

EYFS /Key Stage 1 Curriculum Map Year B

Small Village, Big Horizons

Kirkstead/Tintern/Richmond Summer 1 Food , Glorious Food

Curriculum Area	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 All Curriculum Areas
<p><i>Food, Glorious Food</i></p> <p><i>Geography</i></p>	<p>Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Ge1/1.4d use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK,</p> <p>EYFS Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might</p>	<p>Children know what a farm is and the different types of farms, namely arable, livestock and dairy. Children know what happens on each type of farm and why farms are so important. Children know why farms are found in rural as opposed to urban areas.</p> <p>Children will be able to identify some of the main buildings in a farm, such as the pig sty, hen house and office, and how the land around the farm is used for pasture and crops</p> <p>Children know what the four points on a compass mean and how to use them to navigate around a map of a farm.</p> <p>Children will be able to describe where places are in relation to each other and how keys and symbols are used on maps to make them easier to read.</p> <p>Children know how to identify the four seasons of the year and identify their features.</p> <p>Children can describe what typically happens on a farm during each of the four seasons in terms of animal and crop care</p> <p>Children will know the difference between urban and rural areas and the ways in which towns and farms are different to each other in terms of both their human and physical features.</p> <p>EYFS Children know what a farm is, children know different types of farms, children know that farms are found in the countryside, children know some of the main buildings on the farm, children know that crops are grown in the fields, children know there are Four Seasons, children know that crops grow in different seasons</p>	<p>Yr. 1</p> <ul style="list-style-type: none"> I ask what is this place like? I tell others' the things I like and dislike about a place <p>INVESTIGATION asking relevant questions; using a variety of sources to find out about events, people, processes and changes carrying out fieldwork and observational skills to develop a greater place knowledge</p> <p>EXPRESSION the ability to recall, select and organise information the ability to use key geographical vocabulary, data to describe and explain different aspects of human and physical geography</p> <p>INTERPRETATION the ability to draw meaning from maps, atlases, globes, and data collected through fieldwork; the ability to suggest meanings and draw conclusions from what they see</p>	<p>ENQUIRY QUESTIONS EYFS</p> <p>Q1 What is a farm?</p> <p>Q2 Where do we find farms?</p> <p>Q3 what animals would we find on a farm?</p> <p>Q4 What do farmers grow in their fields?</p> <p>Year 1</p> <p>Q1 What different types of farms can we name (arable, livestock, dairy)</p> <p>Q2 What buildings would you find on a farm?</p> <p>Q3 What happens during the farming year?</p> <p>Key Vocabulary</p> <p>Agriculture</p> <p>Arable</p> <p>Dairy</p> <p>Rural</p> <p>Seasonality</p> <p>Food miles</p> <p>environment</p>	<p>Year A Term 1 EYFS science-seasons and weather</p> <p>Year A Term 6 EYFS Geography around the world</p> <p>Year A Term 6 EYFS Science Plants and their structure</p> <p>Year B Term 2 EYFS Local area geography</p> <p>Year B Term 2 EYFS Science Seasons</p>	<p>Year A Term 1 KS1 Science-Seasons</p> <p>Year A Term 1 Year 3 Geography -Maps of the World</p> <p>Year A Term 1 Year 3 Nutrition</p> <p>Year A Term 1 Year 5/6 land Uses</p> <p>Year A Term 2 KS1 Science-Plants and how they grow and Animals</p> <p>Year A Term 2 Year 3 Plants and Climates</p> <p>Year A term 2 yr4/5 science-digestion</p> <p>Year A term 4 yr5/5 science-diet</p> <p>Year A term5 EYFS art healthy foods</p> <p>Year A Term 6 KS1 Geography-Britain and the World</p> <p>Year B Term 5 KS1 Geog-Food</p> <p>Year B term 5 KS1 Art-Arcimboldo</p> <p>Year B term 1 Year 3 Climates</p> <p>Year B term 3 yr. 4/5 Music</p> <p>Year B Term 5 year 4/5 geog World's Kitchen</p> <p>Year B Term 5 year 4/5 DT –healthy snacks</p> <p>Year B term 2 year 5/6 science-nutrients</p> <p>Writing</p> <p>Year A term 6 EYFS Instructions</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION</p>

