

Year One Yearly Overview 2022-23

	Autumn 1 (7)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (6)	Summer 1 (5 ½)	Summer 2 (7)
English	<p><u>The Naughty Bus</u></p> <p><u>Prior Learning (EYFS)</u> Write simple sentences which can be read by themselves and others. (ELG)</p> <p><u>Knowledge</u> Children will learn about buses; what they are for and where you might find one, especially red ones. They will know how to write a basic non-chronological report on their knowledge of buses and will be able to use their imagination to imagine alternative scenarios where the bus gets up to no good, thus beginning to explore some creative writing.</p> <p><u>Skills</u> Children will learn how to combine words to make sentences and how to join words and clauses using the conjunction ‘and’. They will sequence sentences to form short narratives and will practise using finger spaces. Children will be introduced to the concepts of capital letters, full stops, question marks and exclamation or command sentences.</p> <p><u>Key Vocabulary (new vocab in bold)</u> Bus, buses, red, naughty, London, sentence, conjunction, and, finger spaces, capital letters, full stops, question marks, exclamation marks,</p> <p><u>Future Learning (Y2)</u> Children will build on their knowledge of basic punctuation to include commas in a list and apostrophes for singular possession. They will also be confident at recognising statements, questions, exclamations or commands.</p> <p><u>Phonics Phase 5</u> Wks 1-2: Baselineing/revise phases 2/3 Wks3-7: intro phase 5 - new graphemes, about 4 per week (18 in total). Learn new phoneme /zh/</p>	<p><u>Dinosaurs and all that Rubbish</u></p> <p><u>Prior Learning (EYFS)</u> Write simple sentences which can be read by themselves and others. (ELG)</p> <p><u>Knowledge</u> Children will explore the themes of dreams and desires and how to keep the earth a nice place to call home. Children will know how to write in a variety of styles, including reports, setting descriptions, letters and instructions.</p> <p><u>Skills</u> Children will learn to use some basic suffixes (-ing, -ed, -er) and how to join words to make sentences. They will continue to explore using the conjunction ‘and’ and will be introduced to other conjunctions, both coordinating (or, but) and subordinating. (when, if, that, because). Children will sequence sentences to form short narratives and will continue to explore basic punctuation. They will also be introduced to the idea of using apostrophes for omission and possession.</p> <p><u>Key Vocabulary (new vocab in bold)</u> Dinosaurs, rubbish, pollution, environment, dream, desire, clean, considerate, description, conjunction, and, or, but, if, when, that, because, finger spaces, sentence, apostrophe, suffix</p> <p><u>Future Learning (Y2)</u> Children will build on their knowledge of suffixes and will learn to use subordinating and coordinating conjunctions with confidence. They will also expand on their knowledge of basic punctuation to include commas in a list and apostrophes.</p>	<p><u>I Want My Hat Back</u></p> <p><u>Prior Learning (EYFS)</u> Write simple sentences which can be read by themselves and others. (ELG)</p> <p><u>Knowledge</u> Children will know what role play is and how it can help us to explore characters in greater depth. They will know how to create a short dialogue between two characters and will know how to write some advice to the main character. Children will know some emotions and will recognise that colours can sometimes be used to represent different emotions – such as red for anger.</p> <p><u>Skills</u> Children will learn to make predictions and will be able to describe a character’s feelings through role play. Children will learn to identify emotions that the characters feel using clues from the text and pictures and their own knowledge of similar situations. They will continue to explore making sentences, including the use of basic conjunctions and punctuation.</p> <p><u>Key Vocabulary (new vocab in bold)</u> Bear, rabbit, animal, hat, angry, sad, jealous, red, where, missing, sentence, finger space, and, capital letter, I, name, question mark, exclamation mark, speech bubble, letter, list,</p> <p><u>Future Learning (Y2)</u> Children will build on their knowledge of role play to explore characters in greater depth. They will continue to use basic punctuation and will expand on this knowledge to include commas and apostrophes.</p>	<p><u>Yeti and the Bird</u></p> <p><u>Prior Learning (EYFS)</u> Write simple sentences which can be read by themselves and others. (ELG)</p> <p><u>Knowledge</u> Children will know what friendship is and will be able to identify characteristics of it in the story. Children will know that the present tense is something that is happening right now and that past tense is something that happened already. They will explore the suffixes used to express each tense and will use these in their writing. Children will know how to write a character description and will know how to give a reason for how a character behaves.</p> <p><u>Skills</u> Children will continue to apply their knowledge of making sentences and using basic punctuation. They will build on this knowledge and begin to explore possessive apostrophes. Children will learn to use the conjunction ‘because’ and will also explore expanded noun phrases. They will learn to use adverbs to sequence and add cohesion.</p> <p><u>Key Vocabulary (new vocab in bold)</u> Yeti, bird, travel, friend, lost, apostrophe, belong, character, describe, adverb, sequence, adjective, noun phrase, suffix, apostrophe, capital letter, full stop, question mark, exclamation mark, finger spaces.</p> <p><u>Future Learning (Y2)</u> Children will learn to use the present and past tense consistently including some use of progressive forms. They will continue to develop the accuracy of their use of punctuation and will use adjectives, adverbs and various suffixes more confidently.</p>	<p><u>Pig the Pug and How to be a Dog</u></p> <p><u>Prior Learning (EYFS)</u> Write simple sentences which can be read by themselves and others. (ELG)</p> <p><u>Knowledge</u> Children will know about dogs and will explore character motives and feelings. They will be able to use their knowledge of the book to write their own version of the story. Children will know how to ‘research’ a selected animal and will write a ‘How to be a...’ guide.</p> <p><u>Skills</u> Children will use finger spaces and join words and clauses using a number of coordinating conjunctions. They will continue to use basic punctuation and form sentences using their phonic knowledge to spell words with reasonable accuracy.</p> <p><u>Key Vocabulary (new vocab in bold)</u> Dog, breed, pug, selfish, greedy, adjective, but, and, prefix -un, rhyme, poem, cat, parrot, rabbit, story mountain, proper noun, owner, expanded noun phrase, could, should, verb,</p> <p><u>Future Learning (Y2)</u> Children will build on their knowledge of rhyming to create their own poetry. They will also continue to develop the accuracy of their use of punctuation and will use adjectives, adverbs and various suffixes more confidently.</p> <p><u>Phonics Phase 5</u> Wks 1-6 (wk1 is 3 days): continue teaching alternative spellings of phonemes.</p>	<p><u>Iggy Peck, Architect</u></p> <p><u>Prior Learning (EYFS)</u> Write simple sentences which can be read by themselves and others. (ELG)</p> <p><u>Knowledge</u> Children will know what an architect is and will explore some famous buildings. They will know about apostrophes for omission and possession and will use these in their writing. Children will know what a fact file is and will be able to compose sentences accurate in basic punctuation, spelling and content.</p> <p><u>Skills</u> Children will develop reading skills of prediction and inference. They will use finger spaces, accurate punctuation and basic conjunctions.</p> <p><u>Key Vocabulary (new vocab in bold)</u> Thought bubble, building, architect, feature, window, door, roof, shape, material, build, dome, spire, turret, pillar, corner, truss, post, strut, beam, apostrophe, owned by, shortened, capital letter, full stop, question mark, exclamation mark, fact, I, preposition, speech bubble, first person,</p> <p><u>Future Learning (Y2)</u> Children will learn to use the present and past tense consistently including some use of progressive forms. They will continue to develop the accuracy of their use of punctuation and will use adjectives, adverbs and various suffixes more confidently.</p>
		<p><u>Billy and the Beast</u></p> <p><u>Prior Learning (EYFS)</u> Write simple sentences which can be read by themselves and others. (ELG)</p> <p><u>Knowledge</u> Children will know how to use a character as a source of inspiration for their own and will explore the plot of the story – defeating a terrible beast intent upon boiling up animals into a terrible feast. They will know how to write a ‘day in the life of’ summary, how to give advice and will know how to sequence sentences to create their own version of the story.</p> <p><u>Skills</u> Children will learn to use regular plural noun suffixes (-s, -es). They will learn how to combine words to form sentences and will continue to explore using the conjunction ‘and’. They will also continue to practise using finger spaces and basic punctuation as well as using capital letters for names and the personal pronoun ‘I’.</p> <p><u>Key Vocabulary (new vocab in bold)</u> Beast, animals, feast, recipe, advice, story, suffix, plural, sentence, conjunction, and, finger spaces, full stop, capital letter, proper noun, I, name, question mark, exclamation mark,</p> <p><u>Future Learning (Y2)</u> Children will build on their knowledge of suffixes and will learn to use subordinating and coordinating conjunctions with confidence. They will also expand on their knowledge of basic punctuation to include commas in a list and apostrophes.</p> <p><u>Phonics Phase 5</u></p>	<p><u>The Odd Egg</u></p> <p><u>Prior Learning (EYFS)</u> Write simple sentences which can be read by themselves and others. (ELG)</p> <p><u>Knowledge</u> Children will know what eggs are and that some animals lay them. They will know how to identify some emotions in a character and use these to explore the story in greater depth. Children will know what a thought bubble and a speech bubble are and will use their writing skills to write the thoughts and words of characters. They will know what adjectives are and will begin to use them to describe feelings. They will know how to write a short simple diary entry from the perspective of the main character and will use their knowledge of feelings to create this.</p> <p><u>Skills</u> Children will learn to identify different eggs, exploring size, shape and patterns, and will learn to make predictions as to what animal the egg might belong to. Children will learn how to ‘freeze frame’ and using their knowledge of the characters, will be able to express a character’s possible thoughts in a given moment.