

# Callands Community Primary School

A curriculum programme for Science,  
Computing and the foundation subjects in  
EYFS, KSI and KS2

2024-25



# Foundational Science progression through EYFS

Focus	Seasonal changes	Everyday materials	Plants	Animals including humans	Vocabulary – To be used daily.
Reception Skills	<ul style="list-style-type: none"><li>• Describe what they see, hear &amp; feel whilst outside</li><li>• Observational drawings of the natural world</li><li>• Discuss how to care for the living things &amp; their habitats</li><li>• Examine change over time</li><li>• Express opinions on natural &amp; built environments &amp; opportunities to hear different points of view on the quality of the environment. Use words such as busy, quiet, pollution</li><li>• Understand the effect of changing seasons on the natural world around them</li></ul>	<ul style="list-style-type: none"><li>• Explore collections of materials with similar and/ or different properties.</li><li>• Talk about the differences between materials and changes that they notice.</li><li>• Characteristics of liquids &amp; solids e.g. cooking eggs, melting chocolate.</li><li>• Observe &amp; interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object &amp; a boat floating on water.</li></ul>	<ul style="list-style-type: none"><li>• Extend vocabulary: blossom, buds, bulb, evergreen, deciduous.</li><li>• Describe what they see, hear &amp; feel whilst outside.</li><li>• Name &amp; describe some plants.</li><li>• Draw pictures of plants.</li></ul>	<ul style="list-style-type: none"><li>• Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping &amp; hygiene can contribute to good health.</li><li>• Describe what they see, hear &amp; feel.</li><li>• Identify different parts of their body &amp; animals.</li><li>• Be able to show care and concern for living things.</li><li>• Know the effects exercise has on their bodies.</li><li>• Have some understanding of growth and change.</li><li>• Talk about things they have observed including animals.</li><li>• Observational drawings of animals.</li></ul>	<p><b>Autumn</b></p> <p>Senses, change, season, Autumn, Winter, hibernation, nocturnal, shoulders, ribs, backbone, knees, elbow, tail, whiskers, paws.</p> <p><b>Spring</b></p> <p>Materials, waterproof, melting, freezing, liquid, solid, growth, leaf, stem, root, flower, Spring.</p> <p><b>Summer</b></p> <p>Chrysalis, pupa, embryo, incubation, hatching, float, sink, hard, soft, stretch, heavy, light, Summer, test, fair.</p>
Reception Knowledge	<p><b>Autumn 1—All About Me</b></p> <p><b>Autumn 2- Changes</b></p>	<p><b>Spring 1—Animals Who Live in Cold and Warm Places</b></p> <p><b>Spring 2—Growing</b></p>		<p><b>Summer 1—Lifecycles/mini-beasts</b></p> <p><b>Summer 2—Journeys</b></p>	
	<p>Can name own body parts using the text Funny Bones as a support – all above + shoulders, ribs, backbone, knees, elbow. Compare to animal body parts such as tail, whiskers and paws.</p> <p>Explore how different body parts work .... bend, stretch, point</p> <p>Can piece back together the parts of the body and locate upon request.</p> <p>Can name their five senses and what each one does.</p> <p>Begin to name the 4 seasons.</p> <p>Can talk about similarities and differences between Autumn and Winter.</p> <p>Can name the characteristics of Autumn and begin to talk about Winter.</p> <p>Can talk about hibernation and begin to talk about nocturnal animals.</p>	<p>Know the effects of heating and cooling such as melting and freezing.</p> <p>Can identify waterproof materials.</p> <p>Compare differences and similarities between animals.</p> <p>All plants need water, light and warmth to grow and survive.</p> <p>A seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight.</p> <p>Continue to name the 4 seasons.</p> <p>Can talk about similarities and differences between Winter and Spring.</p> <p>Can name the characteristics of Winter and begin to talk about Spring.</p> <p>Can talk about nocturnal animals.</p>		<p>Use correct terms e.g. chrysalis, pupa when observing life cycle of butterfly &amp; lady-birds.</p> <p>Can describe the life cycle of a chick using correct terminology e.g. embryo, incubation, hatching.</p> <p>Knows that meat is produced from animals.</p> <p>Can organise objects into which float and sink.</p> <p>Can classify a set of objects by their materials – wood, plastic, fabric, and glass.</p> <p>Can name some of the characteristics of materials.</p> <p>Can describe the most suitable materials for building and give explanations as to why.</p> <p>Can talk about similarities and differences between Spring and Summer.</p> <p>Can name the characteristics of Spring and begin to talk about Summer.</p>	
Seasonal Changes		Everyday Materials	Plants	Animals including humans	

## Science Overview

Year 1	<b>Everyday Materials</b> — sorting and grouping <i>Observe seasonal changes (Link application of this within Geography)</i>		<b>Animals including humans</b> — classification <i>Observe seasonal changes (Link application of this within Geography)</i>		<b>Plants</b> — Types and parts of plants and trees <i>Observe seasonal changes (Link application of this within Geography)</i>	
Year 2	<b>Use of everyday materials and their properties</b>		<b>Animals including humans</b> — human life cycle, basic needs, exercise, healthy diet & hygiene.		<b>Plants</b> — seeds and bulbs and what a plant needs to grow  <b>Energy</b> (Mini Unit to prepare for KS2 learning—electricity, sound, light and forces)	
Year 3	<b>Rocks and other materials</b>	<b>Light</b>	<b>Forces and Magnets</b>	<b>Plants</b> — functions of flowering plants, pollination, seed formation and seed dispersal	<b>Animals including humans</b> — nutrition and skeleton	
Year 4	<b>Animals including humans</b> — digestive system, teeth and food chains	<b>Living things and their habitats</b> — Classification Key	<b>Electricity</b> — conductors and insulators in simple circuits including switches	<b>Sound</b>	<b>States of Matter and the Water Cycle</b>	
Year 5	<b>Earth and Space</b>	<b>Forces</b>	<b>Material properties and their changes</b> — irreversible and reversible changes		<b>Animals including humans</b> — stages to old age	<b>Living things and their habitats</b> — life cycle and life processes of reproduction
Year 6	<b>Electricity</b> — Using recognised symbols in circuit diagrams and comparing circuits	<b>Light and shadow</b> — including how our eyes function	<b>Evolution and Inheritance</b>		<b>Animals including humans</b> — circulatory system, diet, exercise and drugs.	<b>Living things and their habitats</b> — classification of plants and animals including micro-organisms