	vary from one another.					Year A Term 6 KS1 Instructions Year A Term 2 yr. 3 Instructions Yr. B term 5 Yr. 4/5 Instructions	
Science	<p>Yr. 1 Sc1/2.1 Plants Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>EYFS Children know about similarities and differences in relation to places, objects, materials and living things .They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Children know what a plant is, Children know a variety of common garden plants, are able to identify some of their features, and consider why they are appealing to people. Children name some wild plants, and know how their seeds came to be there. Children name trees, they know the differences between deciduous and evergreen trees. Children know the main parts of a variety of plants and describe their functions. Children know ways in which plants change over time.</p> <p>EYFS Children know what plants are, children can name some garden plants, children can name some wild plants, children know what trees are, children know that some trees are deciduous and some trees are Evergreen, children know that plants grow in different seasons</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>INVESTIGATION Ask relevant questions Know how to use different types of sources as a way of gathering information.</p> <p>EXPRESSION The ability to explain concepts, methods and practices Identify and articulate scientific understanding</p> <p>INTERPRETATION The ability to suggest meanings</p> <p>APPLICATION The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts.</p>	<p>Enquiry Questions EYFS Q1 What is a plant? Q2 can you name at least 3 parts of a flower (Stem, leaf, petals) Q3 What flowers grow in the garden and what flowers grow in the wild? Q4 What happens to trees in autumn, why are some different to others? Year 1 Q1 What are the functions of different parts of the flowers (flower, stem, roots, leaves) Q2 do all plants grow in the same places? Q3 How do wild flowers get there ? Q4 How do plants grow from bulbs and seeds? Q4 Are the trees in the school grounds deciduous or evergreen?</p> <p>Key Vocabulary Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud • Names of trees in the local area • Names of garden and wild flowering plants in the local area</p>	<p>Year A Term1 EYFS Science-seasonal changes Year A term 1 KS1 Geog-weather Year A term 1 KS1 Science- seasons Year A term 3 EYFS music-seasons Year B Term2 Science-seasonal changes</p>	<p>Year A term 1 EYFS Science, seasonal changes, Year A term 6 KS1 Science, plants Year A term 6 year 3, Plants Year B term 2 KS1 music-seasons Year B term 1 yr. 3 Geog-climates and biomes Year B term 1 yr. 5/6 Geog -resources and environments Year B term 5 KS1 science-plants Year B term 5 Year 3 Plants Year B term 5 Yr. 4/5 Geog-world's kitchen Year B term 5 yr. 4/5 science reproduction in plants</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

<p>RE</p>	<p><u>My Life</u> Appreciate the wonder of life and development</p>	<p>Know about similarities and differences between themselves and others, among families, communities and traditions. Know and become aware of their own cultures, beliefs and those of other people. Ask questions about religion and culture as they encounter them in everyday experiences. Know examples of people who belong to religious communities – ways in which religion is an ordinary part of their lives (e.g. Christians visiting church to worship, Muslims participating in big community festival celebrations, Sikhs helping out in the langar [canteen] in the gurdwara, etc.) Use visits and visitors where possible Know stories/picture books to explore some ways in which religion is important to some people</p>	<p>Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. INVESTIGATION asking relevant questions; REFLECTION the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices EMPATHY the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others and to see issues from their point of view. SYNTHESIS connecting different aspects of life.</p>	<p>Enquiry Questions Why do people pray? Can you think when we worship in school? Do we all worship the same God/gods? Key vocabulary Religions Beliefs Pray Worship Judaism/Christianity/Islam/Atheist/Hinduism/Sikhism</p>	<p>Year B Term 1 EYFS RE: Myself Year B Term 2 EYFS RE: My Friends Year B Term 4 EYFS RE: Special Times for Me and Others Year B Term 3 EYFS PSHE/RSE: Respect Year B Term 1 EYFS English: autobiographies Year B Term 4 English: diaries</p>	<p>Year B Term 1 KS1 English: autobiography Year B Term 1 KS1 Music: Ourselves Year B Term 2 Year ¾ English: autobiographies Year B Term 1 Year ¾ Music: Ourselves Year B Term 2 Year 4/5 English: Diary accounts Year B Term 2 Year 5/6 RE: Big Question – Do you have to believe in God to be good? Year B Term 1 Year 5/6 Music: World Unite Year B Term 5/6 Year 5/6 RE: Life Journeys Year A Term 1 KS1 RSE/PSHE: Families and People Year A Term 2 RSE/PSHE: Friendship and Community Year A Term 2 KS1 RE: Life Journey – Islam Year A Term 1 KS1 RE: Being Human – Islam Year A Term 3&4 Year 3&4 English: autobiographies Year A Term 1 Year 3&4 RSE/PSHE: Families and People</p>	<p>INVESTIGATION REFLECTION EMPATHY SYNTHESIS</p>
	<p><u>Our Special Places</u> Identify places which are special to them and to others</p>	<p>Know we live in different houses in the same community. Know there are lots of different people living in our community and we have shops, schools, houses. Churches and other places of worship like mosques, Mandirs, synagogues. Know some stories from religious traditions as a stimulus to reflect on their own experiences and explore them Know places of worship, know new words associated with these places and show respect towards them. Use the senses to explore different artefacts from different religions. Know how these artefacts are used by religious people in their places of worship.</p>	<p>Having their own ideas Thinking of ideas Finding ways to solve problems Making links Making links and noticing patterns in their experience Children know about similarities and differences in relation to places and objects. INVESTIGATION knowing how to use different types of sources</p>	<p>Enquiry Questions Why is a place of worship important? What do people do in a church? Can you name any religions? Can you think of any other places where people worship? Key Vocabulary Church Mosque Mandir</p>	<p>Year B Term 4 EYFS RE: Special Times for Me and Others Year B Term 2 EYFS English: Bo, the Boston Church Mouse Year B Term 3 EYFS PSHE/RSE: Respect</p>	<p>Year B Term 2 KS1 English: Bo, the Boston Church Mouse Year B Term 6 KS1 English: Recounts Year B Term 4 KS1 RE: Islam – Community Year B Term 5/6 KS1 RE: Places of Worship Year B Term 2 KS1 RSE/PSE: Friendship and Community Year B Term 2/3 Year 4/5 RE: How do Muslims and Hindus worship? Year B Term 1 Year 4/5 Music: Community</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION APPLICATION DISCERNMENT</p>