</p> <p><u>Key Vocabulary (new vocab in bold)</u> Egg, bird, baby, sad, excited, happy, worried, feeling, sentence, finger space, adjective, conjunction, thought bubble, speech bubble, full stop, capital letter, question mark, exclamation mark, proper noun, name, I,</p> <p><u>Future Learning (Y2)</u> Children will build on their knowledge of suffixes and will learn to use subordinating and coordinating conjunctions with confidence. They will also expand on their knowledge of basic punctuation to include</p>	<p><u>Beegu</u></p> <p><u>Prior Learning (EYFS)</u> Write simple sentences which can be read by themselves and others. (ELG)</p> <p><u>Knowledge</u> Children will know what it means to be lost, and will be able to explore related feelings. They will know how to write a character description, and will understand what imperative verbs are and how to use them in commands.</p> <p><u>Skills</u> Children will use a range of adjectives to describe and will also learn to write commands. They will continue to explore the use of a variety of suffixes as well as basic punctuation, finger spaces and expanded noun phrases.</p> <p><u>Key Vocabulary (new vocab in bold)</u> Alien, lost, friendship, help, Imperative verb, expanded noun phrase, suffix, capital letter, full stop, question mark, exclamation mark, finger spaces,</p> <p><u>Future Learning (Y2)</u> Children will become confident at recognising a statement, question, statement, exclamation or command. They will further develop their knowledge of expanded noun phrases, and will become confident in using suffixes to turn adjectives into adverbs.</p> <p><u>Phonics Phase 5</u> Wks 1-6: continue teaching alternative spellings of phonemes.</p>		<p><u>Julian is a Mermaid</u></p> <p><u>Prior Learning (EYFS)</u> Write simple sentences which can be read by themselves and others. (ELG)</p> <p><u>Knowledge</u> Children will learn about dreams and wishes. They will know what verbs are and will be able to use these to form instructions for being a mermaid. Children will know how to predict, write in role and sort inferential statements. They will learn some features of a poem and will use these to write their own, based on the idea of movement, being who you want to be and using verbs in their infinitive and progressive forms.</p> <p><u>Skills</u> Children will write in full sentences including conjunctions and basic punctuation. They will be able to write commands as well as make accurate predictions. They will begin to make inferences based on what is being said and done,</p> <p><u>Key Vocabulary (new vocab in bold)</u> Imagination, mermaid, daydream, wish, verb, swirl, swim, float, swish, flip, turn, swoosh, movement, poem, predict, capital letter, full stop, pride, costume, question, command, present tense, comma, list, suffix -ing,</p> <p><u>Future Learning (Y2)</u> Children will continue to develop their knowledge of different types of poetry and performance. They will also continue to develop the accuracy of their use of punctuation and will use adjectives, adverbs and various suffixes more confidently.</p> <p><u>Phonics Phase 5</u> Wk 1: finish teaching alternative spellings of phonemes. Wk 2-7: Revision, assessment and gap filling.</p>

		<p>Wks 1-3: intro alternative pronunciations of graphemes, about 4 per week (13 in total)</p> <p>Wks 4-7: begin teaching alternative spellings of phonemes.</p>	<p>commas in a list and apostrophes. Children will also continue to develop their knowledge and use of adjectives.</p> <p><u>Phonics Phase 5</u></p> <p>Wks 1-6: continue teaching alternative spellings of phonemes.</p>			
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Maths	<p>Number: Place Value (within 10)</p> <p>Prior Learning (EYFS) Children have learnt to count numbers from 1-20, and to place them in order, saying which number is one more or one less than a given number (ELG)</p> <p>Children will learn to sort objects in a variety of ways and then to count objects up to ten accurately, using 1-1 correspondence, understanding that the last number they count is the total amount. They will learn what zero looks like. Children will learn to represent quantities with objects or pictures, and will develop their ability to continue a number sequence, counting forwards and backwards from a given number up to ten. They will be able to find consecutive and non-consecutive missing numbers in sequences. They will explore the concepts of one more, one less, greater than, fewer and equal to.</p> <p>Key Vocabulary (new vocab in bold) Sort, group, count, compare, one more, one less, greater than, fewer, equal to</p> <p>Future Learning (Y2) Children will recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>Number: Addition & Subtraction (within 10)</p> <p>Prior Learning (EYFS) Children have learned to add and subtract, using quantities and objects, 2 single-digit numbers, and to count on or back to find the answer (ELG)</p> <p>Children will be introduced to the part-whole model and the concept that a number can be partitioned into two or more parts. They will also be introduced to mathematical symbols (add, subtract and equal to). Children will explore in depth number bonds within ten. They will learn to add and subtract, find a part, find the difference and explore fact families. They will also be exposed to the symbols < and > and =.</p> <p>Key Vocabulary (new vocab in bold) part, whole, total, add, equals, number sentence, same, different, partition, number bond, systematic, compare, largest, smallest, ten frame, count on, take away, how many left</p> <p>Future Learning (Y2) Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships. They will also recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Geometry: Shape</p> <p>Prior Learning (EYFS) Children have explored characteristics of everyday objects and shapes and have used mathematical language to describe them (ELG)</p> <p>Children will learn to recognise, name and sort 2D and 3D shapes according to their properties, including type, size and colour.</p> <p>Key Vocabulary (new vocab in bold) Cube, cylinder, cuboid, pyramid, cone, sphere, 3D, triangles, squares, rectangles, circles, 2D, surface, shape, same and different, pattern, core of the pattern</p> <p>Future Learning (Y2) Children will identify and describe the properties of 2D shapes including the number of sides and line symmetry in a vertical line. They will also identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.</p>	<p>Number: Addition & Subtraction (within 10) Cont’d...</p> <p>Prior Learning (EYFS) Children have learnt to add and subtract, using quantities and objects, 2 single-digit numbers, and to count on or back to find the answer (ELG)</p> <p>Children will be introduced to the part-whole model and the concept that a number can be partitioned into two or more parts. They will also be introduced to mathematical symbols (add, subtract and equal to). Children will explore in depth number bonds within ten. They will learn to add and subtract, find a part, find the difference and explore fact families. They will also be exposed to the symbols < and > and =.</p> <p>Key Vocabulary (new vocab in bold) part, whole, total, add, equals, number sentence, same, different, partition, number bond, systematic, compare, largest, smallest, ten frame, count on, take away, how many left</p> <p>Future Learning (Y2) Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships. They will also recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Geometry: Shape</p> <p>Prior Learning (EYFS) Children have explored characteristics of everyday objects and shapes and have used mathematical language to describe them (ELG)</p> <p>Children will learn to recognise, name and sort 2D and 3D shapes according to their properties, including type, size and colour.</p> <p>Key Vocabulary (new vocab in bold) Cube, cylinder, cuboid, pyramid, cone, sphere, 3D, triangles, squares, rectangles, circles, 2D, surface, shape, same and different, pattern, core of the pattern</p> <p>Future Learning (Y2) Children will identify and describe the properties of 2D shapes including the number of sides and line symmetry in a vertical line. They will also identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.</p>	<p>Number: Place Value (within 20)</p> <p>Prior Learning (EYFS) Children have learnt to count numbers from 1-20, and to place them in order, saying which number is one more or one less than a given number (ELG)</p> <p>Children will build on their existing knowledge of counting forwards and backwards by introducing the numbers 11-20. They will explore the suffix ‘teen’ and what this tells us about a number. Children will also learn to write numbers to 20 in numerals and words. They will be introduced to the concept of tens and ones and will explore counting one more and one less from a given number up to 20. They will compare and order groups of objects and numbers.</p> <p>Key Vocabulary (new vocab in bold) Count, ‘teen’, how many, same, different, tens, ones, one more, one less, digit, most, least, compare, zero, largest, greatest, smallest, symbol, amount</p> <p>Future Learning (Y2) Partition two-digit numbers into different combinations of tens and ones using apparatus if needed.</p> <p>Number: Addition & Subtraction (within 20)</p> <p>Prior Learning (EYFS) Children have learned to add and subtract, using quantities and objects, 2 single-digit numbers, and to count on or back to find the answer (ELG)</p> <p>Children will explore adding by counting on and how it is more efficient to start from the largest number. They will use their knowledge of number bonds to ten to help them find number bonds to 20. Children will also learn to add by making ten first, reinforcing their knowledge of number bonds. They will then begin to explore subtraction and for the first time, will be introduced to subtraction where they have to cross ten, focusing on the strategy of partitioning to make ten. Children will explore the different structures of subtraction – taking away, partitioning, difference. Finally, they will explore addition and subtraction fact families for numbers within 20 and will recognise that addition and subtraction are inverse operations.</p> <p>Key Vocabulary (new vocab in bold) First, then, now, number bonds, partition, calculation, subtract, take away, add addition, ten frame, number line, bar model, difference, greater than, less than, equal to</p> <p>Future Learning (Y2) Children will learn to add and subtract numbers using concrete objects, pictorial representations, and mentally, including two digit numbers.</p>	<p>Number: Place Value (within 50)</p> <p>Prior Learning (EYFS) Children have learnt to count numbers from 1-20, and to place them in order, saying which number is one more or one less than a given number (ELG)</p> <p>Children will begin this unit by learning to count forwards and backwards within 50 and numbers 21-50 will be explored in greater depth. They will learn about grouping in tens and their understanding of 1 ten being equal to 10 ones is reinforced. Children’s knowledge of partitioning will be built upon and they will explore partitioning numbers up to 50 in greater depth. Children will use their knowledge of one more and one less to larger numbers. They will also compare objects and numbers and place numbers in order. Finally, children will build on their previous knowledge of counting in multiples of 2s and 5s, this time going up to 50.