# Foundational Computing progression through EYFS

## Understanding the World: Computing Overview

Focus	Electronic Communication  Understanding Technologies	Text and Multimedia	Research and E-Safety	Digital images and audio	Algorithms  Handling information	Vocabulary- To be used daily.
Reception Skills	<ul style="list-style-type: none"> <li>Completes a simple program on electronic devices.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to list different IT in their home.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to give reasons why we need to stay safe online.</li> <li>Can use the internet with adult supervision to find and retrieve information of interest to them.</li> </ul>	<ul style="list-style-type: none"> <li>Can create content such as a video recording, stories, and/or draw a picture on screen.</li> </ul>	<ul style="list-style-type: none"> <li>Develops digital literacy skills by being able to access, understand and interact with a range of technologies.</li> </ul>	<p><u>Autumn</u></p> <p>Technology, photos, programme, app, ipad, internet, website, mouse, paint.</p> <p><u>Spring</u></p> <p>Keyboard, image, communicate, email.</p> <p><u>Summer</u></p> <p>Google, beebot videos.</p>
Reception Knowledge	Autumn 1 All About Me	Autumn 2 Changes	Spring 1 Animals Who Live in Cold & Warm Places	Spring 2 Growing	Summer 1 Lifecycles / Mini-Beasts	Summer 2 Journeys
	<p>Identify digital technology in my environment (home and in the classroom).</p> <p>Talk about ways I can use computers and other digital equipment (including iPads).</p> <p>Understand that computers and similar devices follow instructions.</p> <p>Recognise some ways in which the internet can be used to communicate.</p> <p>Give examples of how you might use technology to communicate with people you know.</p>	<p>Understand and use directional language such as forwards, backwards, left and right (including matching them to the correct symbol)</p> <p>Understand the meaning of the word instruction and that devices follow instructions.</p> <p>Understand that instructions should have a sequence.</p> <p>Use a basic sequence of instructions to program a device (such as a bee-bot or floor robot).</p> <p>Describe ways that some people can be unkind online.</p> <p>Offer examples of how this can make others feel.</p>	<p>Experiment with creating digital art using a simple program on a computer.</p> <p>Use different tools to experiment with creating digital art.</p> <p>Use different tools to change and delete.</p> <p>Understand the role of a keyboard and can begin to use it.</p> <p>Identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>Give some simple examples of these rules</p>	<p>Turn on and navigate an iPad to find and use an age appropriate apps.</p> <p>Operate iPad to take and save digital images and videos.</p> <p>Operate an iPad to retrieve digital images and videos.</p> <p>Recognise, online or offline, that anyone can say 'no' – 'please stop' – 'I'll tell' – 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p>	<p>Turn on and navigate a computer.</p> <p>Begin to enter text on a screen using a keyboard.</p> <p>Use a computer or iPad to create using simple programs.</p> <p>Begin to save my digital content.</p> <p>Talk about how to use the internet as a way of finding information online.</p> <p>Identify devices I could use to access information on the internet.</p>	<p>Safely access the internet using a computer or iPad.</p> <p>Begin to log onto the VLE and Purple Mash using my own login details.</p> <p>Use an iPad to interact with a QR code.</p> <p>Identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>Describe who would be trustworthy to share this information with and explain why they are trusted.</p>
E-Safety	Computer Skills		Programming		Word Processing skills	

## Computing Overview

Year 1	<p>Online Safety</p> <p>Programming: Moving a Robot</p>	<p>Online Safety</p> <p>Technology around us (mini unit)</p> <p>Information Technology Project: Using technology to create paintings and texts</p>	<p>Online Safety</p> <p>Programming: Introduction to Animation</p>
Year 2	<p>Online Safety</p> <p>Programming: Robot Algorithms</p>	<p>Online Safety</p> <p>Information Technology Project: Using IT to create memories</p>	<p>Online Safety</p> <p>Programming: Introduction to Quizzes</p>
Year 3	<p>Online Safety</p> <p>Programming: Sequence in Music</p>	<p>Online Safety</p> <p>How to create a network (mini unit)</p> <p>Information Technology Project: An animated story</p>	<p>Online Safety</p> <p>Programming: Events and Actions</p>
Year 4	<p>Online Safety</p> <p>Programming: Repetition in Shapes</p>	<p>Online Safety</p> <p>Information Technology Project: Fake News—A Real Story</p>	<p>Online Safety</p> <p>Programming: Repetition in Games</p>
Year 5	<p>Online Safety</p> <p>Programming: Variables in Games</p>	<p>Online Safety</p> <p>Information Technology Project: Advertising a new logo</p>	<p>Online Safety</p> <p>Programming: Sensing</p>
Year 6	<p>Online Safety</p> <p>Programming: Selection in Physical Computing</p>	<p>Online Safety</p> <p>Information Technology Project: Web Design—3D Buildings</p>	<p>Online Safety</p> <p>Programming: Selection in Quizzes</p>

	Foundational History Progression through EYFS UW- Past and Present/The World					
Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Communication	Vocabulary- to be used daily	
Reception Skills	Use talk to organise, sequence and clarify thinking and events.  Compare & contrast characters from stories, including figures from the past.  Comment on images of familiar situations in the past.	Ask questions to find out more & to check understanding of what has been said.  Understands questions such as who, why, when, where & how.  Understands a range of complex sentence structures including tense markers.  Engage in non-fiction books.	Articulate ideas & thoughts in well-formed sentences.  Ask questions to find out more & to check understanding of what has been said.	Use talk to organise, sequence & clarify thinking, ideas, feelings & events.	<u>Autumn</u>  Understand and use vocabulary: yesterday, last week, at the weekend, this morning, last night.  <u>Spring</u>  Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why?  <u>Summer</u>  Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain.	
Reception Knowledge	Autumn 1 All About Me	Autumn 2 Changes	Spring 1 Animals Who Live in Cold and Warm Places	Spring 2 Growing	Summer 1 Lifecycles/Mini-Beasts	Summer 2 Journeys
	To describe special events that have happened in my life at home.  To describe special families members and why they are special.  To describe what is the same and what is different between home and school.	Can describe who 'Guy Faulks' was and what he did.  To describe special events that have happened in my life at school.  Begin to use a simple timeline. E.g events during half term.  Can compare different celebrations and relate to family life.  Can retell the Christmas story and how this has influenced us today.  Can compare Christmas traditions from the past to today.	Can compare a range of homes describing similarities and differences.  To discuss the life of James Cook and his work with maps.  To sequence photographs of a baby, toddler, child and adult in the snow. What is the same and what is different?	Can make predictions about what might happen next.  Simple diary of growing plants.  Use non-fiction text to retrieve information.  Use sources to find information.  Talk about memories in the past, black and white photographs and compare to today.  What is special about my school and how has it changed.	Sequence the lifecycle of a butterfly. Chronology  Can describe the life cycle of a chick using correct terminology e.g. embryo, incubation, hatching.  To discuss David Attenborough and look at his work on animals now and in the past.	Can compare transport from the past to transport today. Discuss similarities and differences  Look at old and new tractors and talk about how they have changed.  Can identify old and new homes and explain their features.  What is special about my home?  Explore tools used for building and compare to today.  Look at transition—starting Reception and starting Year 1.
Significant person		Significant event		Significant places		Changes within living memory

## History Overview

Year 1	Changes within living memory — Shops through time (including a Victorian focus)	Significant Events People & Places In Their Own Locality  Local history study: Warrington  (Including Roy Chadwick —Burtonwood Airbase, Golden Gates at Warrington Town Hall & Warrington Walking Day)	Significant Individuals- National & International  Explorers - Christopher Columbus, Ellen Macarthur, Neil Armstrong, Ibn Battuta
Year 2	Significant Events — Remembrance Day & Gunpowder Plot	Events Beyond Living Memory — Great Fire of London	Significant People & Places  Manchester & LS Lowry (Industrial History and significant transportation links)  Walter Tull, Edith Cavell and Alan Turing (Link to World Wars)
Year 3	Changes in Britain — Stone Age to Iron Age		Early civilisations — Ancient Sumer, The Indus Valley, Ancient Egypt and The Shang Dynasty (Main focus on Ancient Egypt)
Year 4	Ancient Greece  A study of Greek life and achievements and their influence on the western world	The Roman Empire and its impact on Britain — Julius Caesar's attempted invasion in 55-54 BC 'Romanisation' of Britain	
Year 5	Anglo Saxons and Vikings — Struggle for the kingdom of England to the time of Edward the Confessor	Mayans — A non-European society that provides contrasts with British history	
Year 6	Conflict through time — Wars and the impact on the local area (WW1 and WW2 and the impact on Britain and the Local area)	Local history study — Britain beyond 1066 — Oliver Cromwell	