			<p>as a way of gathering information; EXPRESSION the ability to explain concepts, rituals and practices; INTERPRETATION the ability to draw meaning from artefacts, works of art, poetry and symbolism; REFLECTION the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices APPLICATION making the association between religions and individual, community, national and international life; DISCERNMENT explaining the significance of aspects of religious belief and practice</p>	<p>Synagogue Community Artefacts</p>		<p>Year A Term 3 KS1 History: Churches and Castles (Iona, Lindisfarne and Sempringham) Year A Term 1 KS1 RE: God – Hinduism Year A Term 2 KS1 RE: God – Islam</p>	
<p>Art/DT Arcimboldo</p>	<p>Yr. 1 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</p>	<p>Children know who Arcimboldo was and where he lived. Children identify which medium Arcimboldo used for his work. Children compare Arcimboldo's portraits Children know which materials Arcimboldo used to represent each season. Children know why Arcimboldo used different materials to represent each season. Children can match each of Arcimboldo's element paintings to its title . Children explain why Arcimboldo used different flowers for each part of the portrait Children can talk about their work and compare it to the work of Arcimboldo. Children can name different works by Arcimboldo (Four Seasons, Flora, Earth, water and Air, The Cook, The Jurist, The Librarian)</p> <p>EYFS</p>	<p>Yr. 1 respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: 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;</p> <p>.</p>	<p>Enquiry Questions Who was Arcimboldo? What did he use in his paintings? How did he represent different seasons How did he use flowers? How do I recreate his paintings?</p> <p>Key Vocabulary work, work of art, idea, starting point, observe, focus, design, improve.: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint colour, foreground, middle ground, background, abstract,</p>	<p><i>Year B term 1 EYFS -Art-self portraits</i> <i>Year B term 2 EYFS Art-observational drawings</i></p>	<p><i>Year A term 2 Yr. 3 Art Monet/Picasso</i> <i>Year A term 2 yr. 4/5 Art Constable</i> <i>Year A term 5 Yr. 4/5 Art portraits</i> <i>Year A term 1 Yr. 5/6 Art- Hallam</i> <i>Year A term 2 yr. 5/6 Art Warhol</i> <i>Year B term 1 KS1 Art-self portraits</i> <i>Year B term 2 KS1 Art-observational drawings</i></p> <p><i>Year B term 1 yr. 3 Art-Van Gogh</i> <i>Year B term 1 yr. 4/5 Art-landscapes</i> <i>Year B term 1 yr. 5/6 Art-watercolours</i> <i>Year B Term 2 yr. 5/6 Art-pastels</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION</p>

	<p>similarities between different practices and disciplines, and making links to their own work</p> <p>EYFS They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Children can name different colours, children can use paint brushes to make marks, children can use vegetables and fruit to make prints, children can represent different fruits and vegetables in different ways</p>	<p>INVESTIGATION: asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing how pieces are created EXPRESSION the ability to explain techniques, colours and use of media; the ability to identify and articulate opinions on how an artist has chosen to express their ideas. INTERPRETATION the ability to draw meaning from pieces of art; the ability to suggest alternative meanings</p>	<p>emotion, warm, blend, mix, line, tone, fresco.</p>			
<p><i>Music (music express)</i></p>	<p>1.2 Number (Beat) Children will develop a sense of a steady beat through using movement, body percussion and instruments.</p> <p>KS1 NC Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high- quality live and recorded music.</p> <p>EYFS - ELG 16 Sing songs, make music and dance</p>	<p>Number (Beat) Children recognise and develop a sense of a steady beat through using voices and body percussion.</p> <p>Number Year 1 Children identify the beat in music and can tap along. EYFS Children can listen to music and make music using their voices, body percussion and instruments. They will be able to explore and hear different sounds.</p> <p>INVESTIGATION how the voice and body can be used to make sounds own feelings and emotions related to a range of musical experiences EXPRESSION the ability to explore music as a medium for expressing themselves</p>	<p>1.2 Number Enquiry Questions? What is a steady beat? What is the tempo? How do I know it has changed?</p> <p>Key vocab Beat Tempo Dynamics</p>	<p>1.2 Number Enquiry Questions? What is a steady beat? What is the tempo? How do I know it has changed?</p> <p>Key vocab Beat Tempo Dynamics</p>	<p><i>Music Express that focus on Beat</i> 1.4 Weather, Spring 1 Year B, Autumn 1 Year A 1.5 Machines, Spring 2 Year A 1.8 Pattern, Spring 2 Year B, Summer 2 Year A 1.10 Our bodies, Autumn 1 Year B, Summer 1 Year A</p>	<p>1.5 Machines Summer 1 Year B KS1 Year A Aut 2 1.5 Machines Sum 1 2.4 Our bodies Sum 1 1.6 Number</p> <p>LKS2 Year B Aut 1 3.2 Building Aut 2 3.6 Time Spring 2 4.5 Building Summer 2 4.10 Time</p> <p>UKS2 Year A Spring 1 4.5 Buildings Summer 1 5.4 Keeping Healthy</p>	<p>INVESTIGATION – EXPRESSION INTERPRETATION</p>