</p> <p>Key Vocabulary (new vocab in bold) Grouping, count forwards, count back, tens, ones, digit, say, write, represent, partition, one more, one less, after, before, compare, more than, less than, equal to, largest, smallest,</p> <p>Future Learning (Y2) Children will build upon this knowledge when they continue exploring numbers up to 100.</p> <p>Measurement: Length and Height</p> <p>Prior Learning (EYFS) Children have used everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems (ELG)</p> <p>Children will use and understand the language of length (see key vocab). They will learn that height is a type of length and will spend time comparing lengths and using appropriate vocabulary to describe what they see. They will begin measuring things using non-standard units, before building on this knowledge and applying it to measuring with a ruler and the concept of centimetres.</p> <p>Key Vocabulary (new vocab in bold) Long, longer, short, shorter, tall, taller, length, describe, compare, height, equal to, measure, same, different, unit, straight line, ruler, centimetres, compare,</p> <p>Future Learning (Y2) Children will choose and use appropriate standard units to measure length/height, mass, capacity to the nearest appropriate unit, using rulers, scales, and measuring vessels.</p> <p>Measurement: Mass and Volume</p> <p>Prior Learning (EYFS) Uses everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems (ELG)</p> <p>Children will be introduced to the concepts of weight/mass and capacity/volume for the first time. They will begin by using a variety of non-standard units to measure and will then move on to comparing the mass or volume/capacity. Children will use appropriate language (see key vocab) and will then move onto using the corresponding inequality symbols.</p> <p>Key Vocabulary (new vocab in bold)</p>	<p>Number: Multiplication & Division</p> <p>Prior Learning (EYFS) Children have learned to add and subtract, using quantities and objects, 2 single-digit numbers, and to count on or back to find the answer (ELG) They have also learnt to solve problems, including doubling, halving and sharing (ELG).</p> <p>Children will continue to practise counting in 2s and 5s up to 50. They will apply previous learning of one more and one less to counting forwards and backwards in 2s and will also learn to spot and discuss the patterns that occur when counting in 5s and 10s. Children will explore the concept of counting equal groups and then using equal groups of 2s, 5s or 10s to find a total within 50. Children will begin to make arrays by making equal groups and building them up in columns or rows. They will then explore doubling with numbers up to 20. Finally, children will explore making equal groups from a given total and recording their understanding in sentences, before moving on to the concept of sharing equally.</p> <p>Key Vocabulary (new vocab in bold) Two more, two less, counting forwards, counting backwards, pairs, patterns, groups, hundred square, equal groups, how many, same, different, arrays, columns, rows, difference, doubles, total, share equally</p> <p>Future Learning (Y2) Children will solve problems involving multiplication and division, using concrete materials and mental methods.</p> <p>Number: Fractions</p> <p>Prior Learning (EYFS) Children have solved problems, including doubling, halving and sharing (ELG)</p> <p>Children will explore the concepts of a whole and a half, and will be introduced to the concept of a quarter for the first time.</p> <p>Key Vocabulary (new vocab in bold) Half, whole, split, amount, quarters, parts, equal, unequal, quantity, how many, share equally,</p> <p>Future Learning (Y2) Children will learn to recognise, find, name and write fractions 1/3, ¼, 2/4, and ¾ or a length, shape, set of objects or quantity.</p>	<p>Geometry: Position and Direction</p> <p>Prior Learning (EYFS) Children have used everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems (ELG)</p> <p>Children will use appropriate language (see key vocab) to describe turns made by shapes/objects. They will also explore the key concepts of position and direction.</p> <p>Key Vocabulary (new vocab in bold) Full, half, quarter, three quarter, turn, facing, whole, left, right, forwards, backwards, top, in between, bottom, above, below,</p> <p>Future Learning (Y2) Children will use mathematical vocabulary to describe position, direction and movement.</p> <p>.</p> <p>Number: Place Value (to 100)</p> <p>Prior Learning (EYFS) Children have learnt to count numbers from 1-20, and to place them in order, saying which number is one more or one less than a given number (ELG)</p> <p>Children will build on their previous learning of numbers to 50. They will continue grouping in 10s to make counting more efficient. Children will be introduced to the hundred square and will use it to count forwards and backwards within 100. Children will continue to explore partitioning and comparing tens and ones within given numbers and amounts, as well as ordering numbers. Finally, children will explore one more and one less with numbers or amounts to 100.</p> <p>Key Vocabulary (new vocab in bold) Group, efficient, count, hundred square, compare, less than, greater than, equal to, largest, smallest, digit, most, bigger, biggest, larger, largest, smaller, smallest, least, one more, one less</p> <p>Future Learning (Y2) Use place value and number facts to solve problems.</p> <p>Measurement: Time</p> <p>Prior Learning (EYFS) Children have used everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems (ELG)</p> <p>Children will use key vocabulary to describe, sort and order events that might occur during a day. They will then move on to time relating to dates, exploring weeks, months and years. After that, children will be introduced to telling the time to the hour and half hour using an analogue clock. They will explore the differences between seconds, minutes and hours and how to measure time for various activities. Finally, children will compare amounts of time.</p> <p>Key Vocabulary (new vocab in bold) Morning, afternoon, evening, before, after, first, next, days, months year, today, yesterday, tomorrow, analogue, time, o’clock, hour hand, minute hand, hour, half hour, seconds, minutes, hours, measure, compare, faster, slower,</p> <p>Future Learning (Y2) Children will tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p>
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Science	<p><u>Seasonal Changes</u></p> <p><u>Prior Learning (EYFS)</u> Children have talked about the features of their own immediate environment and how environments might vary from one another. (ELG)</p> <p><u>Skills</u> Children will observe change over time. They will use their senses and simple equipment (magnifying glasses, rulers etc). They will compare and contrast their environment and the objects/plants/animals in it. They will conduct simple enquiries including research and pattern seeking and record the data collected in tables. They will make drawings of their ideas. They will find and select information from a range of sources. They will describe their observations and suggest reasons for an observation. They will begin to evaluate the effectiveness of the observations.</p> <p><u>Knowledge</u> Children can</p> <ul style="list-style-type: none"> name the seasons and put them in the correct order name the 3 months in each season. say what the weather will be like and how animals and plants behave in each season. name different types of weather. know day length is longer in the winter than the summer and that different parts of the world have different daylight hours. say the seasons are opposite in different hemispheres and know that England is in the northern hemisphere. <p><u>Key Vocabulary (new vocab in bold)</u> Celsius, Temperature, Thermometer, Season, Change, Rainfall, Centimetres, dormant, hemisphere, globe</p> <p><u>Future Learning (Y2)</u> Children will identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Light YR3 Earth and Space YR5</p>	<p><u>Everyday Materials</u></p> <p><u>Prior Learning (EYFS)</u> Children have explored similarities and differences in relation to places, objects, materials and living things (ELG)</p> <p><u>Skills</u> Children will use their senses and simple equipment (magnifying glasses, rulers etc). They will describe, compare, and contrast their environment and the objects in it based on their simple physical properties. They will conduct simple enquiries including research and comparative tests and record the data collected. They will make drawing and models of their ideas. They will describe their observations and suggest reasons for an observation. They will begin to evaluate the effectiveness of the observations.</p> <p><u>Knowledge</u> Children can</p> <ul style="list-style-type: none"> name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. know what a property of a material is. say what an object is and the material it is made from. <p><u>Key Vocabulary (new vocab in bold)</u> Transparent, Solid, Property, Stretchy, Bouncy, Material, Elasticity, Plasticity, Object, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through.</p> <p><u>Future Learning (Y2)</u> Children will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses. They will also describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Rocks YR3 States of matter YR4 Properties and Changes of Materials YR5</p>	<p><u>Animals & Humans</u></p> <p><u>Prior Learning (EYFS)</u> Children have made observations of animals and plants and explains why some things occur, and talk about changes (ELG)</p> <p><u>Skills</u> Children can describe some of the features of an animal and use these to identify their type and name. Classify an animal from information and their features. They will conduct simple research enquiries record the data collected. They will describe their observations and suggest reasons for an observation. They will begin to evaluate the effectiveness of the observations.</p> <p><u>Knowledge</u> Children can</p> <ul style="list-style-type: none"> name types of animals (including vertebrates, invertebrates, fish, amphibians, reptiles, birds and mammals) and name some animals in each type know the structure and features of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p><u>Key Vocabulary (new vocab in bold)</u> Fin, Flipper, Tail, Fur, Milk, Classify, Features, Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, heart,</p> <p><u>Future Learning (Y2)</u> Children will notice that animals, including humans, have offspring which grow into adults. They will find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Children will also describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. They will identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p>	<p><u>Animals & Humans Cont...</u></p> <p><u>Prior Learning (EYFS)</u> Children have made observations of animals and plants and explains why some things occur, and talk about changes (ELG)</p> <p><u>Skills</u> Children will compare and contrast their environment and the animals in it. They will conduct simple enquiries and record the data collected. They will make drawing and models of their ideas. They will find and select information from a range of sources. They will describe their observations and suggest reasons for an observation. They will begin to evaluate the effectiveness of the observations.