EYFS Knowledge/key concepts:-</p> <p>Look at our history over the year and longitudinal study.</p> <p>Recognise that things have changed over the year and talk about how.</p>
<p><u>Understanding the World – People, Culture & Communities/ RE</u></p>	<p>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>					
	<p>UC: Creation</p> <p>EYFS- All About Me (Belonging) (C)(J)</p>	<p>UC: Incarnation</p>	<p>EYFS- Special Clothing (Special) (Jewish and others from children's experiences) (C) (J) (H)</p>	<p>UC: Salvation</p> <p>EYFS- Eggs as a sign of new life (Signs of new life)</p>	<p>EYFS- Water (Precious) (C) (H)</p> <p>Talk about what we think of the preciousness of water</p>	<p>EYFS- Transition (Looking Forward) (C)</p> <p>Share their own experience of <i>looking forward</i></p> <p>Listen to others talk about how <i>looking forward</i> relates to their own lives</p>

<p><u>EYFS/ Year 1</u></p>	<p>Why is the word ‘God’ so important to Christians? Talk about myself Identify ways we are all the same Identify what makes me me recognise what makes someone a Christian talk about the importance of belonging for Christians</p> <p>Year 1- Belonging in Judaism inc. Shabbat (Belonging) (C)(J) Who made the world?</p> <ul style="list-style-type: none"> • talk about their own responses to <i>belonging</i> • identify how their response to the idea of <i>belonging</i> relates to their own lives. • identify and talk about the concept of <i>belonging</i> • recognise how Jewish people show that they <i>belong</i> to the Jewish faith • talk about the importance of <i>belonging</i> to Jewish people, and identify an issue raised. 	<p>EYFS- Christmas- Jesus’ birth (and other celebrations from the children’s experiences) (Celebration) Why do Christians perform nativity plays at Christmas? Talk about their own responses to celebrating birthdays Identify ways in which pupils’ birthday celebrations affect their lives Identify and talk about the meaning of birthday celebrations Recognise that Christians celebrate Jesus’ birthday by identifying some elements of the celebration Talk about the importance of celebrating Jesus’ birthday for Christians.</p> <p>Year 1- Nativity Journeys (Journey’s End) Why does Christmas matter to Christians?</p> <ul style="list-style-type: none"> • talk about their own responses to <i>journey’s end</i> in their experience • identify how different <i>journey’s ends</i> relate to their lives • identify and talk about different <i>journeys’ ends</i> • recognise the <i>journey’s end</i> of the characters in the Christmas birth narratives • talk about the importance of the <i>journeys’ end</i> to Christians 	<p>Talk about special clothes Identify why different situations may have different special clothes Inquire into meaning of the word special Identify how Christians use special clothes at religious events Identify how Jews use special clothes at religious events Talk about the importance of wearing special clothes</p> <p>Year 1- Key events in Jesus’ Life (Authority) (C)</p> <ul style="list-style-type: none"> • talk about their own responses to <i>authority</i> figures • identify simple examples of ways in which people with <i>authority</i> affect their own lives • identify and talk about the meaning of the concept <i>authority</i> • recognise the events in Jesus life which demonstrate His <i>authority</i> • talk about the importance of Jesus’ <i>authority</i> to Christians in simple terms <p>*To be taught in separate year groups *</p>	<p>Why do Christians put a cross in an Easter Garden? Talk about what we think of eggs Identify and talk about whether we think the same Identify ways in which eggs can be a reminder Identify how Christians use eggs as a reminder Talk about whether eggs are a useful reminder/ symbol of new life</p> <p>Year 1- Key Events of Easter (Love as Sadness to Happiness) Why does Easter matter to Christians? talk about their own experiences of <i>sad</i> then <i>happy</i></p> <ul style="list-style-type: none"> • identify feelings of <i>sadness/happiness</i> in different situations and for different people • identify and talk about the concepts of <i>sadness</i> and <i>happiness</i> • recognise how <i>sadness</i> and <i>happiness</i> are significant in the Easter story • talk about the importance of the feelings of <i>sadness</i> and <i>happiness</i> to Christians when they remember the Easter story. 	<p>Talk about whether water is always precious in different situations to different people To inquire what precious means To identify how Christians use water in a way that shows it is precious To talk about whether water is precious to different people and myself</p> <p>Year 1- Special Food (Community) (C) (J) (H)</p> <ul style="list-style-type: none"> • simply describe foods that are <i>special</i> to them • describe how different foods are important to different people • describe simply why some foods are <i>special</i> • describe simply what Christians think about when they share their <i>special</i> food (<i>bread and wine</i>) (symbol) <ul style="list-style-type: none"> ○ describe simply how Hindus share their <i>special</i> food (<i>Prashad</i>) • describe simply why bread and wine is important for Christians/ why Prashad is important for Hindus. <p>*To be taught in separate year groups *</p>	<p>Begin to identify how <i>looking forward</i> relates to everyone Begin to recognise the story of the Prodigal Son which <i>looks forward</i> in the context of Christianity Reflect on <i>looking forward</i> and why it is important to many Christians. Is it important for them?</p> <p>Year 1- Special Books (Special) (Jewish and other faiths) (C) (J) (H)</p> <ul style="list-style-type: none"> • simply describe foods that are <i>special</i> to them • describe how different foods are important to different people • describe simply why some foods are <i>special</i> • describe simply what Christians think about when they share their <i>special</i> food (<i>bread and wine</i>) (symbol) <ul style="list-style-type: none"> ○ describe simply how Hindus share their <i>special</i> food (<i>Prashad</i>) • describe simply why bread and wine is important for Christians/ why Prashad is important for Hindus.
