

EYFS/Yr. 1 Curriculum Map Year B Spring 1 and 2

Kirkstead/Tintern/Richmond'-Spring 1 To Infinity and Beyond
Small Village, Big Horizons

Curriculum Area	Key Knowledge Area	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledge (see termly plans)	Application of Knowledge Across Curriculum Areas
Topic theme To Infinity and Beyond History	<p>Yr. ½ Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally, •the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>EYFS Children talk about past and present events in their own lives and some reasons why people's lives were different in the past</p>	<p>Children know what we mean by significant? Children know why we had to wait until recent times to be able to travel into space Children know why the people who lived long ago couldn't send space probes and rockets into space? Children know who Laika, Able and Baker were Children know what makes a good astronaut? Children know what the difference between Yuri Gagarin and Neil Armstrong was Children know what is in Space .Children talk about Space and what they already know Children know the problems of being in Space such as the lack of gravity, the distance from Earth Children know a timeline of events about Space Children know how to research information about Space travel Children know how to use a timeline Children know what and who went into Space</p> <p>Children know where space is. Children know that we haven't always been able to travel into space. Children know some people and animals that have been to space. Children know some information about life on a space rocket</p>	<p>ENQUIRY SKILL Yr. 1/2Ask and begin to answer questions about events e.g. When? What happened? What was it like...?Why? Who was involved? Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites Choose and use parts of stories and other sources to show understanding of events Communicate understanding of the past in a variety of ways . INVESTIGATION asking relevant questions; · using a variety of sources to find out about events, people and changes EXPRESSION · the ability to recall, select and organise information · the ability to use key historical dates and vocabulary to describe and explain different periods in history INTERPRETATION · the ability to draw meaning from artefacts, works of art, relics and buildings; · the ability to suggest meanings and draw conclusions from what they see</p>	<p>ENQUIRY QUESTIONS EYFS Q1 where is space? Q2 How do we travel in space? Q3 Who travels into space? Q4 Can you live in space? Year 1 Q1 why can we travel into space now when we couldn't a long time ago? Q2 Who was involved in the space race Q3 What makes a good astronaut? Q4 Who were Yuri Gagarin and Neil Armstrong?</p> <p>KEY VOCABULARY T · Space Station Rockets NASA Moon Gravity Space Earth Astronaut</p>	<p>Year A Term 1 EYFS <i>Science: Seasons and Weather</i> Year A Term 6 EYFS <i>Geography: Places around the world</i> Year A Term 3 and 4 EYFS <i>Science: Materials</i> Year A Term 1 EYFS <i>Instruction writing</i> Year A Term 2 EYFS <i>Information texts writing on health and safety</i> Year A Term 3 EYFS <i>recount writing</i></p>	<p>Year A Term 4 Year 3 <i>Science: Forces and Magnets</i> Year A Term 2 Year 3: <i>Instructions writing on travel options between different places</i> Year A Term 3 & 4 Year 4 <i>Science: Forces and Magnets, Gravity and Friction</i> Year A Term 2 Year 5/6 <i>Music: The Solar System</i> Year A Term 3 Year 5/6 <i>Science: Forces, Gravity and Air Resistance</i> Year A Term 3 Year 5/6: <i>Non-fiction research on environmental activists</i></p> <p>Year B Term 3 Year 3: <i>Report writing</i> Year B Term 2 Year 4 <i>Music: The Planets</i> Year B Term 1 Year 5/6: <i>Non-chronological report</i> Year B Term 2 Year 5/6: <i>Information text</i> Year B Term 3 Year 5/6: <i>Earth and Space</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION</p>
Science	Yr. 1 Distinguish between an object and the material from which it is made	Children can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock by	Yr. ½ they talk about what they see, hear touch, smell or taste. They ask questions about what they see.	Key Questions EYFS Q1 What do we mean by material?	Year A Term3 EYFS Science-materials	Year A term 3 KS1 Science, materials Year A term 3 Yr3 science, Rocks and soils	INVESTIGATION EXPRESSION INTERPRETATION

<p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe the simple physical properties of a variety of materials Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>EYFS They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.</p>	<p>matching a material to its name. Children know how to describe a material using their senses Children know that materials have different properties Children can name different properties-hard/soft/permeable, impermeable/flexible/rigid/float/sink. Children know how to conduct a test. Children know how to sort objects by their properties</p> <p>Children know that objects are made from materials. Children can name some common materials (wood, plastic, paper, metal, wool, fabric) Children know that different materials have different properties Children know some materials sink and some float, some are absorbent and some are not, some are strong and some are not etc</p>	<p>They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the information on a chart. They make some measurements of what they observe. (e.g. Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out.</p>	<p>Q2 What is the difference between an object and a material? Q3 How can you describe a material? Q4 Can you sort objects between 2 different properties (E.g. hard or soft, sink or float) Year 1 Q1 how many different materials can we name? (at a minimum-wood, plastic, glass, metal, rock) Q2 How can we describe a material using our senses? Q3 What properties of materials can we use to sort them (hard/soft, permeable/impermeable, flexible/rigid, float/sink) Q4 How can we test a material to sort by given properties?</p> <p>Key Vocabulary object. material. hard. soft. stretchy. shiny. dull rough smooth. bendy. not bendy waterproof. not waterproof absorbent not absorbent. transparent. opaque</p>		<p>Year A term 1 year4/5 Science , States of Matter Year A term 5 Yr5/6 science-properties and changes in materials Year B term 3 KS1 Materials Year B term 6 yr5/6 properties and changes in materials</p>	
---	---	--	---	--	---	--