	<p>1.5 Machines (Beat) KS1 NC Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>EYFS - ELG 16 Sing songs, make music and dance</p>	<p>Machines 1.5 (Beat) Children will build on knowledge of the identifying the beat and being able to play along with a beat. Using body percussion and actions children will perform a beat at different speeds. Children will be work with Tempo of beat. They will play faster and slower and show increasing control of these changes in speed (tempo).</p> <p>EYFS Children can listen to music and make music using their voices, body percussion and instruments. They will be able to explore and hear different sounds</p>	<p>APPLICATION- identifying key musical terminology and using it in description of music exploring different ways music is made</p> <p>Machines 1.5 Children to learn to identify the beat in music. Children will accompany a song with a steady beat on percussion. Children will be able to play a beat at different speeds.Children will be able to control changes in speed whilst playing a beat.</p> <p>INVESTIGATION Investigating how the voice and body can be used to make sounds Investigating own feelings and emotions related to a range of musical experiences EXPRESSION the ability to explore music as a medium for expressing themselves APPLICATION- identifying key musical terminology and using it in description of music exploring different ways music is made</p>	<p>1.5 Machines Key Questions What is a steady beat? Can you play and maintain a steady beat? Can you play at different speeds (tempi)? Can you control changes in speed (tempi)?</p> <p>Key vocabulary Beat Rhythm Tempo (fast.slow)</p>	<p><i>Music Express that focus on Beat</i> 1.4 <i>Weather, Spring 1 Year B, Autumn 1 Year A</i> 1.5 <i>Machines, Spring 2 Year A</i> 1.8 <i>Pattern, Spring 2 Year B, Summer 2 Year A</i> 1.10 <i>Our bodies, Autumn 1 Year B, Summer 1 Year A</i></p>	<p><i>KS1 Year A</i> <i>Aut 2 1.5 Machines</i> <i>Sum 1 2.4 Our bodies</i> <i>Sum 1 1.6 Number</i> <i>Year A LKS2 Aut 1 3.2</i> <i>Building</i> <i>Year A Sum 1 4.5</i> <i>Building</i> <i>Year A Y5 Spring 1 4.5</i> <i>Buildings</i> <i>Sum 1 5.4 Keeping Healthy</i></p>	
<p>Computing 1.5 Programming a moving robot</p>	<p>Yr. 1 Children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They create, debug and use logical reasoning to predict the behaviour of simple programs</p>	<p>Children know the outcome of a command on a device. Children can match a command to an outcome Children know how to run a command on a device. Children can follow an instruction. Children can recall words that can be acted out. Children know how to give directions and compare forwards and backwards movements. Children can start a sequence from the same place. Children know how to predict the outcome of a sequence involving forwards and backwards commands. Children can compare left and right turns and experiment with turn and move commands to move a robot. Children know how to predict the outcome of a sequence involving up to four commands Children can plan a simple</p>	<p>Yr. 1 give commands one at a time to control direction and movement, including straight, forwards, backwards, turn; control the nature of events: repeat, loops, single events and add and delete features; give a set of Instructions to follow and predict what will happen;</p>	<p>Enquiry Questions What will happen....? How do we show a movement? Can we go backwards and forwards? How do we go in all four directions? What happens when we go wrong?</p> <p>Key Vocabulary</p>	<p><i>Year A term 5 EYFS- Moving a robot</i> <i>Year A Term 6 EYFS- Introduction to Animation</i> <i>Year B Term 6 EYFS- Introduction to Animation</i></p>	<p><i>Year A term 5 KS1 - Robot algorithms</i> <i>Year A Term 6 Yr. 3 Events and Actions</i> <i>Year A term 5 Yr4- repetition in shapes</i> <i>Year A term 5 yr. 4/5 selection in physical computing</i> <i>Year A term 6 KS1 Introduction to quizzes</i> <i>Year A term 6 yr. 4 repetition in games</i> <i>Year A term 6 yr. 4/5 Selection in quizzes</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION</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>program and explain what my program should do. Children know how to choose the order of commands in a sequence/ Children know how to debug my program and identify several possible solutions Children can plan two programs and use two different programs to get to the same place</p> <p>EYFS Children know what a bee-bot is , children can make a bee-bot move forward, children can make a bee-bot move backwards, children can make a bee-bot turn, children can follow a route with a bee-bot, children can move from one place to another with a bee-bot</p>	<p>improve/change their sequence of commands by debugging; use key vocabulary to demonstrate knowledge and understanding in this strand</p> <p>INVESTIGATION asking relevant questions; using different approaches to problem solving, how something can be created or works debugging. EXPRESSION the ability to identify and articulate computational thinking. INTERPRETATION the ability to understand computing theories; the ability to suggest meanings. EVALUATION the ability to evaluate how a computing system works. understand what can be done differently and what impact this may have on the outcome.</p>	<p>Yr. 1 algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink EYFS Beebot, forwards, backwards, buttons, sideways</p>		<p>Year A term 6 Yr. 5/6 variables in games Year A term 6 yr. 5/6 sensing Year B term 5 KS1 - Robot algorithms Year B term 6 KS1 Introduction to quizzes ear B Term 6 Yr. 3 Events and Actions Year B term 5 Yr4/5- repetition in shapes Year B term 5 yr. 5/6 selection in physical computing Year B term 6 yr. 4/5 repetition in games Year B term 6 yr. 45/6 Selection in quizzes</p>	
<p>PE Team activities</p>	<p>Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending</p> <p>EYFS Children show good control and coordination in large</p>	<p>Yr. 1 Children can identify useful spaces for passing and receiving a ball; Children know how to defend a goal or space; Children know how to indicate their intentions to their teammates; Children can attempt to evade defenders; Children can identify strengths and areas in which they could improve.</p> <p>EYFS Hit a ball with a bat or racquet. Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Kick an object at a target. Move safely around the space and equipment. Travel in different ways, including sideways and backwards Play a range of chasing games</p>	<p>Yr. 1 Describe how the body feels before, during and after exercise. Carry and place equipment safely. Use hitting skills in a game. Practise basic striking, sending and receiving Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency Pass the ball to another player in a game. Use</p>	<p>What do we mean by defending? What do we mean by attacking? How can we regain possession?</p> <p>Kick, throw, goal, dodging, pass, receive, tactics</p>	<p>Year A Term 5 EYFS - team games</p>	<p>Year A term 1 yr. 3 attacking/defending Year A term 1 yr. 4/5 football/hockey Year A term 1 yr. 5/6- netball/tag rugby Year A term 5 KS1 -team games Year A term 5 Yr. 3 - defending/attacking skills Year B term 1 Yr. 3 - throwing/catching skills Year B term 1 Yr. 4/5 football/hockey Year B term 1 Yr. 5/6 netball/tag rugby Year B term 5 KS1 -team games Year B term 5 Yr. 3 - defending/attacking skills</p>	<p>INVESTIGATION – EXPRESSION INTERPRETATION</p>