	Foundational Geography progression through EYFS					
	UTW – The Natural World					
Focus	Location	Place	Environmental Human and Physical	Geographical skills and fieldwork	Vocabulary- to be used daily	
Reception Skills	<p>Begin to grasp positionality (where one feature is in relation to another). Including the concepts of near and far, left and right, and behind and in front.</p> <p>Begin to develop an understanding of distance and scale. e.g. making drawings/models different sizes</p> <p>Begin to understand how one place is connected to another, for example:</p> <ul style="list-style-type: none"><li>- How they get from home to school</li><li>- How to compare distances between places or things</li><li>- How to draw a basic plan / map</li></ul> <p>Begin to:</p> <ul style="list-style-type: none"><li>- Build their own identity and develop their sense of place</li><li>- Gain knowledge about their own country and an awareness of other countries.</li></ul>	<p>To learn about their own home, garden, street, school. Then extending to their own village / town / city, country and then other countries of personal relevance.</p> <p>Build their place knowledge and begin to appreciate the connections between people and their physical environment.</p> <p>Begin to identify similarities and differences between places. Starting by comparing places they know from first-hand experience and then beginning to also think about places they have learnt about through texts, visitors etc.</p>	<p>Begin to observe and understand their local environment.</p> <p>Gradually begin to learn more about other places, comparing their own environment to others.</p> <p>Begin to:</p> <ul style="list-style-type: none"><li>- Describe their own and others’ environments</li><li>- Recognise the similarities and differences between the world around them and contrasting environments</li><li>- Understand important processes and changes in the world around them, including those affecting the land, bodies of water and the air, people, and wildlife e.g. seasons</li></ul>	<p>Begin to draw and use plans of areas that are familiar to them, such as their classroom or the school premises.</p> <p>Begin to use world maps and globes to identify countries of personal interest and other countries they are learning about through topics/themes and texts.</p> <p>Use their first -hand experiences to observe and begin to record information about their local environment.</p> <p>Begin to compare to parts of their local environment.</p>	<p><b><u>Autumn</u></b></p> <p>Hall, corridor, classroom, playground, forest school, field, woodland, town, village, road, path, hill, road, house, flat, map, globe, city, Warrington</p> <p><b><u>Spring</u></b></p> <p>Church, temple, synagogue, mosque, sign, symbol, country, faraway, school, shop, park, farm, doctors, library, museum, beach, island, river, mountain.</p> <p><b><u>Summer</u></b></p> <p>Forwards, backwards, turn, left, right, train, aeroplane, boat, land, sea.</p>	
Reception Knowledge	Autumn 1 All About Me— Local Environment	Autumn 2 Changes	Spring 1 Animals Who Live in Cold and Warm Places	Spring 2 Growing	Summer 1 Lifecycles/Mini-Beasts	Summer 2 Journeys
	<p><b>Navigate and confidently use different indoor and outdoor learning spaces:</b></p> <ul style="list-style-type: none"><li>- Name and know the purpose of each space.</li><li>- Compare learning spaces, identify likes/dislikes.</li><li>-Talk about similarities and differences between Reception learning spaces and Nursery.</li></ul> <p><b>Become familiar with key school spaces:</b></p> <ul style="list-style-type: none"><li>- Name and know the purposes of different spaces e.g. hall etc.</li></ul>	<p><b>Talk about where they live:</b></p> <ul style="list-style-type: none"><li>- Know their address</li><li>- Describe key features using correct vocabulary</li><li>- Understand that friends/people live in different types of houses/home in their village, town, city.</li></ul> <ul style="list-style-type: none"><li>- Begin to name different types of homes in the UK using correct vocabulary</li><li>- Begin to identify key features of different types of homes.</li></ul> <p><b>Draw information from a simple map. Beginning to (with support):</b></p> <ul style="list-style-type: none"><li>- Develop an awareness of the purpose of maps and globes (begin with UK</li><li>- Locate the UK and other countries of personal / class relevance</li></ul>	<p><b>Understand that different places and buildings in the local community have different purposes:</b></p> <ul style="list-style-type: none"><li>- Name different buildings within the local area (secular and religious)</li><li>- Share experiences of visiting different places / buildings</li></ul> <p><b>Draw information from a simple map:</b></p> <ul style="list-style-type: none"><li>- Begin to develop an awareness of signs and symbols on simple maps</li><li>- Find places of interest on a simple map</li><li>- Draw and create own maps using objects, pictures and some signs / symbols. (Linked to maths)</li></ul>	<p><b>Begin to talk about:</b></p> <ul style="list-style-type: none"><li>- People within their community / family who have links with other countries.</li><li>- Food they experience which has been grown in different countries.</li><li>- Stories which are set in other countries.</li></ul>	<p><b>Follow and use simple instructions:</b></p> <ul style="list-style-type: none"><li>- Around school</li><li>- When out on visits into the local community</li></ul> <p><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b></p> <p><b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non fiction texts and—when appropriate—maps.</b></p>	<p><b>Describe journey to school:</b></p> <ul style="list-style-type: none"><li>- Name different types of transport</li><li>- Name familiar places passed each day</li><li>- Understand that not everyone has the same journey</li><li>- Use maps to understand how relatively far / close other countries are from the UK</li><li>- Use maps to talk about how you could travel from one country to another e.g. aeroplane, train, boat etc.</li><li>- Begin to develop some knowledge of London e.g. Big Ben, Windsor Castle.</li></ul> <p><b>Actively engage in walks around the local environment/community:</b></p> <ul style="list-style-type: none"><li>- Support with the planning of the journey/ trip</li><li>- Name key features / buildings</li><li>- Describe observations using some correct names / vocabulary</li><li>- Recognise and begin to talk about some similarities and differences between life in this country and life in other countries.</li></ul>
My School, My Area		Warrington		The UK / Other Countries		






## Geography Overview

Year 1	My School, My Area	The UK and Four Countries
Year 2	Comparative study of an area in UK (Warrington & non-European country - Brazil (Santos))	Exploring the world; continents and oceans

Year 3	The UK regions, counties and cities	Mountains, Volcanoes and Earthquakes.	Rivers
Year 4	Settlements and Land Use in the North West	Europe with a study of Greece (Including a comparative study with the North West of England)	
Year 5	North America (Including a comparative study)	Central America — Global Trade	Sustainable Development Goals — My Sustainable Future?
Year 6	South America & The Amazon		Climate Change: Our world, Our responsibility (Focus study on Antarctica)