</p> <p><u>Knowledge</u> Children can</p> <ul style="list-style-type: none"> name a variety of common animals including fish, amphibians, reptiles, birds and mammals and say whether they are carnivores, herbivores, and omnivores. say what are carnivores, herbivores, and omnivores. say which types of teeth are associated with a specific animal diet. name, the basic parts of the human body and say which part of the body is associated with each sense. name the five senses. name factors which affect taste. <p><u>Key Vocabulary (new vocab in bold)</u> Herbivore, carnivore, omnivore. Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, reptile, amphibian, Sense, Taste, Smell, Touch, Sight, Hearing, Eyesight, Ear, Eye, Mass, Weight, Perception,</p> <p><u>Future Learning (Y2)</u> Children will describe the basic needs of animals, including humans, for survival (water, food and air). They will understand that animals, including humans, have offspring which grow into adults. Children will also describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><u>Plants</u></p> <p><u>Prior Learning (EYFS)</u> Children have made observations of animals and plants and explains why some things occur, and talk about changes (ELG)</p> <p><u>Skills</u> Children will observe change over time. They will use their senses and simple equipment (magnifying glasses, rulers etc). They will compare and contrast their environment and the objects/plants/animals in it. They will conduct simple enquiries including research and comparative tests and record the data collected. They will make drawing and models of their ideas. They will find and select information from a range of sources. They will describe their observations and suggest reasons for an observation. They will begin to evaluate the effectiveness of the observations.</p> <p><u>Knowledge</u> Children can</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. list the conditions plants need to grow? identify some plants that have bulbs, and some that have seeds. say another type of plant that does not grow from seed or bulb. <p><u>Key Vocabulary (new vocab in bold)</u> Seed, Bulb, Tuber, Germination, Growth, Stem, Leaf, Flower, Root_Wild, plants, garden, plants, deciduous, evergreen, leaves, bud, flowers, blossom, petals, trunk, branches, fruit, vegetables,</p> <p><u>Future Learning (Y2)</u> Children will describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these. They will also observe and describe how seeds and bulbs grow into mature plants</p>	<p><u>Plants Cont...</u></p> <p><u>Prior Learning (EYFS)</u> Children have made observations of animals and plants and explains why some things occur, and talk about changes (ELG)</p> <p><u>Skills</u> Children will observe change over time. They will use their senses and simple equipment (magnifying glasses, rulers etc). They will compare and contrast their environment and the objects/plants/animals in it. They will conduct simple enquiries including research and comparative tests and record the data collected. They will make drawing and models of their ideas. They will find and select information from a range of sources. They will describe their observations and suggest reasons for an observation. They will begin to evaluate the effectiveness of the observations.</p> <p><u>Knowledge</u> Children can</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. say the seasons are opposite in different hemispheres and know that England is in the northern hemisphere. Observe changes across the four seasons. describe the weather associated with the seasons and how day length varies. <p><u>Key Vocabulary (new vocab in bold)</u> Seed, Bulb, Tuber, Germination, Growth, Stem, Leaf, Flower, Root, Annual, Perennial, deciduous and evergreen, Celsius, Temperature, Thermometer, Season, Change, Rainfall, Centimetres.</p> <p><u>Future Learning (Y2)</u> Children will observe and describe how seeds and bulbs grow into mature plants.</p> <p>Light YR3 Earth and Space YR5</p>

Computing	<p><u>E Safety</u></p> <p><u>Programmable Robots</u></p> <p><u>Prior Learning EYFS</u> Children have learnt that a range of technology is used in places such as homes and schools (ELG) The have also learnt how to Select and use technology for particular purposes (ELG).</p> <p><u>Knowledge</u> Children will know how to use and control robot mice. They will know how to make them move in the directions they want them to and will know what instructions to give in order to follow a set route.</p> <p><u>Skills</u> Children will be able to anticipate which instructions they need to give robot mouse in order to make it move in the direction they want.</p> <p><u>Key Vocabulary (new vocab in bold)</u> Forwards, backwards, left turn, right turn, instructions,</p> <p><u>Future Learning (year 2)</u> Children will use logical reasoning to predict the behaviour of simple programs. They will also understand that programs execute by following precise and unambiguous instructions.</p>	<p><u>Programmable robots</u></p> <p><u>Coding</u></p> <p><u>Prior Learning EYFS</u> Children have learnt that a range of technology is used in places such as homes and schools (ELG) The have also learnt how to Select and use technology for particular purposes (ELG).</p> <p><u>Knowledge</u> Children will know how to log onto a laptop. They will know how to operate the keyboard and mousepad, and how to open programs such as ‘Paint’ and ‘Word’.</p> <p><u>Skills</u> Find the buttons they need on a keyboard Know capital/lowercase letter correspondence Be able to input a username and password in order to ‘log on’ Be able to move cursor around the screen with a mousepad Explore ‘left click’ (and ‘right click’) on the mouse pad Be able to ‘drag’ something across the screen (through simultaneous left click and mousepad use) Be able to ‘double click’ on a program to open it.</p> <p><u>Key Vocabulary (new vocab in bold)</u> Mousepad, left click, (right click), drag, open, close, keyboard, capital letter, lowercase letter, username, password, buttons, program, log on, enter, spacebar</p> <p><u>Future Learning (year 2)</u> Children will use technology purposefully to create digital content, comparing the benefits of different programs. They will also recognise common uses of information technology beyond school.</p>	<p><u>Using laptops (Creating Digital Content Preparation)</u></p> <p><u>Prior Learning EYFS</u> Children have learnt that a range of technology is used in places such as homes and schools (ELG) The have also learnt how to Select and use technology for particular purposes (ELG).</p> <p><u>Knowledge</u> Children will know what an algorithm is and will explore the concepts of coding through apps such as Tynker and Scratch Jnr.</p> <p><u>Skills</u> Children will be able to create simple algorithms to meet a set goal, and will be able to anticipate which instructions they will need to give to succeed.</p> <p><u>Key Vocabulary (new vocab in bold)</u> Algorithm, instruction, program, actor, costume, code,</p> <p><u>Future Learning (year 2)</u> Children will create simple programs. They will learn how to debug such programs by using reasoning to predict the actions instructed by the code.</p>	<p><u>Coding</u></p> <p><u>Prior Learning EYFS</u> Children have learnt that a range of technology is used in places such as homes and schools (ELG) The have also learnt how to Select and use technology for particular purposes (ELG).</p> <p><u>Knowledge</u> Children will know what an algorithm is and will explore the concepts of coding through apps such as Tynker and Scratch Jnr.</p> <p><u>Skills</u> Children will be able to create simple algorithms to meet a set goal, and will be able to anticipate which instructions they will need to give to succeed.</p> <p><u>Key Vocabulary (new vocab in bold)</u> Algorithm, instruction, program, actor, costume, code,</p> <p><u>Future Learning (year 2)</u> Children will create simple programs. They will learn how to debug such programs by using reasoning to predict the actions instructed by the code.</p>	<p><u>E Safety</u></p> <p><u>Prior Learning EYFS</u> Children have learnt that a range of technology is used in places such as homes and schools (ELG) The have also learnt how to Select and use technology for particular purposes (ELG).</p> <p><u>Knowledge</u> Children will know what it means to be ‘safe’ when using the internet and will understand the consequences and potential outcomes of not adhering to internet safety rules.</p> <p><u>Skills</u> Children will be able to take part in conversations about internet safety and will be able to use appropriate vocabulary to explain their knowledge.</p> <p><u>Key Vocabulary (new vocab in bold)</u> Name, date, owner, text, paint, portrait, toolbar, copyright, save, folder, search, type, safe, filter, google, search engine, image, keyboard, meet, accept, reliable, tell, trusted, adult, information, personal, key, question, share, stranger, danger, email, internet, subject, address, communicate, sender, online, digital, SMART, accept,</p> <p><u>Future Learning (year 2)</u> Children will learn to use technology safely and keep personal information private.</p>	<p><u>Creating Digital Content</u></p> <p><u>Prior Learning EYFS</u> Children have learnt that a range of technology is used in places such as homes and schools (ELG) The have also learnt how to Select and use technology for particular purposes (ELG).</p> <p><u>Knowledge</u> Children will know how to use ‘Word’ to create a purposeful document.</p> <p><u>Skills</u> Children will be able to type on a keyboard including the use of symbols, save files, edit and format text and also format font.</p> <p><u>Key Vocabulary (new vocab in bold)</u> Keyboard, type, key, shift, space bar, enter, return, symbol, folder, save, backspace, delete, arrow, enter, undo, redo, select, format, bold, italics, underline, font, size, colour</p> <p><u>Future Learning (year 2)</u> Children will use technology purposefully to create digital content, comparing the benefits of different programs. They will also recognise common uses of information technology beyond school.</p>
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History		<p><u>Gunpowder plot</u></p> <p>Prior Learning (EYFS) Children have explored past and present events in their own lives and in the lives of family members. (ELG)</p> <p><u>Knowledge</u> Children will learn about why we celebrate each year with bonfires and fireworks on the 5th November. They will know who Guy Fawkes was, the reasons he and his accomplices were unhappy with the political and religious state of the time and how they plotted to blow up the Houses of Parliament. They will know language relating to the passing of time.</p> <p><u>Skills</u> Recognise the distinction between past and present. Order and sequence some familiar events and objects. Use some everyday terms about the passing of time. Make simple observations about different people, events, beliefs and communities. Use sources to answer different questions about the past. Identify some of the basic ways in which the past can be represented. Choose parts of stories and other sources to show what they know about the past. Describe a significant event from beyond living memory.</p> <p><u>Key Vocabulary (new vocabulary in bold)</u> Guy Fawkes, Houses of Parliament, catholic, protestant, gunpowder, plot, treason, king, a long time ago, past,</p> <p><u>Future Learning (Year 2)</u> In year 2, the children will explore the events surrounding the Great Fire of London, the people involved and its impact.</p>	