RE	<p>EYFS Personal, Social and Emotional Development</p> <p>My Special Things</p> <p>Understand why some things are special/precious</p>	<p>Show a developing respect for their own cultures and beliefs and those of other people</p> <p>Know some stories from religious traditions as a stimulus to reflect on their own experiences and explore them.</p> <p>Know about the Wise Men and Epiphany</p> <p>Festivals which mark important events in Jesus' life. Customs and special food. Stories about Jesus' life events i.e. birth</p> <p>Discuss celebrating birthdays and Christmas; similarities and differences in what families do. Discuss how Christmas story relates to feelings in their lives e.g. birth of a baby, being loved and protected, giving and receiving.</p>	<p>Children can identify Mary, Joseph and Jesus in Nativity role play</p> <p>They recognise them as a family and that the story is found in the Bible</p> <p>Children can show their understanding of other people in the Christmas story</p> <p>Can begin to explain link the celebration of the birth of Jesus to Christmas</p>	<p>Enquiry Questions</p> <p>What Christmas present did you get? What is the meaning of Christmas for Christians? What things are important or precious to you? How do you get ready for a visitor coming to your home? How do you get ready to go to visit someone? I wonder what gift you might have given to baby Jesus if you had been there?</p> <p>Key vocabulary</p> <p>Gifts Precious Important Epiphany Bethlehem Wise Men/Magi</p>	<p>Year B Term 1 EYFS: All About Me</p> <p>Year B Term 1 EYFS Music: Ourselves</p> <p>Year B Term 1 EYFS PSHE/RSE: Well-being</p>	<p>Year B Term 3&4 KS! RE: Jesus' teaching</p> <p>Year B Term 1 KS! PSHE/RSE: Families and people</p> <p>Year B Term 2 KS! PSHE/RSE: Friendship and community</p> <p>Year B Term 1 Y4/5 RE: Pilgrimage</p> <p>Year B Term 1 Y5/6 RE: God – Christianity</p> <p>Year A Term 3&4 KS1 RE: Thankfulness</p> <p>Year A Term 4 Y3&4 RE: The Trinity</p> <p>Year A Term 1 Y5/6 RE: God - Christianity</p>	<p><i>INVESTIGATION EXPRESSION INTERPRETATION</i></p>
<p>Art/DT</p> <p>Space rockets</p>	<p>Pupils should be taught to: design purposeful, functional, appealing products for themselves and other users based on design criteria; generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];select from and use a wide range of materials and components, including</p>	<p>Children know about the development of space rockets</p> <p>Children know the different parts of a space rocket. Children can name the different structures on a space rocket. Children know why a nose cone is pointed. Children know that air can be used to propel an object. Children know that if air passes through a narrow point it moves faster. Children know how to draw an diagram, Children know how to compile a list of components, Children know how to select tools to use Children can add features to follow a design.</p> <p>Children can use joining techniques to join different materials together. Children can use different materials to represent different components.</p>	<p>Yr. 1 use their knowledge of existing products and their own experience to help generate their ideas; design products that have a purpose and are aimed at an intended user; explain how their products will look and work through talking and simple annotated drawings; design models using simple computing software; plan and test ideas using templates and mock-ups; understand and follow simple design criteria; work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. with support, select from a range of materials, textiles and components according to their characteristics ;learn to use hand tools safely use a range of materials and components,; with help, measure and mark out; cut, shape and score materials with some accuracy; assemble, join and combine materials, components or ingredients; begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations explore and evaluate existing products mainly through discussions, comparisons and simple</p>	<p>What makes up a rocket? What are the fins for? Why is the nose cone pointed? What other features do I need to include? How do I join materials? How does my rocket fire ? What improvements do I need to make?</p> <p>Key vocabulary</p> <p>Rocket, fins, nosecone,</p>	<p>Year A term 3 EYFS Moving Pictures</p> <p>Year B Term 2 EYFS Art vehicles</p>	<p>Year A term 3 KS1 DT pulleys for drawbridge</p> <p>Year A term 3 Yr. 3 DT moving vehicle</p> <p>Year A term 1 yr. 4/5 bridge construction</p> <p>Year A term 3 Yr. 5/6 DT model ship</p> <p>Year A term 5 yr. 5/6 Key designers</p> <p>Year B Term 2 KS1 Art vehicles</p> <p>Year B term 2 Yr. 3 DT moving model</p> <p>Year B term 2 Yr. 4/5 DT boats</p> <p>Year B term 3 Yr. 5/6 DT electrical components</p>	<p><i>INVESTIGATION EXPRESSION INTERPRETATION</i></p>

	<p>construction materials, textiles and ingredients, according to their characteristics. explore and evaluate a range of existing products; evaluate their ideas and products against design criteria. build structures, exploring how they can be made stronger, stiffer and more stable;</p> <p>EYFS (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Being Imaginative) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. (Moving and Handling) Children handle equipment and tools effectively, including pencils for writing.</p>	<p>Children know what a typical space rocket looks like. Children know how to cut paper and card to a given shape. Children know how to attach different materials together, Children know how to decorate their rocket</p>	<p>written evaluations; explain positives and things to improve for existing products; explore what materials products are made from; talk about their design ideas and what they are making; as they work, start to identify strengths and possible changes they might make to refine their existing design; evaluate their products and ideas against their simple design criteria start to understand that the iterative process sometimes involves repeating different stages of the process.</p>				
<p>Music</p>	<p>1.4 Weather (Exploring sounds) How can you use voices, movement and instruments to describe weather? Mu1/1.1 Using voices expressively and creatively by singing songs and speaking chants and rhymes. Mu1/1.2 Play tuned and untuned instruments musically Mu1/1.4 Experiment with, create, select and combine sounds. Mu1/1.3 Listen with concentration and</p>	<p>1.4 Weather (exploring sounds) Children explore control of dynamics (volume), duration and timbre with voices, body percussion and instruments. They develop their control of voices, movement and instruments to describe the weathers.</p> <p>EYFS: Children explore sounds to describe different weathers. They start to explore using instruments, voices and movement.</p>	<p>1.4 Weather (exploring sounds) Children perform action songs about the wind and explore making wind sounds using voices and body percussion. Control duration and dynamics using voices, body percussion and instruments for sounds of thunder, winds and rain effects. Listen to Beethoven's depiction of a storm and respond in movement. EYFS: Learn to use voices in new songs and use body percussion and movement to respond to different sounds about the weather.</p>	<p>1.4 Weather Key Questions What are dynamics in music? What actions can we use to match this piece of music or song? How can you match sounds to this music? Can you show your understanding of controlling duration and dynamics using</p>	<p>1.4 Weather (exploring sounds) Year B EYFS/Y1 Aut 2 1.7 Our School Aut 1 1.1 Ourselves</p> <p>Year A EYFS/ Y1 Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves Aut 1 1.4 Weather</p>	<p>1.4 Weather (exploring sounds) Year B EYFS/ Yr. 1 Spring 1 1.9 Storytime KS1 Aut 1 1.1 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather, 1.9 Storytime Spring 2 2.3 Our land Y2/3 Aut 1 2.1 Ourselves Aut 2 2.3 Our Land Spring 1 2.9 Weather</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION</p>