# Foundational Art progression through EYFS

## Expressive Arts and Design – Creating with materials

Focus	Drawing	Painting	Texture and collage	Explore	Vocabulary
Reception Skills	<ul style="list-style-type: none"><li>• Use a range of tools competently &amp; safely.</li><li>• Explore different textures. Encourage accurate drawings of people.</li><li>• Create representations of both imaginary &amp; real-life ideas, events, people &amp; objects.</li><li>• Explore, use &amp; refine colour mixing techniques.</li><li>• Use colour for purpose, including creating moods.</li></ul>	<ul style="list-style-type: none"><li>• Experiment to create different textures.</li><li>• Use tools to create different textures.</li><li>• Use a range of materials to create different textures.</li><li>• Manipulate materials to have a planned effect.</li></ul>	<ul style="list-style-type: none"><li>• Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding.</li></ul>	<ul style="list-style-type: none"><li>• Respond imaginatively to artworks &amp; objects.</li><li>• Explore, use &amp; refine a variety of artistic effects to express their ideas &amp; feelings.</li><li>• Expresses &amp; communicate working theories, feelings &amp; understandings in the form of art work &amp; objects.</li></ul>	<p><b><u>Autumn</u></b></p> <p>Texture, grip, press, pattern, pinch, squeeze, poke, pat, roll</p> <p><b><u>Spring</u></b></p> <p>Observation, printing, texture, technique, collage.</p> <p><b><u>Summer</u></b></p> <p>Moulding, combine, imagination, clay, model.</p>
Reception Knowledge	<b>Autumn</b> All About Me/ Changes		<b>Spring</b> Animals Who Live in Cold & Warm Places/Growing		<b>Summer</b> Lifecycles/Mini-Beasts/ Journeys
	<p>Begin to draw with purpose, deciding what to draw before making marks.</p> <p>Use a variety of mark-makers with increasing control and efficiency.</p> <p>Understand that they can draw through observation (e.g. portraits using mirrors)</p> <p>In painting, be able to select a brush and use a ‘dip, draw, wash and wipe’ technique to keep colours clear.</p> <p>Explore what happens mixing primary colours to create secondary colours.</p> <p>Understand how to print effectively using fine motor skills to grip and press. Begin to make considered patterns/pictures.</p> <p>Mould with hands using techniques such as pinching, squeezing, pulling, poking, patting to achieve a desired effect (e.g. sausages, balls, thumb pot). Use tools appropriately to roll, cut, flatten etc.</p> <p>Independently make constructions, using own ideas and available loose parts. Show increasing skills with combining, lining up, stacking etc.</p> <p>Explore different contrasting textures e.g. rough, smooth. Use techniques (e.g. folding, crunching, tearing and cutting) to create different effect.</p> <div><p><b>Orla Kiely</b> BRITISH DESIGNER <a href="https://www.britishecouncil.ie/orla-kiely">https://www.britishecouncil.ie/orla-kiely</a> “I remember looking at leaves... doing it simply...that's what I love doing” Explore printing on the different surfaces of leaves &amp; other natural objects. How are they similar/different (shape, size, edge etc). Explore mixing different colours to create patterns and pictures. Explore printing a 'leaf void' (painting over the leaf on paper, lifting up leaf to reveal the outline).</p></div>		<p>Develop drawing within a range of contexts (e.g. telling a story, figurative or responding to the way an object moves or feels).</p> <p>Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern.</p> <p>Mix various shades of primary colours to create secondary colours and use these in artwork.</p> <p>Have own ideas for print making (e.g. finding their own everyday objects) to experience a variety of shape, texture and pattern.</p> <p>Take rubbings from objects such as tree bark.</p> <p>Combine pieces using different techniques and tools to represent a familiar object (e.g. a caterpillar) and represent the feel of an object (e.g. spiky, furry, smooth).</p> <p>Build and de-construct loose part models / constructions to represent real life / imaginary objects and experiences. Handle tools and materials with increasing control.</p> <p>Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage. Make repeating and irregular patterns.</p> <div><p><b>Paul Klee</b> SWISS PAINTER <a href="https://www.theartstory.org/artist/klee-paul/">https://www.theartstory.org/artist/klee-paul/</a> “a line is a dot that went for a walk” Explore what happens when you let your pencil/brush wander across the paper. Try and keep an unbroken line then stand back &amp; look at your picture. What does it suggest? Maybe add stick legs and eyes.</p></div>		<p>With independence, create drawings based on feelings, real / imaginative experiences and stories.</p> <p>Use drawing tools with care and increasing precision.</p> <p>Draw with increasing complexity and detail.</p> <p>Observe colour in nature and represent it in artwork; mixing colours to match what they see.</p> <p>Work collaboratively with other children, sharing ideas, resources and skills.</p> <p>Use printing techniques with independence to make patterns and pictures, using a variety of artistic effects (e.g. using irregular and repeating patterns).</p> <p>Make models with a purpose and with increasing skill (e.g. shaping, moulding or combining pieces) For instance, with a systematic approach - begin with a body, add a head, legs and a tail to make a dog.</p> <p>Make imaginative structures, using tools with control. Explore a wide range of materials, making simple forms and applying simple decorative features where wanted.</p> <p>Independently assemble different pieces to create a picture or pattern. Use imagination / observation, building on their previous learning, to represent their ideas.</p> <div><p><b>Barbara Hepworth</b> BRITISH SCULPTOR <a href="https://www.theartstory.org/artist/hepworth-barbara/">https://www.theartstory.org/artist/hepworth-barbara/</a> Look at <i>Family of Man</i> sculpture. Explore stacking and building inside and outside using everyday objects. Look for interesting materials, colours and textures. Try making sculptures of yourself and family. Experiment with balancing objects and try different arrangements to look like a figure.</p></div>
Painting and Printing			Drawing		Texture, Collage, Modelling and Sculpture

## Art and Design Overview

Year 1	<b>Printing, painting &amp; Pattern</b> Artists – Paul Klee, Wassily Kandinsky, Yayoi Kusuma	<b>Collage</b> Artist – Henri Matisse Illustrator – Eric Carle	<b>Observational Drawing</b> Artist – William Morris Illustrator – Ernst Haeckel Photographer – Karl Blossfeldt Potter – Kate Malone
Year 2	<b>Sculpture</b> Artists – Andy Goldsworthy Sculptor – Richard Long, Frank Stella	<b>Painting – Colour</b> Artists – Claude Monet & Georgia O'Keeffe Illustrator – Rosie Sanders Photographer – Robbie Honey	<b>Textiles – Pattern</b> Artists – Esther Mahalangu & Sindiso Khumalo
Year 3	<b>Drawing / Parietal Art (Cave Art)</b> Archaeologist (32 ancestral signs) – Genevieve Von Petzinger	<b>Relief Printing—Fossils</b> Artists – Pablo Picasso	<b>Painting Landscapes</b> Artists – Freidensreich Hunterwasser, LS Lowry & Erin Hanson
Year 4	<b>Clay Sculpture</b> Artists – Otto & Vivaka Heino, Cornelia Parker & Barbara Hepworth	<b>Textile – Stitching</b> Artists – William Morris, Mary White & Cath Kidston	<b>Collage — Surface Texture</b> Artists – Gustav Klimt, Antonio Gaudi, Cleo Mussi
Year 5	<b>Drawing &amp; Sculpture – Clay Portraits</b> Artists – Pablo Picasso, Amedeo Modigliani & Chuck Close	<b>Printing – Mixed Media (Graffiti Art)</b> Artists – Jean M Basquiat, Banksy & Frank Shepard Fairey	<b>Painting &amp; Collage</b> Artists – John Dyer, Henri Rousseau & Beatriz Milhazes
Year 6	<b>Collage — Assemblage Art</b> Artists – Louisa Nevelson, Picasso, G Braque, Henri Matisse & Jason Mecier	<b>Drawing – Still life</b> Artists – Georgia O'Keeffe, & Leonardo Da Vinci Designer—Alexander McQueen	<b>Textiles– Quilting</b> Artists – Sue Benner & Josie Russell