	<p><u>Toys: past and present</u></p> <p>Prior Learning (EYFS) Children have explored the similarities and differences in relation to places, objects, materials and living things. (ELG)</p> <p><u>Knowledge</u> Children will learn about the passing of time and will know how toys from the past and present are different or similar. They will learn that the past can be represented through objects, photos, stories and talking to adults in their lives and will know that these sources can provide vital knowledge. They will know how to discuss such knowledge using simple, clear terms.</p> <p><u>Skills</u> Recognise the distinction between past and present. Identify some similarities and differences between ways of life at different times. Use some everyday terms about the passing of time Begin to identify different ways to represent the past (eg photos, stories, adults talking about the past) Use sources to answer simple questions about the past. Identify some of the ways in which the past can be represented Use simple historical terms</p> <p><u>Key Vocabulary (new vocabulary in bold)</u> A long time ago, before, now, modern, old, past, present, toy, different, same,</p> <p><u>Future learning (Year 2)</u> In year 2, the children will continue to explore the past and will further develop their abilities to discuss and record their knowledge.</p>	

Geography	<p><u>Weather: see Sci Unit - Seasonal Changes</u></p> <p><u>Prior Learning (EYFS)</u> In Early Years, children have talked about the features of their own immediate environment and how environments might vary from one another (ELG)</p> <p><u>Knowledge</u> Children will know about the different types of weather and how the weather changes over time.</p> <p><u>Skills</u> Observe and describe daily weather patterns.</p> <p><u>Key Vocabulary (new vocabulary in bold)</u> Spring, Summer, Autumn, Winter, season, warm, cool, hot, cold, fog, snow, sun, rain, wind, rain gauge, thermometer</p> <p><u>Future Learning (Year 2)</u> In Year 2, children will identify seasonal and daily weather patterns in the United Kingdom. They will also identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>COVERED ACROSS THE YEAR AS PART OF MORNING ROUTINES</p>				<p><u>Our School and Beyond</u></p> <p><u>Prior Learning (EYFS)</u> Talk about the features of his/her own immediate environment and how environments might vary from one another (ELG)</p> <p><u>Knowledge</u> Children will know what a map is and how to use it. They will also know that symbols mean something on maps. They will know some different places in their local area and how they are linked. They will use known geographical vocabulary to describe places and features. They will know how places can be similar and different. They will know locational and directional language.</p> <p><u>Skills</u> Use maps to locate places in their locality, the UK and wider world. Describe places and features using basic geographical vocabulary. Describe similarities and differences of different places Ask and answer some simple geographical questions. Express opinions on their environment. Use locational and directional language Describe and compare the locations of local human/physical features. Create a simple map. Use simple fieldwork and observational skills when studying the geography of their school and its grounds. Draw, speak or write about simple geographical concepts such as what they can see where. Use maps and other images to talk about every day life (eg where they live, journeys to school etc)</p> <p><u>Key Vocabulary (New vocabulary in bold)</u> Village, town, city, county, country, continent, near, far, left, right, between, map, locate, atlas, globe</p> <p><u>Future Learning (Year 2)</u></p>
	RE	<p><u>Christians</u></p> <p><u>Prior Learning (EYFS)</u> Children have learnt about the similarities and differences between themselves and others, and among families, communities and traditions (ELG)</p> <p><u>Knowledge</u> Children will know what Christians believe God is like. They will also know why Christmas matter to Christians and how and why we celebrate special times.</p> <p><u>Skills</u> The children will learn to show respect for other faiths and religions. They will also learn to take turns when talking, how to listen well and to respect other people’s opinions.</p> <p><u>Key Vocabulary (new vocab in bold)</u> Christian, God, church, pray, believe/belief, forgive, kind, Christ, Christmas, loving, parable, father, worship, nativity, Mary, angels, manger, wise men, shepherds, stable, Bethlehem,</p> <p><u>Future Learning (Year 2)</u> Children will learn how and why Christians celebrate significant times. They will understand what makes some celebrations sacred to believers and will explore what can be learned from sacred books and stories.</p>	<p><u>Jews/Christians</u></p> <p><u>Prior Learning (EYFS)</u> Children have learnt about the similarities and differences between themselves and others, and among families, communities and traditions (ELG)</p> <p><u>Knowledge</u> Children will know who a Jew is, what they believe and how they live. They will also learn why Easter matter to Christians.</p> <p><u>Skills</u> The children will learn to show respect for other faiths and religions. They will also learn to take turns when talking, how to listen well and to respect other people’s opinions.</p> <p><u>Key Vocabulary (new vocab in bold)</u> Jew, Judaism, synagogue, rabbi, mezuzah, kosher, Star of David, kippah, Torah, Shabbat, Hanukkah, menorah, Ark, scroll, hebrew</p> <p><u>Future Learning (Year 2)</u> Children will learn how we care for others and the Earth, and why it matters.</p>	<p><u>Muslims/Christians/Jews</u></p> <p><u>Prior Learning (EYFS)</u> Children have learnt about the similarities and differences between themselves and others, and among families, communities and traditions (ELG)</p> <p><u>Knowledge</u> Children will know who a Muslim is, what they believe and how they live. They will know what makes some places significant as well as what makes some places sacred to believers.</p> <p><u>Skills</u> The children will learn to show respect for other faiths and religions. They will also learn to take turns when talking, how to listen well and to respect other people’s opinions.</p> <p><u>Key Vocabulary (new vocab in bold)</u> Muslim, Islam, Allah, Iman, mosque, crescent moon, star, Arabic, Qur’an, Shahadah, the five pillars,</p> <p><u>Future Learning (Year 2)</u> Children will learn who is an inspiring person and what stories inspire Christians, Muslims and Jews. They will also learn what the ‘good news’ is that Christians believe Jesus brings.</p>	

PE	<p>Prior Learning (EYFS) Children have demonstrated strength, balance and coordination when playing (ELG) They have moved energetically, such as running, jumping, dancing, hopping, skipping, and climbing (ELG). Children have also negotiated space and obstacles safely, with consideration for himself/herself and others (ELG)</p> <p>Team Building</p> <p>Skills I can perform simple balancing and travel actions I can communicate and share my ideas with my peers. I can listen to other’s ideas. I can encourage and support my peers. I can work with confidence, honesty and trust I can follow instructions I can give my peers/partners instructions that they can understand and follow I can explain a problem and suggest ideas t solve I can understand the rules of the game. I can make decisions and use simple tactics to secure a goal. I can work with a partner or a in small group to solve a challenge.</p> <p>Knowledge I know that to communicate effectively I need to take turns, listen and speak clearly.</p> <p>Key Vocabulary (new vocab in bold) Goal, target, rules, problem, honesty, trust.</p> <p>Multi-Skills</p> <p>Skills I can begin to s tart and top at speed and run in a straight line using a variety of speeds I can handle and throw a variety of different objects and attempt to throw for distance and accuracy. I can roll or slide a beanbag or ball with accuracy I can catch a medium sized ball from a short distance. I can track balls/equipment sent to me and get in line to collect it. I can chase, stop and control balls and other objects such as beanbags and hoops I can work in collaboration with others to score points.</p> <p>Knowledge I know that the quicker I move my body the faster I can move. I know that I will improve with practice.</p> <p>Key Vocabulary (new vocab in bold) Roll, slide, throw, catch, equipment, speed, straight,</p> <p>Future Learning (Y2) Children will understand the difference between fair and unfair. They will also structure sequences of actions and skills in different orders to improve performance.</p>	<p>Prior Learning (EYFS) Children have shown good control and co-ordination in large and small movements. (ELG). They have sung songs, made music and dance and experimented with ways of changing them. (ELG). Children have also moved confidently in a range of ways, safely negotiating space. (ELG)</p> <p>Dance</p> <p>Skills I can begin to use counts. I can explore movement ideas and respond imaginatively to a range of stimuli. I can move confidently and safely in my own general space using changes of speed, level and direction. I can use different parts of the body in isolation and together. I can compose and link movements to make simple beginnings, middles and ends. I can perform movement phrases using a range of body actions and body parts. I can work with others to share ideas and select actions. I can talk about dance ideas inspired by different stimuli. I can copy, watch, remember and repeat dance movements. I can say what I liked about someone else’s performance. I can recognise and talk about how their body feels when still and during exercise.</p> <p>Knowledge I can name and describe a range of dance ideas e.g., cannon, synchronised, I can name different parts of the body.</p> <p>Key Vocabulary (new vocab in bold) Stimuli, compose, beginning, middle, end, cannon, synchronised, speed, travel, swaying, floating, gust, swirling, galloping,</p> <p>Basketball</p> <p>Skills I am beginning to dribble a ball with my hands and feet. I can change direction to move away from a defender. I can recognise space when playing games. I can send and receive a ball with hands and feet I can use simple rules to play fairly. I move to stay with another player when defending. I recognise changes in my body when I do exercise. I understand when I am a defender and when I am an attacker.