<p>understanding to a range of high- quality live and recorded music</p> <p>EYFS- How can you make the sound of rain, thunder and wind using instruments, voices and your bodies?</p> <p>1.9 Storytime (Exploring sounds) How can music be used to tell a story? Mu1/ 1.3 Listen with concentration and understanding to a range of high- quality live and recorded music Mu1/ 1.4 Experiment with, create, select and combine sounds.</p> <p>EYFS- Can you match music to a story?</p>	<p>1.9 Storytime (Exploring sounds) Children use music terms to discuss music- fast, slow, loud, quiet. Children add instruments to match music and create sound effects. Children create music to match an event in story. Children develop their use of voices and learn new songs and chants.</p> <p>EYFS: children use their voices to learn new songs. Children continue to explore sounds made by different instruments, body percussion.</p>	<p>1.9 Storytime (Exploring sounds) Children learn how music can be used to tell a story. Children identify and start to use musical terms to describe contrasts of fast and slow, loud and quiet. Children use this knowledge to perform a musical.</p> <p>EYFS: Children start to hear differences in music, learn new songs and use their voices in a performance.</p>	<p>your voice, body percussion and instruments? Can you respond to the music through movement?</p> <p>Key Vocabulary Duration – long/short Dynamics- loud/quiet, louder/quieter Timbre Rhythm Tempo</p> <p>1.9 Storytime (Exploring sounds) Key Questions How can you describe this music? Is it fast. Slow, loud or quiet? How can music tell a story? Can you add sound effects to the music? Can you play fast, slow, loud and quiet? Can you match music to the event in the story? Can you perform with others?</p> <p>Key vocabulary</p>	<p>1.9 Storytime (Exploring sounds) Year B EYFS/ Yr1 Spring 1 1.4 Weather Aut 2 1.7 Our School Aut 1 1.1 Ourselves</p> <p>Year A EYFS/ Y1 Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves Aut 1 1.4 Weather</p>	<p>2.7 Storytime Summer 1 3.3 Sounds Year B (has Mu2/1.5) LKS2 Aut 1 3.1 Environment 3.2 Building Aut 2 3.4 Poetry Spring 2 4.3 Sounds 4.5 Building Y4/5 Aut 1 4.2 Environment 4.4 Recycling Spring 1 4.6 Around the World 4.12 Food and Drink Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 2 6.2 Journeys Spring 1 6.3 Growth Spring 2 6.4 Roots</p> <p>Year A EYFS/Y1 Summer 1 1.9 Storytime KS1 Aut 1 1.4 Weather Spring 1 1.7 Our School 1.9 Storytime Spring 2 2.1 Ourselves 2.3 Our land Y2/3 Aut 1 2.9 Weather Spring 1 2.3 Our Land 2.7 Storytime Spring 2 3.3 Sounds LKS2 (has Mu2/1.5) Aut 1 3.1 Environment 3.2 Buildings Aut 2 3.3 Sounds Spring 2 4.6 Around the World Sum 1 4.3 Sounds 4.5 Building Sum 2 4.12 Food and Drink Y4/5 Aut 1 4.2 Environment Aut 2 4.6 Around the World Spring 1 4.5 Buildings Spring 2 5.3 Life Cycles Summer 2 5.4 Keeping Healthy Sum 2 5.5 At the Movies</p>	
---	---	---	--	---	---	--

				<p>Tempo- fast, slow Dynamics- loud, quiet Timbre</p>		<p>Y6 <i>Aut 1 6.4 Roots</i> <i>Spring 1 6.2 Journeys</i> <i>Spring 2 6.3 Growth</i></p> <p>1.9 Storytime (Exploring sounds) Year B KS1 <i>Aut 1 1.1 Ourselves</i> <i>Aut 2 1.7 Our School</i> <i>Spring 1 1.4 Weather, 1.9 Storytime</i> <i>Spring 2 2.3 Our land</i> Y2/3 <i>Aut 1 2.1 Ourselves</i> <i>Aut 2 2.3 Our Land</i> <i>Spring 1 2.9 Weather</i> <i>2.7 Storytime</i> <i>Summer 1 3.3 Sounds</i> <i>Year B (has Mu2/1.5)</i> <i>LKS2 Aut 1 3.1 Environment</i> <i>3.2 Building</i> <i>Aut 2 3.4 Poetry</i> <i>Spring 2 4.3 Sounds</i> <i>4.5 Building</i> Y4/5 <i>Aut 1 4.2 Environment</i> <i>4.4 Recycling</i> <i>Spring 1 4.6 Around the World</i> <i>4.12 Food and Drink</i> <i>Spring 2 5.3 Life Cycles</i> <i>Sum 1 5.4 Keeping Healthy</i> Y6 <i>Aut 2 6.2 Journeys</i> <i>Spring 1 6.3 Growth</i> <i>Spring 2 6.4 Roots</i></p> <p>Year A <i>EYFS/Y1 Summer 1 1.9 Storytime</i> <i>KS1 Aut 1 1.4 Weather</i> <i>Spring 1 1.7 Our School</i> <i>1.9 Storytime</i> <i>Spring 2 2.1 Ourselves</i> <i>2.3 Our land</i> Y2/3 <i>Aut 1 2.9 Weather</i> <i>Spring 1 2.3 Our Land</i> <i>2.7 Storytime</i> <i>Spring 2 3.3 Sounds</i></p>	
--	--	--	--	---	--	---	--