<p>Physical Development / PE</p> <p>EYFS/ Year 1</p> <p>*Year 1 pupils will have further skill development within lessons *</p>	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>Gym- travelling and balances</p>	<p>Games - Team Games and Chasing games</p> <p>Dance- Autumn leaves and Fireworks</p>	<p>Games - Co-ordination, throwing and catching</p> <p>Gym- Jumping and rolling</p>	<p>Games - travelling with and passing a ball</p> <p>Dance- Marching and Line Dancing</p>	<p>Games – running, jumping and throwing</p> <p>Dance- Under the sea and The Rainbow Fish</p>	<p>Games - Bats and balls</p> <p>Athletics</p>
<p>PSED</p> <p><u>EYFS</u></p>	<p>Who is in my family?</p> <p>BV: Mutual respect</p>	<p>How do I make friends and look after them?</p> <p>BV: Mutual respect/ Respect for others of different faiths and beliefs</p>	<p>How can I keep myself healthy?</p>	<p>What can I spend my money on?</p> <p>BV: Individual liberty</p>	<p>Who helps us to keep us safe?</p> <p>BV: Rule of Law</p>	<p>What different jobs could I do?</p> <p>BV: Individual liberty</p>
<p>PSHE</p> <p><u>Year 1</u></p>	<p>PSHE Relationships</p> <p>Who is special to us?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • 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 care for them • what their family members, or people that are special to them, 	<p>PSHE Relationships</p> <p>What is the same and different about us?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • what they like/dislike and are good at (1) • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them (2) • how they are similar or different to others, and what they have 	<p>PSHE Health and Wellbeing</p> <p>What helps us stay healthy?</p> <p>Knowledge / key concepts:</p> <p>Healthy lifestyles:</p> <ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how 	<p>PSHE Health and Wellbeing</p> <p>What can we do with money?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving 	<p>PSHE Living in the Wider World</p> <p>Who helps to keep us safe?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • 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) who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say 	<p>PSHE Living in the Wider World</p> <p>What jobs do people do?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • 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 community (1) • how people have different strengths and interests that enable them to do

	<ul style="list-style-type: none"> 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) 	<p>in common (3)</p> <p>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)</p>	<p>they feel</p> <ul style="list-style-type: none"> how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy 	<ul style="list-style-type: none"> 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 	<p>how to respond safely to adults they don't know</p> <p>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</p> <ul style="list-style-type: none"> 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 	<p>different jobs</p> <ul style="list-style-type: none"> how people use the internet and digital devices in their jobs and everyday life
<p>Music</p> <p><u>EYFS and Y1</u></p> <p>*Year 1 pupils will have further skill development within lessons *</p>	<p>Sing a range of well- known nursery rhymes and songs</p> <p>Charanga- Me</p>	<p>Sing a range of well- known nursery rhymes and songs</p> <p>Charanga- Christmas/Nativity</p>	<p>Sing a range of well- known nursery rhymes and songs</p> <p>Charanga- Everyone</p>	<p>Sing a range of well- known nursery rhymes and songs</p> <p>Charanga- Practice for a performance</p>	<p>Sing a range of well- known nursery rhymes and songs</p> <p>Charanga- My stories</p>	<p>Sing a range of well- known nursery rhymes and songs</p> <p>Charanga- Reflect, rewind and replay</p>
<p>Nursery Rhymes</p> <p><u>EYFS Only</u></p>	<p>Heads, shoulders, knees and toes</p> <p>If you're happy and you know it</p> <p>Tommy Thumb</p> <p>Counting rhymes- 5 little ducks, 5 currant buns, 1 2 3 4 5 etc</p>	<p>Polly put the kettle on</p> <p>Mary had a little lamb</p> <p>Dingle Dangle Scarecrow</p> <p>Frere Jacques</p> <p>Ones linked to World Nursery Rhyme week</p>	<p>Here we go round the Mulberry bush</p> <p>She'll be coming round the mountain</p> <p>Hickory Dickory Dock</p> <p>Alouette</p>	<p>Old Macdonald</p> <p>The farmers in the dell</p> <p>Bingo</p> <p>I went to visit a farm one day</p>	<p>Bobby Shaftoe</p> <p>The animals went in 2 by 2</p> <p>A sailor went to sea</p> <p>I have a little turtle</p> <p>My Bonnie lies over the ocean</p>	<p>In and out the dusty bluebells</p> <p>Mary Mary</p> <p>One man went to mow</p> <p>The ants go marching</p>