</p> <p>Knowledge I know that as a defender I will protect my team’s position and seek to secure possession and, as an attacker I will move my team forward to score by maintaining possession. I know that games use rules to help structure play. I know that I can improve my team’s chance of success by working with my team members</p> <p>Key Vocabulary (new vocab in bold) dodging, defence, attack, possession, interception</p> <p>Future Learning (Y2) Children will expand their knowledge of travelling actions and use them in relation to a stimulus. They will compare their performance with others. Children will also develop their understanding of invasion games and the principles of defending and attacking. They will develop the skills of throwing, rolling, kicking and striking to targets.</p>	<p>Gymnastics</p> <p>Prior Learning (EYFS) Children have shown good control and co-ordination in large and small movements. (ELG) They have also moved confidently in a range of ways, safely negotiating space. (ELG)</p> <p>Skills I can make my body tense, relaxed, stretched and curled. I can explore different ways of stretching, balancing, rolling and travelling. I can move confidently and safely in my own space using change of speed and direction, I can form taught shapes with control and balance. I can begin to perform a forward roll. I can jump and hop with control and balance. I can repeat actions and shapes. I can link a range of shapes and travel actions to create a movement phrase/sequence. I can perform in front of others. I can move on, off and over equipment with confidence. I can use apparatus safely and wait for my turn. I can comment on someone else’s performance. I can recognise and describe how my body feels when still and exercising.</p> <p>Knowledge I can name simple gymnastic actions and shapes e.g., travel, tuck, dish, star, arch, straddle, pike, straight support, forward roll, x. I know that a movement phase/sequence is made up of a range of body actions and parts I know how a tense and relaxed body feels. I know that balancing means maintaining a controlled body position when preforming an action. I know that travel means moving from one place to another. I know the difference between a jump and hop.</p> <p>Key Vocabulary (new vocab in bold) Tuck, star, dish, arch, straddle, pike, straight support, apparatus, sequence, forward roll, travel, roll, hop, jump, balance, control, climb, tense, relaxed, straight, curled, apparatus</p> <p>Future Learning (Y2) Children will learn to work safely with and around others and whilst using apparatus. They will also develop skills of jumping, rolling, balancing and travelling.</p>	<p>Prior Learning (EYFS) Children have shown good control and co-ordination in large and small movements. (ELG) They have also moved confidently in a range of ways, safely negotiating space. (ELG)</p> <p>Yoga</p> <p>Skills I can recognise how yoga makes me both feel physically and mentally. I can remember and repeat actions, linking poses together. I can say what I liked about someone else's flow. I can show an awareness of space when travelling. I can work with others to create poses.</p> <p>Knowledge I can explain what a pose is. I can name simple yoga actions and shapes. I know that a movement phase/sequence is made up of a range of body actions and parts I know how a tense and relaxed body feels. I know that balancing means maintaining a controlled body position when preforming an action. I know that travel means moving from one place to another.</p> <p>Key Vocabulary (new vocab in bold) yoga, breath, balance, flexibility, strength, pose</p> <p>Fitness</p> <p>Skills I can recognise changes in my body when I do exercise. I can share my ideas with other people in the class. I can talk about what exercise does to my body. I recognise how exercise makes me feel. I try my best in the challenges I am set. I understand why it is important to warm up</p> <p>Knowledge I can name and locate some muscles, bones and organs.</p> <p>Key Vocabulary (new vocab in bold) Coordination, agility, stamina, continuous.</p> <p>Future Learning (Y2)</p>	<p>Athletics</p> <p>Prior Learning (EYFS) Children have shown good control and co-ordination in large and small movements. (ELG) They have also moved confidently in a range of ways, safely negotiating space. (ELG)</p> <p>Skills I can throw towards a target. I am beginning to show balance and co-ordination when changing direction. I am developing overarm throwing. I can recognise changes in my body when I do exercise. I can run at different speeds. I can work with others and make safe choices. I try my best. I choose which action allows me to jump the furthest.</p> <p>Knowledge I understand the difference between a jump, a leap, and a hop I can say what a safe choice is. I can name different types of running – job, sprint</p> <p>Key Vocabulary (new vocab in bold) Speed, power, strength, accuracy, overarm, choice, balance, coordination, agility</p> <p>Future Learning (Y2) Children will develop skills such as running at different speeds, jumping and throwing. They will also engage in performing skills and measuring performance, competing to improve on their own score and against others.</p>	<p>Prior Learning (EYFS) Children have shown good control and co-ordination in large and small movements. (ELG) They have also moved confidently in a range of ways, safely negotiating space. (ELG)</p> <p>Net and Wall</p> <p>Skills I can hit a ball using a racket. I can throw a ball to land over the net and into the court area. I can track balls and other equipment sent to me. I can use a ready position to move to the ball. I know how to score points. I recognise changes in my body when I do exercise. I show honesty and fair play when playing against an opponent.</p> <p>Knowledge I know how to score in tennis. I can describe the ready position. I know the rules of tennis. I know some simple tactics I can use when playing an opponent.</p> <p>Key Vocabulary (new vocab in bold) accurate, tactics, continuously, target, opponent</p> <p>Striking and Fielding – Cricket</p> <p>Skills I can catch a beanbag and a medium-sized ball. I can roll a ball towards a target. I can strike a ball using my hand. I can track a ball that is coming towards me. I know how to score points. I understand the rules and I am beginning to use these to play honestly and fairly. I understand when I am successful.</p> <p>Knowledge I know the rules of a game and what success will look like.</p> <p>Key Vocabulary (new vocab in bold) Striking, fielding, target, opponent, batter, bowler</p> <p>Future Learning (Y2) Children will develop understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring.</p>
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<div>Art and Design</div>	<p><u>Still Life (drawing and painting)</u></p> <p>Prior Learning (EYFS) Children have safely used and explored a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG). They have also learned to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. (ELG)</p> <p>Knowledge Children will know facts about an artist (Picasso) and what ‘still life’ means. They will know how to look at a painting to search for use of line and shape and will be able to use this knowledge to create a still life piece of their own. They will begin to know about the 7 elements of art and how they can be used in their own work.</p> <p>Skills Children will learn to mix paint to create lighter and darker shades of different colours. They will learn to look for shapes in a painting and will learn the skills of how to really ‘look’ at a painting. Children will learn to discuss their likes and dislikes about what they see in the painting and form opinions. They will learn the basic skills of pencil and brush work and explore the 7 elements of art.</p> <p>Key Vocabulary (new vocab in bold) Artist, (insert name of artists) painting/drawing/sculpture etc, Similarity, difference, (insert time-related vocabulary), fact, artist, painting/sculpture etc, tools, (insert types of tools you intend to use – eg pencil, chalk, charcoal etc), line, bold/thick, thin, wavy, straight, broken, zigzag, spiral, pencil-grip, pressure, texture/physical texture, smooth, rough, crinkly, bumpy, shiny, soft, hard, describe, name, match, rubbing, represent, pencil grip, pressure, value, light, dark, shading, back and forth shading, shape, geometric shape, recognize, space, size, smaller/far away, larger/closer, position, background, middleground, foreground, element, brush, dab, smooth, wash, sponge, stipple, stroe, lines, blobs, dots, dashes, thin, primary colours, tints, shades, Future Learning Children will experiment with tones using pencils, chalk or charcoal. They will represent things observed, remembered or imagined using colour/tools in two and three dimensions</p>	<p><u>Surrealism/Abstract (Sculpture/3D)</u></p> <p>Prior Learning (EYFS) Children have safely used and explored a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG). They have also learned to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. (ELG)</p> <p>Knowledge Children will know facts about an artist and will be able to compare artist and their work with what they learnt last term. They will know what surrealism and abstract mean and will continue to explore the 7 elements of art (particularly shape and form). They will know what a sculpture is and how sculptures are made in different ways.</p> <p>Skills Children will begin to learn to manipulate malleable materials in a variety of ways and the effect such manipulation can have. They will also begin to experiment with, construct and join recycled, natural and man-made materials to produce an abstract/surrealist effect. Children will also use their pencil skills and knowledge of some elements of art to plan and design a sculpture.</p> <p>Key Vocabulary (new vocab in bold) Knead, roll, shape, sculpture, clay, playdough, construct, recycled, natural, man-made, abstract, surrealism, Artist, (insert name of artists) painting/drawing/sculpture etc, Similarity, difference, (insert time-related vocabulary), fact, artist, painting/sculpture etc, plan, design, colour,</p> <p>Future Learning Children will continue to experiment with construction and 3D form using a variety of materials and will display more confidence with their use of shape and form.</p>	<p><u>Modern/Pop Art (Printing/Collage)</u></p> <p>Prior Learning (EYFS) Children have safely used and explored a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG). They have also learned to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. (ELG)</p> <p>Knowledge Children will know facts about an artist and will be able to compare artist and their work with what they learnt in previous terms. They will know what Modern Art and Pop Art are and will continue to explore the 7 elements of art through the mediums of printing and collage.</p> <p>Skills Children will explore making marks in print with a variety of objects, including natural and man-made. They will learn how to make rubbings and will build a repeating pattern. They will also learn to recognise pattern in the environment. Children will explore collage through folding, crumpling, tearing and overlapping different media to achieve the desired effect.</p> <p>Key Vocabulary (new vocab in bold) Print, man-made, natural, rubbing, pattern, repeating pattern, fold, crumple, tear, overlap, paper, paint, pencil, pop art, modern art, element, shape, colour, line, space,</p> <p>Future Learning Children will use a variety of techniques such as carbon printing, relief, press and fabric printing and rubbings. They will be able to make textured collages from a variety of media and by folding, crumpling and tearing materials.</p>