						<p><i>LKS2 (has Mu2/1.5)</i> <i>Aut 1 3.1 Environment</i> <i>3.2 Buildings</i> <i>Aut 2 3.3 Sounds</i> <i>Spring 2 4.6 Around the World</i> <i>Sum 1 4.3 Sounds</i> <i>4.5 Building</i> <i>Sum 2 4.12 Food and Drink</i> <i>Y4/5</i> <i>Aut 1 4.2 Environment</i> <i>Aut 2 4.6 Around the World</i> <i>Spring 1 4.5 Buildings</i> <i>Spring 2 5.3 Life Cycles</i> <i>Summer 2 5.4 Keeping Healthy</i> <i>Sum 2 5.5 At the Movies</i> <i>Y6</i> <i>Aut 1 6.4 Roots</i> <i>Spring 1 6.2 Journeys</i> <i>Spring 2 6.3 Growth</i></p>	
<p>Computing</p> <p>1.3 digital writing</p>	<p>Pupils should be taught to: Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely and respectfully, keeping personal information private</p>	<p>Children know how to open a word processor. Children can recognise keys on a keyboard Children can identify and find keys on a keyboard Children know how to enter text into a computer. Children know how to use letter, number, and space keys. Children know how to use backspace to remove text. Children know how to type capital letters. Children can explain what the keys that they have learnt about already do. Children know the toolbar and can use bold, italic, and underline. Children can select a word by double-clicking and all of the text by clicking and dragging. Children know how to change the font Children know what tool they used to change the text. Children know if changes have improved the writing and can use 'undo' to remove changes Children can write a message on a computer and on paper and then compare using a computer with using a pencil and</p>	<p>add text strings, text boxes and show and hide objects and images, manipulating the features; use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape; use applications and devices in order to communicate ideas, work, messages and demonstrate control; save, retrieve and organise work; use key vocabulary to demonstrate knowledge and understanding in this strand:</p>	<p>How can I use a computer to write? Can I add and remove text on a computer? How do I change what my text looks like? How can I make it better?</p> <p>Key Vocabulary paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present</p>	<p><i>Year A term 2 EYFS Computing-painting</i> <i>Year B term 2 EYFS Computing-painting</i> <i>Year B term 3 EYFS Computing-writing</i></p>	<p><i>Year A term 2 KS1 Computing-photography</i> <i>Year A term 3 Ks1 Computing-music</i> <i>Year A term 2 Yr. 3 Computing-animation</i> <i>Year A term 3 Yr. 3 Computing-publishing</i> <i>Year A term 2 Yr. 4 Computing -audio editing</i> <i>Year A term 2 Yr. 4/5 computing vector drawing</i> <i>Year A term 3 Yr. 4 Computing photo editing</i> <i>Year A term 3 Yr. 4/5 Video-editing</i> <i>Year A term 2 Yr. 5/6 Computing -3d modelling</i> <i>Year A term 3 yr. 5/6 Year B term 2 KS1 Computing-painting</i> <i>Computing -web pages</i> <i>Year B term 2 Yr. 3 Computing-animation</i> <i>Year B term 2 Yr. 4/5 Computing -audio editing</i></p>	

	<p>EYFS Children recognise that a range of technology is used in places, such as homes and schools. They select and use technology for particular purposes</p>	<p>paper. Children know which method they like best</p> <p>Children know that we can use technology for a range of purposes. Children know that text comes in different sizes and colours Children know that computers can be used to create text, Children can use technology to assist their learning</p>				<p>Year B term 3 Yr. 4/5 Computing photo editing Year B term 2 Yr. 5/6 Computing -vector drawing Year B term 3 yr. 5/6 Computing -video editing</p>	
<p>PE GYM</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p>EYFS Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Children know how to copy balances on a range of body parts; Children can say what is good about a partner's performance; Children know how to match the actions of their partner and copy a paired balance correctly; Children can perform a paired balance on a piece of apparatus; Children can demonstrate at least one type of roll correctly; • Children can show some control when they are rolling; Children can perform at least one type of jump correctly, showing a clear body shape in the air; Children know how to jump off apparatus with support and land safely; Children know how to copy, remember and perform three different movements to make a sequence; Children can describe a sequence and say what is good about it; Children can work with a partner to copy, remember and perform three different movements to make a matching sequence; • show some control</p> <p>EYFS Children know how to jump and land safely Children know how to balance with support. Children know how to use a log roll to move from one place to another. Children can join movements together</p>	<p>Yr. 1/2 Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care</p>	<p>What is a balance? How do I link movements? How do I perform a roll? What is a sequence?</p> <p>Key Vocabulary. log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support</p>	<p>Year A term 3 EYFS Gym</p>	<p>Year A term 3 KS1 Gym Year A term 3 Yr. 3 Gym Year A term 3 Yr. 4/5 Gym Year A term 3 yr. 5/6 Gym Year A term 3 Yr. 3 Gym Year B term 3 Yr. 3 Gym Year B term 3 Yr. 4/5 Gym Year B term 3 yr. 5/6 Gym</p>	