# Foundational Design and Technology progression through EYFS

## EAD: Creating with Materials & Being Imaginative and Expressive

Focus	Designing	Making	Evaluating	Technical Skills	Food Technology	Vocabulary- To be used daily.
Reception Skills	<ul style="list-style-type: none"> <li>Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding.</li> <li>Create collaboratively sharing ideas, resources &amp; skills.</li> </ul>	<ul style="list-style-type: none"> <li>Use increasing knowledge &amp; understanding of tools &amp; materials to explore their interests &amp; enquiries &amp; develop their thinking.</li> <li>Create representations both imaginary &amp; real-life ideas, events, people &amp; objects.</li> </ul>	<ul style="list-style-type: none"> <li>Express &amp; communicates working theories, feelings &amp; understandings.</li> <li>Responds imaginatively to art works &amp; objects.</li> <li>Return to &amp; build on previous learning, refining ideas &amp; developing their ability to represent them.</li> <li>Discuss problems &amp; how they might be solved.</li> </ul>	<ul style="list-style-type: none"> <li>Use different techniques for joining materials.</li> </ul> <p>Use tools independently, with care &amp; precision.</p>	<ul style="list-style-type: none"> <li>Look closely at similarities, differences, patterns &amp; change.</li> <li>Know &amp; talk about the different factors that support their overall health &amp; well-being.</li> </ul>	<p><b>Autumn</b></p> <p>Join, stick, cut, bend, slot, smooth, bendy, bumpy, sweet, sour, dry, we, bitter, chewy, watery, safety, knife, blade, sharp, tool, edge, handle, chop, slice, cut</p> <p><b>Spring</b></p> <p>Thread, weave, pinch, push, pull, through, under, over, up, down, pattern, sew, sewing needle, wool, thread, hessian</p> <p><b>Summer</b></p> <p>Waterproof, material, absorb, leak, wet, dry, float, sink, healthy, balanced diet, healthy eating, healthy lifestyle</p>
Reception Knowledge	<p><b>Autumn 1</b></p> <p>All About Me</p>	<p><b>Autumn 2</b></p> <p>Changes</p>	<p><b>Spring 1</b></p> <p>Animals Who Live in Cold</p>	<p><b>Spring 2</b></p> <p>Growing</p>	<p><b>Summer 1</b></p> <p>Lifecycles/Mini-Beasts</p>	<p><b>Summer 2</b></p> <p>Journeys</p>
	<p>To explore and investigate the tools and materials in the junk modelling area.</p> <p>To develop scissor skills.</p> <p>To investigate cutting different materials.</p> <p>To explore different ways to temporarily join materials together.</p> <p>To learn how to plan and select the correct resources needed to make a model.</p> <p>To verbally plan and create a junk model.</p> <p>To share a finished model and talk about the processes in its creation.</p>	<p>- To explore fruits and vegetables and the differences between them.</p> <p>- To use adjectives to describe how fruits and vegetables look, feel, smell and taste.</p> <p>- To explore a pumpkin and describe it using the five senses.</p> <p>- To design a fruit and vegetable soup recipe.</p> <p>- To practise cutting with a knife.</p> <p>- To learn how to use a knife safely.</p> <p>- To observe and help (where appropriate) with the use of tools to prepare ingredients.</p> <p>- To describe the finished product and evaluate the process.</p> <p>- To design food packaging.</p>	<p>To develop threading and weaving skills.</p> <p>To practise and apply weaving skills to a specific material e.g. paper.</p> <p>To practise and apply threading skills with specific materials e.g. hessian and wool.</p> <p>To use threading or sewing to design a product (bookmark).</p> <p>To create a textiles product (bookmark) following their own design.</p> <p>To reflect with children on how they have achieved their aims.</p>	<p>To design and create a hanging Easter egg decoration.</p> <p>To use a range of tools and techniques to create a threaded spring flower.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>To understand what waterproof means and to test whether materials are waterproof.</p> <p>To test and make predictions for which materials float or sink.</p> <p>To compare the uses of boats.</p> <p>To investigate how the shape and structure of boats affects the way they move.</p> <p>To design a boat.</p> <p>To create a boat based upon their own design.</p>	<p>To design a rainbow salad recipe.</p> <p>To create a rainbow salad and talk about the importance of healthy eating.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: healthy eating.</p> <p>Manage their own basic hygiene and personal needs, including... understanding the importance of healthy food choices.</p>
Cooking and Nutrition		Mechanisms and Structures			Textiles	

## Design & Technology Overview

Year 1	Mechanisms — <i>Sliders and Levers</i>	Cooking and Nutrition — <i>Sandwiches</i> Mini Cooking & Nutrition Unit — <i>Overnight Oats</i>	Structures — <i>Free-standing Structures</i>
Year 2	Textiles — <i>Templates and Joining Techniques</i>	Mechanisms — <i>Wheels and Axles</i>	Cooking and Nutrition — <i>Soup</i> Mini Cooking & Nutrition Unit — <i>Berry Banana Split</i>

Year 3	Cooking and Nutrition — <i>Stew</i> Mini Cooking & Nutrition Unit — <i>Hot Sandwich</i>	Structures — <i>Shell Structures</i>	Textiles — <i>2D shapes design to a 3D product</i>
Year 4	Mechanical Systems — <i>Levers and Linkages</i>	Electrical Systems — <i>Electronic Games</i>	Mechanical Systems — <i>Hydraulics and Pneumatics</i> Mini Cooking & Nutrition Unit — <i>Fruit Pie</i>
Year 5	Mechanical Systems — <i>Pulleys and Gears</i>	Textiles — <i>Combining Different Fabric Shapes</i>	Cooking and Nutrition — <i>Celebrating Culture and Seasonality</i> Mini Cooking & Nutrition Unit — <i>Fruit Taquito</i>
Year 6	Electrical Systems — <i>More Complex Switches and Circuits</i>	Mechanical Systems — <i>CAMs toy</i>	Structures — <i>Framed Structures</i> Mini Cooking & Nutrition Unit —

## PE progression through EYFS

### PD: Gross Motor Skills/ Fine Motor Skills/ EAD: Being Imaginative and Expressive

Focus	Gymnastics movements	Fundamental Movement Skills	Dance	Fine motor skills	Health and Self Care	Vocabulary – To be used daily.
Reception Skills	<ul style="list-style-type: none"><li>• Revise &amp; refine fundamental movements, making changes to body shape, position &amp; pace of movement such as side step, hop and gallop.</li><li>• Develop overall body strength, coordination, balance &amp; agility.</li><li>• Good control of a balance and smooth movements, e.g. keep head up, work of the balls of feet.</li><li>• Fundamental movements skills through shape, travel and rotation.</li><li>• Use of floor work including short and larger apparatus.</li></ul>	<ul style="list-style-type: none"><li>• Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles.</li><li>• Develop overall body strength, coordination, balance &amp; agility e.g. wheelbarrows, balance bikes &amp; pedal bikes.—Outdoor continuous provision.</li><li>• Jump two feet to two feet, forwards, backwards and side to side.</li><li>• Use a good take off and landing with balance on control on landing e.g. bending knees.</li></ul>	<ul style="list-style-type: none"><li>• Initiates new combinations of movements &amp; gestures to express &amp; respond to feelings, ideas &amp; experiences.</li><li>• Watch &amp; talk about dance &amp; performance art, expressing their feelings &amp; responses.</li><li>• Explore &amp; engage in dance, performing solo or in groups.</li><li>• Combine different movements with ease &amp; fluency.</li></ul>	<ul style="list-style-type: none"><li>•Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li><li>•Suggested tools are pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li><li>•Develop the foundations of a handwriting style which is fast, accurate and efficient.</li></ul>	<ul style="list-style-type: none"><li>• Can manage their own personal hygiene.</li><li>• Know and talk about the different factors that support their overall health and well-being.</li><li>•Can describe the importance of physical activity, healthy eating, tooth brushing, good sleep routines.</li></ul>	Follow, lead, copy, gallop, slither, crawl, kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles, stretch, strong, firm, gentle, heavy, floppy
Reception Knowledge	<div>Autumn 1 All About Me</div> <div>Autumn 2 Changes</div>		<div>Spring 1 Animals who live in Cold and Warm Places</div> <div>Spring 2 Growing</div>		<div>Summer 1 Lifecycles and Mini-beasts</div> <div>Summer 2 Journeys</div>	
	<ul style="list-style-type: none"><li>•I can climb on large and small equipment.</li><li>•I can travel across balancing equipment using different body parts.</li><li>•I can balance on a bench, strip of wood or beam.</li><li>•I can adjust my speed to avoid obstacles.</li><li>•I can complete a seated balance.</li><li>•I can use a variety of mark making tools with control.</li><li>•Use a comfortable tripod grip with good control when holding pens and pencils in preparation for fluent writing.</li><li>•I can write some letters accurately.</li></ul>		<ul style="list-style-type: none"><li>•I can give my opinion about a movement or actions and explain what is good and what can be improved.</li><li>•I can talk about the importance or exercise and sleep.</li><li>•I can hold my pencil with a dominant hand and write recognisable letters for all set one sounds.</li><li>•I can create standing and seated floor shapes.</li><li>•I can travel between shapes including jumping..</li><li>•I can create movements using circles, including arm circles,.</li><li>•I can travel in unison.</li><li>•I can move in time to music and change my movements in response to what I hear.</li></ul>		<ul style="list-style-type: none"><li>•I can ride a balance bike effectively and with control.</li><li>•I can explain a healthy diet and some different food combinations.</li><li>•I can write with a clear tripod grip and create accurately formed letters ready for joining.</li><li>•I can throw and catch a ball with accuracy.</li><li>•I can develop confidence, competence, precision &amp; accuracy with activities that involve a ball.</li><li>•I can develop a wide range of skills including throwing, catching and kicking whilst aiming.</li></ul>	
Gymnastics			Dance		Fine Motor Skills	