<div>Design and Technology</div>	<p><u>Food and Nutrition</u></p> <p>Prior Learning (EYFS) Children will have learnt the importance for good health, of physical exercise and a healthy diet, and will have talked about ways to keep healthy and safe. (ELG) They will have also represented their own ideas, thoughts and feelings through design and technology.</p> <p>Skills Children will learn to describe textures of a variety of vegetables that they taste and will also be able to describe differences between some food groups (eatwell plate). They will learn how to cut, peel safely. Children will also learn how to design a dish and will prepare it safely, using safe methods.</p> <p>Knowledge Children will know that some food comes from plants and others from animals. They will know the importance of good hygiene habits when working with food. They will also know the value of each food group from the eatwell plate and will begin to explore which group different ingredients they use belong to. Children will know how to design, prepare, make, present and evaluate a dish (crudites)</p> <p>Key Vocabulary (new vocab in bold) Texture: chewy, soft, creamy, crunchy, crumbly, juicy, fluffy, Taste: sweet, fresh, sharp, bitter, Method: Cut, peel, chop, measure, wash, Equipment:, knife, chopping board, spoon, peeler, apron, plate Crudites, design, make, prepare, present, evaluate,</p> <p>Future Learning (Y2) Children will learn to understand the need for a variety of food in a diet. They will learn that all food has to be farmed, grown or caught and will use a wider range of cookery techniques to prepare food safely.</p>	<p><u>Textiles (Coasters and Placemats)</u></p> <p>Prior Learning (EYFS) Children will have used what they have learnt about media and materials in original ways, thinking about uses and purposes. (ELG) They will have safely used and explored a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) Children will have also represented their own ideas, thoughts and feelings through design and technology.</p> <p>Skills Children will explore their ideas and will use pictures and words to design a placemat and coaster for the dining table. Children will begin to learn how to use a ruler to measure. They will also begin to learn how to use a pair of scissors safely and effectively. They will explore different ways that fabrics can be joined, including using a needle and thread and different types of stitches. Children will be taught to think about if something has worked well, and when something could be better. This will allow them to appropriately evaluate their work and make suggestions for the best way forward and for improvement.</p> <p>Knowledge Children will know the properties of different fabrics and the differences between them. They will know how to sew a pattern using a needle and thread and will understand how to use running stitch and cross stitch. They will know how to use their designs to recreate their ideas in fabric and will know the correct way to use scissors and needles to help them complete their project.</p> <p>Key Vocabulary (new vocab in bold) Fabric, needle, yarn, running stitch, cross stitch placemat, coaster, design, measure, cut, scissors, ruler, evaluate,</p> <p>Future Learning (Y2) Children will design purposeful, functional, appealing products for themselves and other users based on design criteria. They will safely measure, mark out, cut and shape materials and components using a range of tools.</p>	<p><u>Materials, Structures and Mechanisms (slides)</u></p> <p>Prior Learning (EYFS) Children will have used what they have learnt about media and materials in original ways, thinking about uses and purposes. (ELG) They will have safely used and explored a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) Children will have also represented their own ideas, thoughts and feelings through design and technology.</p> <p>Skills Children will begin to learn how to use a ruler to measure. They will also begin to learn how to use a pair of scissors safely and effectively. They will explore different ways that materials can be joined and how to use a slide for certain effects. They will be taught to think about if something has worked well, and when something could be better. This will allow them to appropriately evaluate their work and make suggestions for improvement.</p> <p>Knowledge Children will know the names of different materials and will understand the differences they find in their properties. They will also know ways to make some materials stronger. Children will know what a slide mechanism is and how they can use this to make a moving picture.</p> <p>Key Vocabulary (new vocab in bold) Mechanism, slide, moving picture, cut, measure,</p> <p>Future Learning (Y2) Children will choose appropriate tools, equipment, techniques and materials from a wide range. They will safely measure, mark out, cut and shape materials and components using a range of tools and will explore and use mechanisms such as levers, sliders, wheels and axles in his/her products.</p>

Music	<p><u>Classroom routines and academic links</u> Children will be taught songs, chants and rhymes to help with establishment of daily routines and introduce learning concepts.</p> <p><u>Prior Learning (EYFS)</u> Children will have sung a range of well-known nursery rhymes and songs (ELG)</p> <p><u>Knowledge</u> Children will Know how to follow call and response patters. Know the words of simple chants, rhymes, and songs. They will develop their understanding of pulse, pitch, and tempo.</p> <p><u>Skills</u> Children will develop their ability to sing in unison and follow a simple rhythm; including moving their body in time with the music.</p> <p><u>Vocabulary</u> Pitch, tempo, pulse, chants, raps</p> <p><u>Future Learning (Y2)</u> Children will sing a song in two parts with increasing expression, and awareness of others, including the audience. They will also build an understanding of the pulse.</p>	<p><u>Christmas Production</u> Singing, learning, and performing</p> <p><u>Prior Learning (EYFS)</u> Children will have performed songs, rhymes, poems, and story, showing some awareness of pitch and melody, with others in a Christmas production and have moved/danced in time with music. (ELG). They will have explored and engaged in using simple instruments to make music to perform in a group (ELG).</p> <p><u>Knowledge</u> Children will know the importance of good posture when singing and why following a conductor helps to sing musically and in unison. They will understand that projecting a voice is not shouting. They will know a performance is sharing music with other people called an audience.</p> <p><u>Skills</u> Children will listen to music with sustained concentration and discuss their feelings and emotions linked to the different pieces of music. Children will find the pulse of the music. They will sing songs musically and begin to apply their understanding of tempo, dynamics, rhythm, pitch when performing. They will begin to show how to warm up their voice and demonstrate good postures when singing. They will learn the words of songs to sing in unison and begin to follow the guidance of a conductor. They will begin to show awareness of others, including the audience when singing and learn how to project their voices.</p> <p><u>Vocabulary</u> Pulse, rhythm, pitch, rhyme, dynamics, tempo, melody, project, conductor, raps and chants.</p> <p><u>Future Learning (Y2)</u> Children will sing a song in two parts with increasing expression and play instruments using the correct techniques with respect. They will also practice, rehearse and present performances to audiences with a growing awareness of the people watching.</p>	<p><u>‘In the Groove’ (Charanga)</u> A very easy song to learn that has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk to teach children about different styles of music.</p> <p><u>Prior Learning (EYFS)</u> Children will have explored singing songs, making music and dance and experimenting with ways of changing them. (ELG)</p> <p><u>Skills</u> Children will listen to and appraise a range of music and express how it makes them feel. Children will increasingly use the correct terminology to describe the songs. Children will be able to find the pulse, listen to and copy back a rhythm using clapping and voice, showing some awareness of pitch. They will perform a song and play instrumental parts within the song. They will improvise using their voices and instruments.</p> <p><u>Knowledge</u> Children will know that music can be arranged in different styles, which have different musical features. They will know what the songs heard are about. Children will know that music has a steady pulse and that we can create rhythms from words, names etc. They will know the words to a song from memory and learn the names and sounds of different instruments (percussion).</p> <p><u>Key Vocabulary (new vocab in bold)</u> Pulse, rhythm, pitch, rhyme, dynamics, tempo, melody, project, conductor, improvise Blues, Baroque, Latin, Bhangra, Folk and Funk</p> <p><u>Future Learning (Y2)</u> Children will begin to describe a piece of music using a developing understanding of the interrelated musical dimensions. They will use voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence. Children will also understand that structure describes how different sections of music are ordered.</p>	<p><u>‘Rhythm in the Way We Walk and Banana Rap’ (Charanga)</u> Explore reggae and an action song that links to foundations of music.</p> <p><u>Prior Learning (EYFS)</u> Children will have explored singing songs, making music and dance and experimenting with ways of changing them. (ELG)</p> <p><u>Skills</u> They will know what the songs are about. Children will know that music is made of different dimensions and can name some of them. They will know the words to a song from memory and learn the names and sounds of different instruments (string, wind, brass and percussion). Children will know the importance of warming up their voices and using good posture when singing.</p> <p><u>Knowledge</u> Children will listen to and appraise two contrasting pieces The Planets, Mars by Gustav Holst and Tubular Bells. Children will explain how they feel about the songs, using increasingly complex emotional literacy and may link these feelings to personal experiences. Children will increasingly use the correct terminology to describe the songs. Children will be able to find the pulse, listen to and copy back a rhythm using clapping and voice, showing some awareness of pitch. Children will learn to recognise different instruments from their sounds and recall some of their names. They will perform a song.