<p>PSHE/ RSE</p>	<p>Respect Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Know some practical steps they can take in a range of different contexts to improve or support respectful relationships Know the conventions of courtesy and manners* Know the importance of self-respect and how this links to their own happiness† • Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority Know what a stereotype is, and how stereotypes can be unfair, negative or destructive Know the importance of permission-seeking and giving in relationships with friends, peers and adults Create a ‘provocation box’ – a small selection of toys for the class. Choose either to present the toys as one collection of ‘non-stereotypical’ toys or two collections of ‘girls’ toys’ and ‘boys’ toys. Ask ‘do we all have the same hair?’ Would it be boring if we all had the same hair? (You might want to draw or show two very simple pictures with two very simple hair styles on the board. Imagine if we all had to choose between just these two...). Talk about how there are so many different toys in the world for us to enjoy – there is no such thing as ‘boys’ things’ and ‘girls’ things’ – just as we are all different, the toys we all like are different. It’s OK to like some toys instead of others – but they can always pick any toys that they like regardless of the colour, what they are made of, whether they look ‘boyish’ or ‘girly’</p>	<p>Can identify and respect the differences and similarities between people Are able to contribute to the life of the classroom and school Are able to help construct, and agree to follow, group, class and school rules and to understand how these rules help them Understand that they belong to different groups and communities such as family and school to identify and respect the differences and similarities between people</p>	<p>Enquiry Questions Which toys do you like in this box – why What colours are on the toys Does it matter what colour the toy is Is it OK for us all to like different toys? Which toy would you choose for X to play with and why (another child or adult) What do you like and how do they make you feel?</p> <p>Key Vocabulary Respect Manners Difference Same/similarities</p>	<p>Year B Term 1 PSHE/RSE: Well-being Year B Term 2 EYFS RE: My Friends Year B Term 1 EYFS: All About Me</p>	<p>Year B Term 3 KS1 PSHE/RSE: Respect Year A Term 3 KS1 PSHE/RSE: Respect Year B Term 5/6 KS1 RE: Thankfulness Year B Term 6 Y3&4 RE: Big Question Year B Term 5/6 Y4/5 RE: In depth study of world religions Year B Term 2 Y5/6 RE: Big Question Year A Term 6 Y3&4 RE: Big Question Year A Term 2 Y5/6 RE: Big Question</p>	
----------------------	---	---	---	--	--	--	--

		etc. Is it fun/interesting – is all that matters!					
--	--	---	--	--	--	--	--

	Kirkstead/Tintern/Richmond'-Spring 2	Pirates
	Small Village, Big Horizons	

Curriculum Area	Key Knowledge Area	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledge (see termly plans)	Reference to the Application of Knowledge Across Curriculum Areas
Topic theme Pirates Ahoy! History	Pupils should be taught to: Yr. ½ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Children know who were pirates Children know who was in the crew Children know what the pirate code was Children know what pirates wore Children know what we mean by the term booty Children know why Blackbeard became famous Children know how Blackbeard lived. Children know if Blackbeard was a good captain? Children know	ENQUIRY SKILL Yr. 1/2 Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites Choose and use parts of stories and other sources to show	EYFS Q1 What were pirates? Q2 Where and how did pirates live? Q3 What was life like on board a pirate ship? Q4 Were pirates good people?	<i>Year A term 4 EYFS Geography -Journeys</i> <i>Year A term 6 EYFS Around the world</i>	<i>Year A term 6 EYFS Geography Britain and the world</i> <i>Year A term 1 Yr3 Geography Maps of the World</i> <i>Year B Term 6 Geography Under the sea</i> <i>Year B Term 4 KS1 History Explorers</i>	INVESTIGATION EXPRESSION INTERPRETATION

	<p>•use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>EYFS Children talk about past and present events in their own lives and some reasons why people's lives were different in the past</p>	<p>what the main events of Grace O'Malley's life were. Children know what happened when Grace met Elizabeth I. Children know what it was like to live at the time when Grace met Elizabeth I.</p> <p>EYFS Children know what a pirate was. Children know that pirates lived on ships. Children know some of the features of life on board. Children know what treasure is. Children know that pirates became famous but were not always good people</p>	<p>understanding of events Communicate understanding of the past in a variety of ways . INVESTIGATION asking relevant questions; · using a variety of sources to find out about events, people and changes EXPRESSION · the ability to recall, select and organise information · the ability to use key historical dates and vocabulary to describe and explain different periods in history INTERPRETATION · the ability to draw meaning from artefacts, works of art, relics and buildings; · the ability to suggest meanings and draw conclusions from what they see</p>	<p>Year 1 Q1 What do we know about pirates? Q2 Why did some pirates become famous? Q3 What was life like as a pirate? Q4 Were all pirates the same?(Blackbeard and Grace O'Malley)</p> <p>Key Vocabulary Pirate Seafaring Crew Main deck Sail ship Exploration</p>			
<p>Science</p>	<p>Yr. 1: find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>EYFS They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Children know that humans need water to drink to survive Children know that humans need food to survive. Children know that humans need air to breathe Children know that food needs to be clean to eat Children know that germs can damage your health Children know that they need to exercise to keep healthy</p> <p>EYFS Children know that humans are animals Children know that animals need food to eat and water to drink Children know that animals need to breathe and some can get air from water. Children need to know what makes a balanced diet</p>	<p>Yr. ½ they talk about what they see, hear touch, smell or taste. They ask questions about what they see. They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the information on a chart. They make some measurements of what they observe. (e.g. Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out.</p>	<p>Key Questions EYFS Q1 Are humans' animals? Q2 What do animals need to survive? Q3 What do we need to eat? Year 1 Q1 What do we mean by diet? Q2 What else do you need to keep healthy? Q3 How can you exercise? Q4 Why do we need to wash our hands?</p> <p>Key Vocabulary Dehydrate Diet Disease Energy exercise Hygiene Germs</p>	<p>Year A Term2 EYFS Science-animal structure Year A term 5 EYFS Science animals and habitats Year B term 1 EYFS Science -animals and senses</p>	<p>Year A term 2 KS1 Science, animals and living/non-living Year A term 5 KS1 animals and senses/basic needs Year A term 1 Yr3 science, animals-nutrition Year A term5 year 3 Science , animals-skeletons Year A term 2 Yr4/5 science-animals and digestion Year A term 2 Year 5/6 Science Animals and circulation Year A Term 4 year 5/6 Science -animals and diet Year B term 1 KS1 science Animals-senses Year B Term 4 KS1 science animals and health Year B term6 KS1 science Animals Year B Term 2 Yr. 3 Science Animals and digestion, Year B term 3 Year 4/5 science animals and life cycles</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION</p>