	<p>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>kicking skills in a game Use different way of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.</p> <p>INVESTIGATION -asking relevant questions INTERPRETATION -understanding the effects of what they do and how this could be changed to improve or maintain a standard EXPRESSION the ability to explain what they do and how they do it</p>				
<p>PSHE/ RSE</p>	<p>Health and prevention</p> <p>Children should be able to talk about: Keeping well Clean, healthy and safe Children will learn about basic hygiene</p>	<p>Brainstorm symptoms of feeling unwell, e.g. coughing, sneezing, tummy ache, feeling sick, hot and cold. Address any misconceptions /remind children that cuts, and grazes are not illnesses that you can catch (contagious) they happen when we hurt ourselves. Discuss the word ‘germs’, ask the children ‘what are they and what do they mean?’ Explain that some germs are viruses that can spread illness and are so small you can’t see them. Explain that we all get ill sometimes, and when we do, our body learns to fight these illnesses because our in-built protective defence - our immune system is triggered, helping to protect us against the illness next time. Discuss why it is important to protect ourselves from becoming ill. How do you think we can do this? Share or role play example scenarios: Either encourage the children to act out scenarios, or adults to act out/read scenario</p>	<p>That germs can cause the flu. That germs spread on our hands.³ I know what a vaccine is and that it can help protect children, their friends and their families I know that washing my hands can help to prevent the spread of germs. I know that when I cough and sneeze, I need to catch it. I know that tissues can prevent my germs from spreading.</p> <p>INVESTIGATION •asking relevant questions; INTERPRETATION – •the ability to use health information to be informed on issues</p>	<p>Enquiry Questions</p> <p>Begin by asking children’s experiences of feeling ill. Who helped them? Did they need medicine? What were their symptoms?</p> <p>Key Vocabulary Immune system Germs Bugs Hand washing</p>	<p>Year B Term 1 EYFS PSHE/RSE: Well-being Year B Term 1 EYFS Science: Animals Inc Humans Year B Term 4 EYFS Science: Exercise and health Year B Term 3 EYFS English: Information text</p>	<p>Year B Term 1 KS1 Science: Animals Inc Humans Year B Term 4 KS1 Science: Animals Inc Humans Year B Term 5 KS1 PSHE/RSE: being safe Year B Term 2 Y3&4 Science: Digestion & teeth Year B Term 3&4 Y3&4 PSHE/RSE: Health prevention Year B Term 3&4 Y4/5 PSHE/RSE: Health prevention Year B Term 3 Y4/5 Science: Animals Inc Humans Year B Term 3 Y5/6 PSHE/RSE: Health prevention</p>	<p>INVESTIGATION – EXPRESSION INTERPRETATION</p>