## PE Overview

Year 1	Fundamental Movement Skills — Real PE Gymnastics — Real Gym	Dance Team Games	Athletics Attacking and Defending
Year 2	Fundamental Movement Skills — Real PE Gymnastics — Real Gym	Dance Team Games	Athletics Attacking and Defending
Year 3	Gymnastics — Real Gym Outdoor Adventurous Activities	Dance Net and wall games — Tennis	Athletics Invasion Games — Rugby
Year 4	Gymnastics — Real Gym/Swimming (including water safety) Outdoor Adventurous Activities/ Swimming (including water safety)	Dance Net and wall games — Tennis	Athletics Invasion Games — Rugby
Year 5	Gymnastics — Real Gym Outdoor Adventurous Activities	Dance/Swimming (including water safety) Striking and Fielding — Rounders/ Swimming (including water safety)	Athletics Invasion Games — Basketball
Year 6	Gymnastics — Real Gym Outdoor Adventurous Activities	Dance Striking and Fielding — Cricket	Athletics Invasion Games — Basketball/ Swimming Top-Up (including water safety)

# Music progression through EYFS

## EAD – Being Imaginative and Expressive

Focus	Singing	Listening	Composing	Performing	Vocabulary- To be used daily.	
Reception Skills	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Respond imaginatively to music e.g. this music sounds like dinosaurs.  Listen attentively, move to and talk about music, expressing their feelings and responses.	<ul style="list-style-type: none"> <li>Choose particular movements, instruments/sounds for their own imaginative purposes.</li> <li>Explore &amp; engage in music making &amp; dance, performing solo or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch &amp; following the melody.</li> <li>Make Music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.</li> </ul>	Chant  High/ low  Repeat  Rhythm  Sound  Beat  Follow	
Reception Knowledge	Autumn 1 All About Me	Autumn 2 Changes	Spring 1 Animals Who Live in Cold and Warm Places	Spring 2 Growing	Summer 1 Lifecycles and Mini-beasts	Summer 2 Journeys
	<b>Learn to sing:</b> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers  <i>Find the pulse.</i>  <i>Copy-clap the rhythm of names.</i>  <i>Explore high sounds and low sounds using voices and glockenspiels.</i>	<b>Learn to sing:</b> I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song  <i>Find the pulse as one of the characters from the song.</i>  <i>Copy-clap the rhythm of small phrases from the songs.</i>  <i>Explore high pitch and low pitch in the context of the songs.</i>  <i>Invent a pattern to go with a song using one note.</i>	<b>Learn to sing:</b> Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes  <i>Invent ways to find the pulse.</i>  <i>Copy-clap some rhythms of phrases from the songs.</i>  <i>Explore high pitch and low pitch in the context of the songs.</i>  <i>Use the starting note to explore melodic patterns using one or two notes.</i>	<b>Learn to sing:</b> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey  <i>Find the pulse and show others your ideas.</i>  <i>Copy-clap some rhythms of phrases from the songs.</i>  <i>Explore high pitch and low pitch using the images from the songs.</i>  <i>Use the starting note to explore melodic patterns using one or two notes.</i>	<b>Learn to sing:</b> Big Bear Funk  <i>Find a funky pulse.</i>  <i>Copy-clap 3 or 4 word phrases from the song.</i>  <i>Keep the beat of the song with a pitched note.</i>  <i>Add pitched notes to the rhythm of the words or phrases in the song</i>  <i>.Enjoy playing patterns using a combination of any of the three notes C, D and E.</i>	<b>Refelct, rewind and replay:</b> Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat  Consolidate learning and contextualise the history of music.
Explore pulse, rhythm and duration		Exploring pitch, timbre, tempo and dynamics.		Exploring sounds, instruments and symbols.		



## Music Overview

<b>Year 1</b>	Exploring pulse and rhythm / Exploring duration  Charanga Units —My Musical Heart-beat / Dance, Sing and Play!	Exploring pitch / Exploring timbre, tempo and dynamics  Charanga Units—Exploring Sounds / Learning to Listen	Exploring sounds / Exploring instruments and symbols  Charanga Units—Having Fun with Improvisation! / Let's Perform Together!
<b>Year 2</b>	Exploring pulse and rhythm / Exploring duration  Charanga Units —Pulse, Rhythm and Pitch / Playing in an Orchestra	Exploring pitch / Exploring timbre, tempo and dynamics  Charanga Units—Inventing a Musical Story / Recognising Different Sounds	Exploring sounds / Exploring instruments and symbols  Charanga Units—Exploring Improvisation / Our Big Concert

<b>Year 3</b>	Exploring musical arrangements—texture  Charanga Units— Writing Music	Exploring sounds - playing a picture  Charanga Units—Composing using Imagination / More Musical Styles	Exploring melody and lyrics—writing jingles  Charanga Units—Exploring Improvisation / Opening Night
<b>Year 4</b>	Exploring musical arrangements- using the pentatonic scales  Charanga Units—Musical Structures / Exploring Feelings When You Play	Exploring sounds - creating soundscapes  Charanga Units—Compose with Your Friends / Feelings Through Music	Exploring melody and lyrics—raps and rhymes  Charanga Units—Expression and Improvisation / The Show Must Go On!
<b>Year 5</b>	Exploring musical arrangements— creating a rondo  Charanga Units—Melody and Harmony in Music/Sing and Play in Differ-	Exploring sounds—creating a rondo  Charanga Units—Composing and Chords / Enjoying Musical Styles	Exploring melody and lyrics—part-song performance  Charanga Units—Freedom to Improvise / Battles of The Bands
<b>Year 6</b>	Exploring musical arrangements—exploring rounds  Charanga Units—Music and Technolo-	Exploring sounds/Exploring Musical Styles  Charanga Units—Creative Composition / Musical Styles Connect Us	Exploring melody and lyrics—song writing  Charanga Units—Improvising with Confidence/ Farewell Tour