				nutrition		<i>Year B term 2 Year 5/6 science animals and nutrients</i>	
RE	<p>EYFS Personal, Social and Emotional Development/Understanding the Worlds</p> <p>Special Times for Me and Others</p> <p>Recognise and respond to key religious events throughout the year</p> <p>Church and the Christian and Jewish community. Artefacts connected with Easter and Passover.</p> <p>Jesus as Special. Listen and respond to stories about what Jesus did.</p> <p>Signs of belonging</p>	<p>Know about similarities and differences between themselves and others, among families, communities and traditions.</p> <p>Begin to learn and become aware of their own cultures, beliefs and those of other people; experiences</p> <p>Visit places of worship, learn new words associated with these places and show respect towards them;</p> <p>Know about different religious festivals such as Passover celebrations for Jews and Easter celebrations for Christians</p> <p>Go for a dead/living walk. Observe changes in trees and plants. What is dead? What is living? Collect things for a New Life display.</p> <p>Explore things on the New Life display and talk about the new life that we see in spring: lambs, birds, chicks from eggs etc. Something marvellous and new can come from a dark place.</p> <p>Introduce the events that lead up to the Christian Easter Story.</p> <p>Explain that Christians believe that Jesus experienced happy and sad times which he shared with his disciples. Describe Palm Sunday: a happy time followed by the Last Supper, a sad time when Jesus was saying goodbye.</p> <p>Tell a simplified version of the Christian Easter story from Good Friday to Easter Day. Make a story map as the story unfolds.</p> <p>Emphasise that Easter Day is the most important time for Christians. Why are Easter eggs for sale and what do they symbolise to Christians? Explain that Easter eggs remind Christians of the Easter story: the door of the empty tomb which was rolled aside and new life through Jesus symbolised by new life from an egg.</p>	<p>Children develop an understanding of spring and are able to find signs of new life: uncurling leaves or bracken, opening flowers, mung beans sprouting. Children reflect on feelings related to new life</p> <p>Children use movement and expression to explore and describe new life</p> <p>Children can talk about the difference between sad times and happy times</p> <p>Children are able to role play or use puppets to retell a story</p> <p>Children are able to recognise Easter as the most important event in the Christian calendar</p> <p>Children recognise and develop an understanding of Christian symbols</p> <p>Children are aware that Easter is a time of sadness and celebration for Christians</p>	<p>Enquiry Questions</p> <p>Ask questions about religion and culture as they encounter them in everyday experiences such as during assembly, church services throughout the year and other religious and cultural events throughout the year such as reflecting on Chinese New Year and world religion events during Spring 2 such as Purim, Rama Navami, Passover and Easter preparations</p> <p>What does Spring mean to us? How does Spring g make you feel? What kinds of new life can we see?</p> <p>Key vocabulary</p> <p>Easter Passover Celebration Worship New life Spring</p>	<p>Year B Term 3 EYFS RE: Special Things</p> <p>Year B Term 2 EYFS English: Bo, the Boston Church Mouse</p>	<p>Year B Term 3&4 KS1 RE: Jesus' teaching</p> <p>Year B Term 5&6 KS1 RE: Thankfulness</p> <p>Year B Term 2 KS1 PSHE/RSE: Friendship and communities</p> <p>Year B Term 3&4 Y3&4 RE: Incarnation</p> <p>Year B Term 5 Y3&4 RE: Salvation</p> <p>Year B Term 5/6 Y4/5 RE: In depth study of Judaism</p> <p>Year A Term 3 Y3&4 RE: Incarnation</p> <p>Year A Term 5 Y3&4 RE: Salvation</p> <p>Year A Term 5/6 Year 4/5 RE: In depth study of Judaism</p>	