			<p>pertaining to health and safety;</p> <ul style="list-style-type: none"> the ability to know where to seek help and advice. <p>DISCERNMENT-</p> <ul style="list-style-type: none"> seeing clearly for themselves how individuals might learn from PSHE and RSHE in regards to health and safety. 			<p>Year A Term 5 KS1 Science: Animals Inc Humans</p> <p>Year A Term 2 Y3&4 Science: Nutrition</p> <p>Year A Term 2 Y4/5 Science: Digestion and teeth</p> <p>Year A Term 2 Y5/6 Science: Circulatory system</p> <p>Year A Term 4 Y5/6 Science: diet, exercise drugs and lifestyle</p>	
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Kirkstead/Tintern/Richmond Summer 2 Under the Sea

	Key Knowledge	Knowledge Building Blocks	Key Skills	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge and Skills (see termly plans)	Reference to Future Knowledge and Skills (see termly plans)	Reference to the Process Knowledge Across All Curriculum Areas
<p><i>Under the sea</i></p> <p>Geography</p>	<p>Pupils should be taught to:</p> <p>Yr. 1 Ge1/1.1a name and locate the world's 7 continents and 5 oceans</p> <p>Ge1/1.4a 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</p>	<p>Children know the names and locations of the five oceans and seven continents. Children know how to locate some seas and countries on a world map. Children know the features of the seaside. Children know the names of the countries of the United Kingdom and its geographical location in the world. Children know some human and physical features of the seaside. Children know why seas are important to the UK.</p>	<p>Yr. 1</p> <ul style="list-style-type: none"> I ask what is this place like? I tell others' the things I like and dislike about a place <p>INVESTIGATION –</p> <ul style="list-style-type: none"> asking relevant questions; using a variety of sources to find out about events, people, processes and changes carrying out fieldwork and observational skills to develop a greater place knowledge <p>EXPRESSION</p>	<p>ENQUIRY QUESTIONS</p> <p>EYFS</p> <p>Q1 What is an island?</p> <p>Q2 Where is the seaside?</p> <p>Q3 What would we find at the seaside?</p> <p>Year 1</p> <p>Q1 Where are the oceans and continents?</p> <p>Q2 What are the features of the seaside?</p> <p>Q3 Why are the seas important to the UK</p>	<p><i>Year A Term 4 EYFS Geography Journeys</i></p> <p><i>Year A Term 6 EYFS Geography around the world</i></p> <p><i>Year A Term 5 EYFS Science Animals and habitats</i></p> <p><i>Year B Term 2 EYFS Local area geography</i></p> <p><i>Year B Term 2 EYFS Science Seasons</i></p>	<p><i>Year A Term 4 KS1 History -Seaside</i></p> <p><i>Year A Term 2 KS1 Science-Animals and habitats</i></p> <p><i>Year A Term 6 KS1 Geography-Britain and the World</i></p> <p><i>Year A Term 1 Year 3 Geography -Maps of the World</i></p> <p><i>Year A Term 1 Year 5/6 land Uses</i></p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p>

	<p>EYFS Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another</p>	<p>Children can say what an island is and think about what being an island means for the UK. Children know the names and locations of the seas around the UK, and their importance to the UK. Children know that the seaside is different in other parts of the world and can compare British and non-British beaches in terms of human and physical features. Children know which animals are found at the beach and in the rockpools and understand why they live there ☑Children know what a marine habitat is and know what an adaptation is</p> <p>EYFS Children know we live on an island. Children know some of the Seas around the island, children know we live in England, children know where the seaside is, children know some of the features of the seaside, children can talk about the seaside they have visited</p>	<ul style="list-style-type: none"> · the ability to recall, select and organise information · the ability to use key geographical vocabulary, data to describe and explain different aspects of human and physical geography <p>INTERPRETATION</p> <ul style="list-style-type: none"> · the ability to draw meaning from maps, atlases, globes, and data collected through fieldwork; · the ability to suggest meanings and draw conclusions from what they see 	<p>Q4 What is the seaside like elsewhere? Q5 what is the beach like as a habitat? Q6 What is a marine habitat? Key Vocabulary</p> <p>Ocean Continent Marine Habitat features</p>	<p>Writing (recounts) Year A term 4 EYFS recounts Year A term 4 KS1 recounts</p>	<p>Year A Term 2 Year 3 Plants and Climates Year B term 6 Geography Sun sea and sand Year B term 1 Year 3 Living things and habitats Year B Term 6 year 4/5 science Changing environments</p> <p>Writing (recounts) Year B Term 6 KS1 Recounts</p>	
<p>Science</p>	<p>Yr. 1: Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p>Children identify, name and describe a variety of common animals kept as pets. Children identify a variety of mammals and compare and describe some of their features. Children know the characteristics of a variety of birds and reptiles, Children know the similarities and differences between some fish and amphibians. Children know what a variety of different animals eat. Children know how to sort animals using Venn diagrams or tables. Children know the needs of a variety of animals, and can explain how best to care for them.</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>INVESTIGATION Asking relevant questions</p>	<p>Enquiry Questions Q1 What animals do we keep as pets? Q2 How do we look after our pets? Q3 Do all animals have the same features (difference between birds, fish, reptiles and mammals) Year 1 Q1 What are these common animals called? Q2 What are some common UK mammals, birds, fish and reptiles Q3 What are amphibians? Q4 Do all animals eat the same food types? Key Vocabulary Head, body, eyes ears</p>	<p>Year A Term 2 EYFS Science Animals inc Humans Year A Term 5 EYFS science -animals and their habitats Year B Term 1 EYFS Animals-senses Year B Term 4 EYFS - exercise</p>	<p>Year A Term 2 Science KS1 Animals and habitats Year A Term 5 KS1 Animals and offspring Year A Term 1 Year 3 Animals-nutrition Year A Term 5 Year 3 Animals-skeletons Year A Term 2 Year 4/5 Animals-digestion Year A Term 5 Year 4/5 Animals Classification \\year A term 1 year 5/6 Evolution and inheritance Year A term 2 Year 5/6 Animals-circulation Year A Term 4 Year 5/6 Animals-diet</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION EVALUATION</p>