</p> <p><u>Key Vocabulary (new vocab in bold)</u> Pulse, rhythm, pitch, dynamics, tempo, melody, project, composer, conductor, reggae</p> <p><u>Future Learning (Y2)</u> Children will use voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence. They will also understand that structure describes how different sections of music are ordered.</p>	<p><u>BBC 10 Pieces Project – Finlandia by Jean Sibelius 1899</u> It is an ode to the trees, lakes, mountains and people that make up Finland. In Finland the 8th December is known as the ‘Day of Finnish Music.’ This was the same day that Sibelius celebrated his birthday.</p> <p><u>Prior Learning (EYFS)</u> Children will have explored singing songs, making music and dance and experimenting with ways of changing them. (ELG)</p> <p><u>Skills</u> Children will listen to music inspired by a country with sustained concentration and discuss their feelings and emotions. Children will explore different dynamics and use their body as an instrument to make music. They will sing songs in different languages. Children will improvise and compose their own piece of music and create a graphical score to record it by developing their own story/narrative. Children will learn to play tuned and untuned instruments and treat them with respect. Children will create actions and movements to perform to the music they listen to and create and be able to move to a pulse. Children will develop their fine motor skills to play the instruments with control, coordination, and agility. Children will be able to describe and comment on their own and other’s work using the correct terminology.</p> <p><u>Knowledge</u> Children will know the meaning of some key musical terms so they can begin to use these when describing and commenting on their own and other’s work. Children will know where Finland is and key facts about the country. Children will understand how to explore sounds to improvise and create new compositions. Children will know that many countries have their own language.</p> <p><u>Key Vocabulary (new vocab in bold)</u> Pulse, rhythm, pitch, dynamics, tempo, melody, project, chants, raps, composer, conductor, graphic score, improvise</p> <p><u>Future Learning (Y2)</u> Children will listen with concentration and understanding to high-quality music and be able to internalise the pulse. They will improvise a simple rhythm using different instruments. They will understand that music has structure and will show a growing understanding how the musical dimensions are interrelated including timbre, texture. Children will use their voice with increasing expression and confidence and will experiment with, create, select, and combine sounds using the inter-related dimensions and perform with increasing audience awareness.</p>
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PSHE	<u>Me and My Relationships</u> <u>Prior Learning (EYFS)</u> Children have learnt to show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. (ELG) <u>Knowledge</u> Children will know about why rules in the classroom are important and how they can help them to maintain good relationships with their peers and adults. They will also begin to understand what feelings and emotions are and how such things can make our bodies feel. They will know who they can turn to for help with difficult emotions and will begin to explore how to recognise different feelings and emotions in others. <u>Skills</u> Children will begin to learn how to manage their own feelings and how to interact with others in a way that is thoughtful and tolerant. <u>Key Vocabulary (new vocab in bold)</u> Rules, feelings, emotions, happy, sad, worried, angry, nervous, excited, surprised, <u>Future Learning (Y2)</u> Pupils will use a range of words to describe feelings. They will understand the difference between teasing and bullying and will be able to identify some of the ways that good friends care for each other.	<u>Rights and Responsibilities</u> <u>Prior Learning (EYFS)</u> Children will have used everyday language to talk about size, weigh, capacity, position, time and money to compare quantities and objects and to solve problems. (ELG) They will also have learnt to manage their own basic hygiene and personal needs successfully. (ELG) <u>Knowledge</u> Children will know that good basic personal hygiene is important to stay healthy. They will know some ways to help look after our school environment as well as how to show respect towards people and property. They will begin to explore the value of money as well as some basic first aid. <u>Skills</u> Children will learn how to wash their hands properly. They will learn how to keep their bodies clean as well as how to brush their teeth. They will be able to identify the different coins and notes that we use in this country and will begin to identify their relative value. <u>Key Vocabulary (new vocab in bold)</u> Money, pound, penny, pence, coin, note, value, job, bank, earn, clean, wash, brush, toothpaste, toothbrush, soap, shampoo, hygiene, first aid, <u>Future Learning (Y2)</u> Children will make suggestions for improving the school environment and recognise everyone has a responsibility for looking after it. They will also understand that people have choices about what they do with their money.	<u>Valuing Difference</u> <u>Prior Learning (EYFS)</u> Children will have learnt that other children don’t always enjoy the same things, and are sensitive to this. (ELG) They will also have learnt about similarities and differences between themselves and others, and among families, communities and traditions. (ELG) <u>Knowledge</u> Children will know that there are ways in which they are similar and different to others. They will know that these similarities and differences should be respected. Children will know what tolerance is. They will begin to explore the differences between being unkind, teasing and bullying and will know what to do and who they can go to for help in these situations. Children will begin to know what fairness is and how we can demonstrate such knowledge when interacting with others. <u>Skills</u> Children will continue to learn how to recognise and demonstrate tolerance, respect and understanding. <u>Key Vocabulary (new vocab in bold)</u> Bullying, teasing, unkind, tolerance, respect, fairness, unfair, similar, different, <u>Future Learning (Y2)</u> Children will identify people who are special and explain some of the ways those people are special. They will also recognise and explain how a person’s behaviour can affect other people.	<u>Keeping Myself Safe</u> <u>Prior Learning (EYFS)</u> Children will have learnt the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. (ELG) <u>Knowledge</u> Children will know some ways to keep themselves fit and healthy, including why sleep is so important. They will know some physical feelings and emotions associated with feeling unsafe and will know who could help them when they feel this way. Children will know some feelings associated with different types of loss. They will understand that medicines can sometimes make people feel better when they’re ill and will be able to explain simple issues of safety and responsibility about medicines and their use. They will know the difference between appropriate and inappropriate touch and that some body parts are private. Finally, children will begin to learn a few ways on how they can stay safe on the internet. <u>Skills</u> Children will be able to recognise and link the physical feelings in their bodies with certain emotions. They will be able to discuss what medicine is for and how to keep safe around it. They will also be able to discuss the differences between appropriate and inappropriate touch. <u>Key Vocabulary (new vocab in bold)</u> Appropriate, inappropriate, safe, unsafe, body parts, private, touch, medicine, responsibility, internet safety, feelings, sleep, healthy, loss, emotions, fit <u>Future Learning (Y2)</u> Children will identify how inappropriate touch can make someone feel. They will learn about situations in which one would feel safe or unsafe, and also suggest actions for dealing with unsafe situations including who they could ask for help.	<u>Growing and Changing</u> <u>Prior Learning (EYFS)</u> Children will have made observations of animals and plants and explain why some things occur, and talk about changes. (ELG) <u>Knowledge</u> Children will know some simple bodily processes associated with themselves. They will know some ways to meet the basic needs of a baby and will be able to identify things they could do as a baby, a toddler and now and people that helped them at those different stages. Children will understand the differences between a secret and a nice surprise. They will know which body parts are private and the correct terms for such parts. They will also know ways in which private parts can be kept private and who they can talk to about such body parts. <u>Skills</u> Children will be able to discuss what different parts of the body do using the correct terminology. They will also be able to discuss the concept of privacy relating to certain body parts. <u>Key Vocabulary (new vocab in bold)</u> Heart, lungs, blood, stomach, intestines, brain, oxygen, ribs, chest, baby, needs, eye contact, cuddling, washing, changing, feeding, toddler, then, now, secret, surprise, penis, vulva, <u>Future Learning (Y2)</u> Children will identify different stages of growth (eg baby, toddler, child, teenager, adult) and describe some of the things that people are capable of at these different stages. They will also identify which parts of the human body are private.	<u>Being my Best</u> <u>Prior Learning (EYFS)</u> Children will have learnt the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. (ELG) <u>Knowledge</u> Children will know the importance of fruit and vegetables in their daily diet and that eating at least five portions a day helps to maintain health. They will know how diseases can spread and will recognise and use simple strategies for preventing the spread of diseases. Children will recognise that learning a new skill requires practice and the opportunity to fail, safely. They will also know how to demonstrate attentive listening skills and will know what it feels like to give and receive positive feedback. Finally, children will recognise how a person’s behaviour can affect other people. <u>Skills</u> Children will be able to discuss the importance of a healthy diet and will be able to demonstrate how to prevent the spread of disease by using strategies such as washing their hands. Children will be able to use attentive listening skills and will be able to give and receive positive feedback. <u>Key Vocabulary (new vocab in bold)</u> meat, fish, beans, nuts, protein, milk, cheese, yoghurt, dairy, fruit, vegetable, five a day, carbohydrate, starchy, bread, pasta, cereal, rice, energy, hygiene, disease, germs, learning, skill, resilience, determination, challenge, practice, kind, unkind, helpful, unhelpful, promise, behaviour, <u>Future Learning (Y2)</u> Children will learn how germs can be spread. They will understand that the body gets energy from food, water and oxygen. They will also recognise that exercise and sleep are important to health.