# Foundational RE progression through EYFS

## UTW – People, Culture and Communities

Focus	Beliefs and Values	Search for Personal meaning	Living religious traditions	Shred human experience	Vocabulary-	
Reception Skills	<ul style="list-style-type: none"><li>· Compare &amp; contrast characters from stories, including figures from the past</li><li>· Talks about past &amp; present events in their own life &amp; in the lives of family members</li></ul>	<ul style="list-style-type: none"><li>· Know about similarities &amp; differences between themselves &amp; others, &amp; among families, cultures &amp; traditions</li><li>· Knows that other children do not always enjoy the same things, &amp; is sensitive to this</li></ul>	<ul style="list-style-type: none"><li>· Understand that some places are special to members of their community</li></ul>	<ul style="list-style-type: none"><li>· Talk about members of their immediate family &amp; community</li><li>· Enjoys joining in with family customs &amp; routines</li></ul>	<u><b>Autumn</b></u> Christian, Hindu, Muslim, Harvest, Christmas, Diwali, Eid, celebrate. <u><b>Spring</b></u> Qur'an, Allah, Jesus, Bible. <u><b>Summer</b></u> Worship, holy, Church, Mosque, Mandir.	
Reception Knowledge	<b>Autumn 1</b>  All About Me	<b>Autumn 2</b>  Changes	<b>Spring 1</b>  Animals Who Live in Cold	<b>Spring 2</b>  Growing	<b>Summer 1</b>  Lifecycles/Mini-Beasts	<b>Summer 2</b>  Journeys
	<p>Develop a deeper awareness of self:</p> <ul style="list-style-type: none"><li>- Talk confidently about the things that make them unique.</li><li>- Talk about own likes and dislikes</li></ul> <p>Talk about members of their immediate family, people who are familiar to them and their community, making comparisons:</p> <ul style="list-style-type: none"><li>-Talk about their own family and identify what makes them unique</li><li>- Listen to others as they talk about their family</li></ul> <ul style="list-style-type: none"><li>- Develop an awareness of different types of families, identifying some similarities and differences</li><li>- Talk about family customs and routines using some correct vocabulary</li><li>- Imitate everyday actions / events from family life (domestic role play).</li></ul>	<p><b>Special times:</b></p> <ul style="list-style-type: none"><li>-How and why do we celebrate?</li><li>- What does it feel like to be part of a special celebration?</li><li>- What aspects of my life do I want to celebrate?</li><li>- Why do people want to gather together to celebrate special times?</li><li>- Why might people send cards and exchange gifts at special times?</li></ul> <p>Learn about what Christians might do to celebrate Harvest and Christmas.</p> <p>Learn about how Hindus might celebrate Diwali.</p> <p>Learn about Eid-ul-Adha and how Muslims might celebrate it.</p>	<p><b>Special stories:</b></p> <ul style="list-style-type: none"><li>- Why are some stories special?</li><li>- What special messages can we learn from stories?</li><li>- What do you treat with respect and why?</li><li>- What stories are special to you and why?</li><li>- What does it mean if something is special?</li><li>- How do people care for their special things?</li></ul> <p>Learn that Muslims treat the Qur'an with great respect.</p> <p>Muslims follow what is written in the Qur'an as it is the word of Allah.</p> <p>Christians try to follow the example of Jesus as read in the Bible.</p> <p>Learn about how stories from the Bible might guide Christians in how to live their lives.</p>	<p><b>Special Places:</b></p> <ul style="list-style-type: none"><li>- What is special about our world?</li><li>- What do you think is special in the world?</li><li>- What can we do to take care of the world?</li><li>- How do people harm the world?</li><li>- How do people take care of the world?</li></ul> <p>Muslims follow the example of the Prophet Muhammad and treat the world with care.</p> <p>Muslims follow the example of the Prophet Muhammad and treat animals with kindly.</p> <p>Christian should look after the world as a way of doing what God wants.</p> <p>Christians actively look after the environment and promote the care of God's world.</p>	<p><b>Special Places:</b></p> <ul style="list-style-type: none"><li>-What buildings and places are special to different people?</li><li>-Where is my special place and why is it special?</li><li>- How should I behave differently at school than at home?</li><li>- What makes a place special?</li><li>- How and why do we behave differently in different places?</li></ul> <p>Learn that Mosques are holy places for Muslims.</p> <p>Muslims visit the Mosque to listen to the word of Allah.</p> <p>A Mandir is a holy place for Hindus.</p> <p>Hindus visit the Mandir to worship and talk to God through the deities.</p> <p>A Church is a holy place for Christians.</p> <p>Christian visit the Church to talk to God and worship him as a Christian family.</p>	

## RE Overview

Year 1	<p>Christianity — Why do Christians say that God is a 'father'?</p> <p>Christianity — Why is Jesus special to Christians?</p>	<p>Islam — How might beliefs about creation affect the way people treat the world?</p> <p>Exploration: Belonging</p>	<p>Hindu Dharma — What do Hindus believe about God?</p> <p>Christianity — How might some people show they belong to God?</p>
Year 2	<p>Christianity — Does how we treat the world matter?</p> <p>Christianity — Why do Christians say Jesus is the light?</p>	<p>Hindu Dharma — How might people express their devotion?</p> <p>Islam — Why do Muslims believe it is important to obey God?</p>	<p>Christianity — What unites the Christian community?</p> <p>Exploration: Nature and God</p>
Year 3	<p>Christianity — How have some people served God?</p> <p>Islam — Why is the prophet Muhammad (pbuh) an example to Muslims?</p>	<p>Christianity — What does it mean to be a disciple of Jesus?</p> <p>Christianity — What do Christians mean by the 'Holy Spirit'?</p>	<p>Hindu Dharma — Why is family an important part of Hindu life?</p> <p>Exploration: People of faith</p>
Year 4	<p>Hindu Dharma — What might a Hindu learn through celebrating Diwali?</p> <p>Christianity — How and why might Christians use the bible?</p>	<p>Christianity — Is sacrifice an important part of religious life?</p> <p>Exploration: Special food</p>	<p>Islam — Why do Muslims fast during Ramadan?</p> <p>Christianity — What does 'love your neighbour' really mean?</p>
Year 5	<p>Christianity — Why is it sometimes difficult to do the right thing?</p> <p>Islam — Why is the Qur'an so important to Muslims?</p>	<p>Hindu Dharma — What might Hindus learn from stories about Krishna?</p> <p>Christianity — What do we mean by a miracle?</p>	<p>Christianity — How do people decide what to believe?</p> <p>Exploration: What matters the most?</p>
Year 6	<p>Christianity — How do Christians mark the 'turning points' on the journey of life?</p> <p>Hindu Dharma — Is there one journey or many?</p>	<p>Islam — What is Hajj and why is it important to Muslims?</p> <p>Christianity — Why do Christians believe Good Friday is good?</p>	<p>Christianity — If life is like a journey, what is the destination?</p> <p>Exploration: The afterlife</p>

# PSHE progression through EYFS

## PSED/PD/UTW

Focus	Health and Well-Being		Relationships		Living in the Wider World		Vocabulary- to be used daily	
Reception Skills	<ul style="list-style-type: none"><li>· Know &amp; talk about the different factors that support their overall health &amp; well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.</li><li>· Can describe their competencies, what they can do well &amp; are getting better at describing themselves in positive but realistic terms.</li></ul> <p>Is proactive in seeking adult support and able to articulate their wants and needs.</p>		<ul style="list-style-type: none"><li>• Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking.</li><li>• Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.</li><li>• Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.</li></ul> <p>Knows that other children do not always enjoy the same things, and is sensitive to this.</p>		<ul style="list-style-type: none"><li>· Further develop the skills they need to manage the school day successfully: lining up &amp; queuing, mealtimes, personal hygiene.</li><li>· Recognise that they belong to different communities &amp; social groups &amp; communicates freely about own home &amp; community.</li><li>• Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.</li></ul>		Good touch  Bad Touch  Private  Secret  Real  Fake  Feelings  Responsibility	
Reception Knowledge	Autumn 1  All About Me	Autumn 2  Changes	Spring 1  Animals Who Live in Cold and Warm Places	Spring 2  Growing	Summer 1  Lifecycles and Mini-beasts	Summer 2  Journeys		
	<p>Able to explore the classroom with interest.</p> <p>Develop friendships with new children.</p> <p>Form positive attachments to staff and children.</p> <p>Understand that people have different beliefs than them and accept difference.</p> <p>Able to understand what makes a good friend.</p> <p>Engages in a range of physical activity.</p> <ul style="list-style-type: none"><li>• Begins to talk about the effect of exercise and food on their health.</li><li>• Can brush own teeth and talk about the importance of good oral health.</li></ul>		<p>Can resolve minor conflicts in friendship groups.</p> <p>Can manage own feelings and know who to go to for support.</p> <p>Understands and follow the routines of the school day.</p> <p>Can talk about how to look after our world e.g. picking up litter, recycling etc.</p> <p>Can talk about how to stay safe on the road when crossing, at a train station and when near water- Transport.</p> <p>Knows who to go to if lost- Knowing who is a stranger.</p>		<p>Can talk in detail about the school behavioural expectations in class and around the school.</p> <p>Can talk about how others may feel who are less privileged than we are- linking for other countries.</p> <p>Understand that parts of their body need to be kept private.</p> <p>Can talk about different food groups and which foods are good for our health and teeth.</p>			
Health and Well Being			Relationships		Living in the Wider World			