	<p>EYFS Children know about similarities and differences in relation to places, objects, materials and living things .They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</p>	<p>EYFS Children can name some types of animals kept as pets, children know what mammals are , children know what birds are, children can recognise some reptiles, children can recognise some fish, children know what some animals eat, children can explain how they care for their pets</p>	<p>Knowing how to use different types of sources as a way of gathering information EXPRESSION The ability to explain concepts, methods and practices The ability to identify and articulate scientific understanding INTERPRETATION The ability to suggest meanings APPLICATION The ability to be able to apply a range of scientific knowledge and skills in a range of contexts EVALUATION The ability to evaluate a finished product and scientific investigation.</p>	<p>mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves • Names of animals experienced first-hand from each vertebrate group</p>			
<p>RE</p>	<p>Our Beautiful World Explore and respond to the natural world and recognise there are some questions that are difficult to answer</p>	<p>Know and become aware of their own cultures, beliefs and those of other people. Know questions about religion and culture as they encounter them in everyday experiences. Know different stories of creation (including the Jewish story), e.g. Christianity, Hinduism Know beliefs about the natural world and how human beings should relate to it (e.g. stewardship in Christianity and Judaism, every living thing being part of Brahman, the ultimate reality in Hinduism, etc.)</p>	<p>Having their own ideas Thinking of ideas Finding ways to solve problems Finding new ways to do things Making links Making links and noticing patterns in their experience Making predictions Testing their ideas Developing ideas of grouping, sequences, cause and effect Choosing ways to do things Planning, making decisions about how to approach a task, solve a problem and reach a goal Checking how well their activities are going Changing strategy as needed Reviewing how well the approach worked They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Understanding the World (The World) Children know about similarities and differences in relation to places and objects. INVESTIGATION asking relevant questions;</p>	<p>Enquiry Questions Do you think there are questions we don't know the answer to? Do you think religion might provide some answers for some people? How do you think the world was created? How can we care for our world? What makes our world a beautiful place?</p> <p>Key Vocabulary Creation Environment Caring God/gods (Brahman) Stewardship</p>	<p>Year B Term 2 EYFS Geography: Local area Year B Term 5 EYFS Geography: Local area – farming Year B Term 6 EYFS English: Lighthouse Keepers Lunch Year B Term 4 EYFS Music: Our Land Year B Term 3 EYFS RSE/PSHE: Respect Year B Term 1 Year 1 RE: Creation Year B Term 4 EYFS PE: Outdoor activities (follow trails)</p>	<p>Year B Term 2 KS1 Geography: Local area Year B Term 4 KS1 Geography: Explorers Year B Term 6 KS1 History: Holidays across time Year B Term 4 KS1 Music: Our Land Year B Term 3 KS1 English: Information text Year B Term 6 KS1 English: Recounts Year B Term 5/6 KS1 RE: Thankfulness Year B Term 1 Year 3&4 English: Explanation text of geographical features Year B Term 6 KS1 Geography: Maps of the World Year B Term 1 Y4/5 Art: Contrasting landscapes Year B Term 4 Y4/5 RE: Creation Year B Term 3&4 Year 5/6 RE: Creation Year B Term 2 Year 5/6 English: Information text Year A Term 1 KS1 Science: seasonal changes Year A Term 2 KS1 Science: Habitats Year A Term 1 KS1 RE: Creation</p>	<p>INVESTIGATION INTERPRETATION EMPATHY ANALYSIS</p>