		Visit a church-compare similarities/differences to Harvest and Christmas celebrations.					
Art/DT Aboriginal art	<p>Pupils should be taught: to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>EYFS EUMMThey safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. BIThey represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Children know what crosshatching is. Children know how aboriginals use symbols in their work, Children know a dreamtime story. Children can portray a journey using symbols. Children can create pictures using cross-hatching Children know how to use dots to create a picture in a given style Children can portray animals in the Indigenous Australian style? Children know how to incorporate different styles in a boomerang design. Children know what a rain stick is and how to use symbols to decorate it.</p> <p>EYFS Children know that people express themselves in different ways. Children know that art can be different for different cultures Children know how to mix colours to make different ones. Children know how to use a paintbrush to make lines and dots.</p>	<p>name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; use key vocabulary to demonstrate knowledge and understanding in this strand: draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips;</p>	<p>What is cross hatching? What are dreamtime stories? How do aboriginals use dots? What does indigenous art mean What is ochre?</p> <p>Key vocabulary Aboriginal, cross hatching, dreamtime, symbols, dots, ochre, rock paintings, boomerang, rain stick primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint</p>	<p>Year A term 1 EYFS-art-transient art Year A Term 4 EYFS landscape collages Year A term 6 EYFS Geog-around the world Year B term 1 EYFS-art-portraits Year B term 2 EYFS -art-observational drawings</p>	<p>Year A term 1 KS1 transient art Year A term 4 KS1 Art-land and seascapes Year A term 1 Yr. 3 geof-maps of the world Year A term 2 Yr. 3 art-Picasso Year A term 5 Yr. 3 History-Commonwealth Year A term 2 yr. 4/5 Art-Constable Year A term 1 yr. 5/6 Art-Paula Hallam Year B term 5 EYFS -art-Arcimboldo Year B term 1 KS1 art-portraits Year B term 2 Ks1 art-observational drawings Year B term 4 Ks1 Geog-Explorers Year B term 5 EYFS -art-Arcimboldo Year B term 1 KS1 art-portraits</p> <p>Year B term 1 Yr. 3 art-Van Gogh Year B term 1 Yr. 4/5 Geog-Mountains and deserts Year B term 1 Yr. 4/5 art-ladnscapes Year B term 6 Yr. 4/5 Maya art Year B term 2 yr. 5/6 art-volcano paintings</p>	INVESTIGATION EXPRESSION INTERPRETATION
Music	<p>1.8 Patterns (Beat) Mu1/ 1.2 Play tuned and untuned instruments musically Mu1/ 1.4 Experiment with, create, select and combine sounds. Mu1/ 1.3 Listen with concentration and understanding to a range of high- quality live and recorded music</p> <p>EYFS- Can you clap to the beat in the music?</p>	<p>1.8 Patterns (Beat) Children develop their understanding of steady beat with voices and body percussion. Children count a steady beat. Children explore different ways to emphasise the first beat in a repeating pattern or metre. Develop knowledge of beat to identify metre and recognising patterns. Exploring sounds on instruments and finding different ways to vary sounds.</p>	<p>1.8 Patterns (Beat) Children learn new songs and tap the beat on their knees. Children then perform song developing the knowledge of beats using voices and bodies. Count in beats in groups. Match sounds to the beat pattern. Create snake sounds on instruments and play two, three and four beat groups.</p>	<p>1.8 Patterns Key Questions What is a metre in music? What is a score in music? Can you show the steady beat through counting, body percussion and reading scores?</p> <p>Key Vocabulary Beat Metre (beats in patterns of 2,3,4 beats)</p>	<p>1.8 Patterns (Beat) Year B EYFS/ Y1 Aut 1 1.10 Our Bodies</p> <p>Year A EYFS/ Y1 Aut 1 1.2 Number</p>	<p>1.8 Patterns (Beat) Year B EYFS/Y1 Sum 1 1.2 Number 1.5 Machines Y1/2 Aut 1 1.10 Our Bodies Aut 2 1.8 Pattern Sum 1 1.5 Machines Y2/3 Aut 1 2.4 Our Bodies Aut 2 2.10 Pattern Sum 2 3.6 Time LKS2</p>	INVESTIGATION EXPRESSION INTERPRETATION

	<p>1.11 Travel (Performance) Mu1/ 1.1 Using voices expressively and creatively by singing songs and speaking chants and rhymes. Mu1/1.3 Listen with concentration and understanding to a range of high- quality live and recorded music</p> <p>EYFS- Can you learn these songs and sing them to an audience?</p>	<p>EYFS – Children start to play to a beat. Children explore sounds on instruments and vary sounds they make.</p> <p>1.11 Travel (Performance) Children combine voices, movement and instruments to perform a chant and a song. Children practise keeping a steady beat on instruments. Children perform word rhythms with movement.</p> <p>EYFS: Children learn new songs and chants. Children practise keeping a beat to music.</p>	<p>EYFS- Tap a beat of animal sounds o knees. Clap and tap to different songs.</p> <p>1.11 Travel (Performance) Children chant and step to make the sounds of different footwear. Children invent lyrics and movements to perform new versus to the chant. Children play a game that practises keeping a steady beat. Children learn to perform rhythm patterns in a song on untuned percussion.</p> <p>EYFS: Children will combine voices and body movement to match chants. Children will learn a new chant. Children will play a game to develop keeping a steady beat.</p>	<p>Pitch (higher/ lower) Dynamics (louder/ quieter) Duration (longer/ shorter)</p> <p>1.11 Travel Key Questions How can you combine voices, movement and instruments to perform a chant and song? What are word rhythms? What movements can you can you use to perform word rhythms? Can you keep a steady beat?</p> <p>Key Vocabulary Steady Beat Dynamics Pitch Tempo Rhythm</p>	<p>1.11 Travel (Performance) <i>Music Express Performance</i> Year B KS1 All previous units have elements of performance EYFS/Yr1 Summer 1 1.11 Travel Other units also cover the skills in this unit.</p> <p>Year A KS1 Summer 2 2.12 Travel KS1 All previous units have elements of performance EYFS/Y1</p>	<p>Aut 1 3.2 Building Aut 2 3.6 Time Spring 2 4.5 Building Sum 2 4.10 Time Y4/5 Sum 1 5.4 Keeping Healthy Yr6 Most units have an element of Beat</p> <p>Year A EYFS/ Y1 Spring 1 1.1.5 Machine Sum 1 1.10 Our Bodies Sum 2 1.8 Pattern Y1/2 Aut 2 1.5 Machines Sum 1 2.4 Our Bodies 2.6 Numbers Y2/3 Aut 2 2.6 Numbers Spring 2 3.6 Time LKS2 Aut 1 3.2 Building Sum 1 4.5 Buildings Spring 1 4.5 Buildings Sum 1 5.4 Keeping Healthy Yr6 Most units have an element of Beat</p> <p>1.11 Travel (Performance) <i>Music Express Performance</i> Year B LKS2 Spring 1 3.4 Poetry <i>The other units also cover elements of performance.</i> Y4/5 Spring 1 4.12 Food and Drink Summer 2 5.6 Celebration Year 6 all units are performance related.</p> <p>Year A LKS2 Summer 2 4.12 Food and Drink</p>	
--	--	---	--	--	---	--	--