## KSI PSHE Overview

Year 1	<p><u>Autumn 1</u></p> <p>My Happy Mind—Meet your brain</p> <p>My Happy Mind—Exploring feelings</p> <p>Drugs, alcohol and tobacco</p> <p><u>Autumn 2</u></p> <p>Physical health and healthy eating</p> <p>Basic First Aid</p> <p>My Happy Mind—Celebrate</p>	<p><u>Spring 1</u></p> <p>Mental Wellbeing</p> <p>Changing adolescent body</p> <p>My Happy Mind—Appreciate</p> <p><u>Spring 2</u></p> <p>Internet safety and harms</p> <p>My Happy Mind—Keeping Safe</p>	<p><u>Summer 1</u></p> <p>Respectful relationships</p> <p>My Happy Mind—Relate</p> <p>My Happy Mind—Me and My Family</p> <p>My Happy Mind—Fabulous Friendships</p> <p><u>Summer 2</u></p> <p>Being Safe</p> <p>Health and prevention</p> <p>My Happy Mind—Engage</p>
Year 2	<p><u>Autumn 1</u></p> <p>My Happy Mind—Meet your brain</p> <p>My Happy Mind—Exploring feelings</p> <p>Drugs, alcohol and tobacco</p> <p><u>Autumn 2</u></p> <p>Basic First Aid</p> <p>My Happy Mind—Celebrate</p> <p>Mental Wellbeing</p>	<p><u>Spring 1</u></p> <p>Changing adolescent body</p> <p>My Happy Mind—Appreciate</p> <p>Internet safety and harms</p> <p>My Happy Mind—Keeping Safe</p> <p><u>Spring 2</u></p> <p>Respectful relationships</p> <p>My Happy Mind—Me and My Family</p>	<p><u>Summer 1</u></p> <p>My Happy Mind—Fabulous Friendships</p> <p>My Happy Mind—Relate</p> <p><u>Summer 2</u></p> <p>Being Safe</p> <p>Health and prevention</p> <p>My Happy Mind—Engage</p>

## KS2 PSHE Overview

Year 3	<p><u>Autumn 1</u></p> <p>My Happy Mind—Meet your brain Drugs, alcohol and tobacco</p> <p><u>Autumn 2</u></p> <p>Physical health and healthy eating My Happy Mind—Celebrate</p>	<p><u>Spring 1</u></p> <p>My Happy Mind—Appreciate Internet safety and harms</p> <p><u>Spring 2</u></p> <p>Respectful relationships My Happy Mind—Getting along with our families</p>	<p><u>Summer 1</u></p> <p>My Happy Mind—Friendships up and downs My Happy Mind—Relate</p> <p><u>Summer 2</u></p> <p>Being Safe My Happy Mind—Keeping safe My Happy Mind—Engage</p>
Year 4	<p><u>Autumn 1</u></p> <p>My Happy Mind—Meet your brain Drugs, alcohol and tobacco</p> <p><u>Autumn 2</u></p> <p>My Happy Mind—Celebrate</p>	<p><u>Spring 1</u></p> <p>My Happy Mind—Appreciate Internet safety and harms</p> <p><u>Spring 2</u></p> <p>Respectful relationships My Happy Mind—Getting along with our families</p>	<p><u>Summer 1</u></p> <p>My Happy Mind—Friendships up and downs My Happy Mind—Relate</p> <p><u>Summer 2</u></p> <p>Health and prevention My Happy Mind—Keeping safe My Happy Mind—Engage</p>
Year 5	<p><u>Autumn 1</u></p> <p>My Happy Mind—Meet your brain</p> <p><u>Autumn 2</u></p> <p>My Happy Mind—Celebrate</p>	<p><u>Spring 1</u></p> <p>Changing adolescent body My Happy Mind—Appreciate</p> <p><u>Spring 2</u></p> <p>Internet safety and harms My Happy Mind—Online Safety</p>	<p><u>Summer 1</u></p> <p>Caring friendships My Happy Mind—Friendships on and offline My Happy Mind—Relate</p> <p><u>Summer 2</u></p> <p>Being Safe Health and prevention Basic First Aid My Happy Mind—Engage</p>
Year 6	<p><u>Autumn 1</u></p> <p>My Happy Mind—Meet your brain</p> <p><u>Autumn 2</u></p> <p>My Happy Mind—Celebrate</p>	<p><u>Spring 1</u></p> <p>My Happy Mind—Appreciate</p> <p><u>Spring 2</u></p> <p>Internet safety and harms My Happy Mind—Online Safety</p>	<p><u>Summer 1</u></p> <p>My Happy Mind—Friendships on and offline Families and people who care for me My Happy Mind—Relate</p> <p><u>Summer 2</u></p> <p>Health and prevention Basic First Aid My Happy Mind—Engage</p>

## KS2 French Overview

Year 3	<u>Rigolo 1 Unit 1:</u> Greetings, Numbers and Instructions	<u>Rigolo 1 Unit 2:</u> Classroom Objects, Colours and Instructions	<u>Rigolo 1 Unit 3:</u> Parts of the body, days of the week, basic character description	<u>Rigolo 1 Unit 4:</u> Animals, numbers 11 -20, giving someone's name	<u>Rigolo 1 Unit 5:</u> Identify family members, recognise and spell with letters of the alphabet, list household items, use basic prepositions sur and dans.	<u>Rigolo 1 Unit 6:</u> Recognise and ask for snacks, give basic opinions about food, use numbers 21 -31, recognise and use the months.
Year 4	<u>Rigolo 1 Unit 7:</u> Revise ways to describe people using avoir and etre. Describe people's nationality.	<u>Rigolo 1 Unit 8:</u> Learn to tell the time, talk about free time activities, say what activities you do at certain times	<u>Rigolo 1 Unit 9:</u> Names and dates of French festivals, identify and ask for presents at French festivals, recognise and use numbers 31 to 60, give and understand more instructions.	<u>Rigolo 1 Unit 10:</u> Name and recognise various French cities, give and understand basic directions, talk about the weather, talk about the weather in particular cities.	<u>Rigolo 1 Unit 11:</u> Ask for food in a shop, ask how much something costs, talk about activities at a party, give opinions about activities and food.	<u>Rigolo 1 Unit 12:</u> Identify franco-phone countries, talk about the languages you speak, identify items of clothing, identify the colours of clothing.
Year 5	<u>Rigolo 2 Unit 1:</u> Bonjour! Greet people and give personal information	<u>Rigolo 2 Unit 2:</u> <u>À l'école</u>	<u>Rigolo 2: Unit 3:</u> La nourriture Ask politely for food items	<u>Rigolo 2: Unit 4:</u> En ville	<u>Rigolo 2: Unit: 5:</u> En vacances Ask and say where you're going on holiday	<u>Rigolo 2: Unit 6:</u> Chez moi
Year 6	<u>Rigolo 2 Unit 7:</u> Le week-end	<u>Rigolo 2 Unit 8:</u> Les vêtements	<u>Rigolo 2: Unit 9:</u> Ma journée	<u>Rigolo 2: Unit 10:</u> Les transports	<u>Rigolo 2 Unit 11:</u> Le sport	<u>Rigolo 2: Unit 12:</u> On va faire la fête!