					Spring 2 1.11 Travel Other units also cover the skills in this unit.	<i>The other units also cover elements of performance. Y4/5 Aut 1 4.1 Poetry The other units in Y5 also cover performance. Year 6 all units are performance related</i>	
Computing	<p>Pupils should be taught to: Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely and respectfully</p> <p>EYFS Children recognise that a range of technology is used in places, such as homes and schools. They select and use technology for particular purposes.</p>	<p>Children can describe objects using labels Children know how to match objects to groups Children can identify the label for a group of objects Children know how to count and group objects Children can count a group of objects Children know how to describe an object using its properties Children can find objects with similar properties Children know how to group similar objects in more than one way Children can count how many objects share a property Children know to group objects and record how many objects are in a group Children know how to group objects to answer a question. Children can compare groups of objects Children know how to record and share what they have found</p> <p>EYFS Children know that some objects are the same and some are different. Children know how to sort objects. Children can count objects in a set</p>	<p>Yr. ½ Children begin to understand the particular purposes technology can be used for and that by adding text and images you can communicate with technology. Children develop their skills in typing, selecting tools and organising information.</p>	<p>What are objects? How do I count them? How can I describe them? How can I compare them? Key Vocabulary Object, sort, property</p>	<p>Year A term 4 EYFS – computing –grouping data Year A term 4 KS1 computing-pictograms Year B term 4 EYFS – computing –grouping data</p>	<p>Year A term 4 yr. 3 Computing -branching databases Year A term 4 Yr. 4 Computing-data logging Year A term 4 yr. 4/5 Computing flat file data bases Year A term 5 yr. /45 Science -classification Year B term 4 Yr. 5/6 Computing-spreadsheets Year B term 4 Yr. 4/5 Computing-data logging Year B term 4 Yr. 5/6 Science-classification Year B term 4 Yr. 5/6 Computing-flat file databases</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION</p>
PE	<p>Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom Use simple maps and diagrams to follow a trail Begin to work co-operatively with others Plan and share ideas</p>	<p>Children can work in pairs or small groups to follow a trail. Children can follow simple instructions . Children can move from one point to another in a given manner. Children can use 4 compass points on a route Children can follow signs and symbols around an outdoor course. Children can say where they went wrong and correct their course</p>	<p>Know what happens to their body when they exercise, are able to, explain why it's important to warm up and cool down, can find their way following some simple directions, work with others on a goal, use simple symbols to help them find a route, follow a short trail, make their own trail, use 4 compass directions to assign direction</p>	<p>What is teamwork? How do I follow directions? What is a symbol? Key vocabulary Map, directions, symbol,</p>	<p>Year A term 3 EYFS Outdoor activities</p>	<p>Year A term 3 KS1 Outdoor activities Year A term 3 Yr. 3 Outdoor activities Year A term 3 Yr. 4/5 Outdoor activities Year A term 3 yr. 5/6 Outdoor activities Year A term 3 Yr. 3 Outdoor activities Year B term 3 Yr. 4/5 Outdoor activities</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION</p>

	<p>Discuss how to follow trails and solve problems Select appropriate equipment for the task</p> <p>EYFS Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing</p>	<p>EYFS Children can follow a leader round a course. Children can change direction Children can negotiate obstacles</p>		<p>orienteeing, teamwork</p>		<p>Year B term 3 yr. 5/6 Outdoor activities</p>	
<p>PSHE/RSE</p>	<p>E-Safety Managing feelings and behaviour and Understanding the World</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Children recognise the impact of good choices and consequences of wrong ones.</p>	<p>Children know about visiting places online in safe ways. They will learn that they need to follow certain rules to remain safe.</p> <p>Children know about personal information and what it is. They know websites may ask for names etc and how to deal with such encounters.</p> <p>Children know that information can be retrieved from computers and can tell an adult if what they see makes them feel worried.</p> <p>Children know who they can ask for help and know when they need help.</p> <p>Children know that they need to share equipment and take turns.</p>	<p>Can recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>Explain the basic rules to keep safe online, including what is meant by personal information and what should be kept private.</p> <p>Understand the importance and are able to tell a trusted adult if they come across something that scares them</p>	<p>Enquiry Questions</p> <p>What do we mean by being safe online? If a stranger asked you these details, would you tell them? Why? Who would you trust to share these details with?</p> <p>Key Vocabulary E-safety Online safety Apps Games Searches Permission Trust Private Technology</p>	<p><u>At the start of every Computing unit</u></p> <p>Year B Term 2 EYFS ICT: We are detectives Year A Term 4 EYFS PSHE/RSE: E-safety</p>	<p><u>At the start of every Computing unit</u></p> <p>Year B Term 4 KS1 PSHE/RSE: E-safety Year B Term 5 Y3&4 PSHE/RSE: E-safety Year B Term 5 Y4/5 PSHE/RSE: E-safety Year B Term 4 Y5/6 PSHE/RSE: E-safety Year A Term 4 KS1 PSHE/RSE: E-safety Year A Term 4 Y3&4 PSHE/RSE: E-safety Year A Term 4 Y4/5 PSHE/RSE: E-safety Year A Term 4 5/6 PSHE/RSE: E-safety</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION</p>

	<p>They can select and use technology for a purpose. Children understand that they must ask an adult whether they can use a game or app.</p>						
--	---	--	--	--	--	--	--