	music, dance, role play and stories.		the ability to evaluate a product.				
<i>Music (music express)</i>	<p>1.3 Animals (Pitch)</p> <p>KS1 NC</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>EYFS ELG 16 Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>1.12 Water (Pitch)</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>EYFS EYFS ELG 16</p>	<p>1.3 Animals (Pitch)</p> <p>Children understand pitch and making high and low vocal sounds.</p> <p>Children are able to relate pitch to high and low body movement.</p> <p>Understanding pitch by singing a song with contrasting high and low melodies.</p> <p>Children will explore and develop an understanding of pitch using voice and movement.</p> <p>EYFS- Children learn songs and can change voice to high and low. They can move to the music.</p> <p>1.12 Water</p>	<p>1.3 Animals (Pitch)</p> <p>Children can identify pitch and can move their bodies in relation to the changing pitch. Children will be able to sing a song with contrasting high and low melodies.</p> <p>EYFS Children will be able to sing along to songs and move their body in relation to the changing in music.</p> <p>INVESTIGATION Investigating how the voice and body can be used to make sounds</p> <p>Investigating own feelings and emotions related to a range of musical experiences</p> <p>EXPRESSION- the ability to explore music as a medium for expressing themselves</p> <p>INTERPRETATION- the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p> <p>APPLICATION- identifying key musical terminology and using it in description of music exploring different ways music is made</p> <p>1.12 Water The children use voices, movement and instruments to explore changes of pitch. They develop a performance with</p>	<p>1.3 Animals (Pitch)</p> <p>Key Questions? What animal could this music be like? How can we make a high pitch voice? How can we make a low pitch voice? What can you tell me about the pitch in this piece of music? What high pitch and low pitch sounds can you make to go with the music?</p> <p>Key Vocabulary High Low Pitch</p> <p>Key Questions? What actions would go with this piece of music? How can we make waves using percussion? What is the structure of music? How would you move to this piece of music? Can you join in with the music? Can you compare the pieces of music?</p> <p>Key Vocabulary Dynamics- (loud/quiet, louder/ quieter) Timbre- (splash, ripple, crash) Tempo - (fast/slow, faster/ slower) Glissando - (slide) Pitch (high/ low, higher/ lower, steps, jumps) Rhythm</p>	<p>1.3 Animals (Pitch)</p> <p><i>Year B Aut 2 1.6 Seasons Year A Aut 2 1.3 Animals Year A Spring 1 1.6 Seasons Year A Summer 2 1.12 Water</i></p> <p><i>Link to PE- PE Dance Year A EYFS Aut 2 Dance KS1 Aut 2 Dance Year B EYFS Aut 2 Dance</i></p> <p><i>Year B Aut 2 1.6 Seasons Year A Aut 2 1.3 Animals Year A Spring 1 1.6 Seasons Year A Summer 2 1.12 Water</i></p> <p><i>Link to PE- PE Dance Year A EYFS Aut 2 Dance KS1 Aut 2 Dance Year B EYFS Aut 2 Dance</i></p>	<p><i>Music Express units focusing on Pitch KS1 Year A Aut 1 1.6 Seasons Aut 2 1.3 Animals Sum 2 2.11 Water</i></p> <p><i>LKS2 Year B Spring 1 3.7 In the Past</i></p> <p><i>UKS2 Year A Aut 2 4.6 Around the World 4.8 Singing Spanish</i></p> <p><i>Music Express units focusing on Pitch KS1 Year A Aut 1 1.6 Seasons Aut 2 1.3 Animals Sum 2 2.11 Water</i></p> <p><i>LKS2 Year B Spring 1 3.7 In the Past</i></p> <p><i>UKS2 Year A Aut 2 4.6 Around the World 4.8 Singing Spanish</i></p>	INVESTIGATION – EXPRESSION INTERPRETATION

	<p>Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>Children are able to create a picture in sound. They understand musical structure by listening and responding. Children perform a simple repeated pattern. They understand what a repeated pattern is.</p> <p>EYFS Children can identify differences in music. They can explore how to make different sounds.</p>	<p>different vocal pitch shapes and tuned percussion.</p> <p>EYFS Children can create a picture in sound by exploring and identifying different sounds.</p> <p>INVESTIGATION- Investigating how the voice and body can be used to make sounds Investigating own feelings and emotions related to a range of musical experiences EXPRESSION- the ability to explore music as a medium for expressing themselves INTERPRETATION- the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo APPLICATION- identifying key musical terminology and using it in description of music exploring different ways music is made EVALUATION- the ability to evaluate their own and others performances</p>	<p>Timbre (slide, bubbling, wooden) Pitch - (ascending : low to high) Descending : high to low</p>			
<p>Computing J 1.6 Programming B An introduction to animation</p>	<p>Yr. 1 Children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They create, debug and use logical reasoning to predict the behaviour of simple programs</p>	<p>Children know how to find the commands to move a sprite. Children can compare different programming tools Children know how to use more than one block by joining them together Children can use a Start block in a program and then run my program. Children know how to find blocks that have numbers and change them Children know what happens when they do Children know how to include more than one sprite and can delete a sprite if needed Children know how to add blocks to each of my sprites Children know how to choose appropriate artwork for my project Children can decide how each sprite will move Children know how to create an algorithm for each sprite and</p>	<p>Yr. 1 give commands one at a time to control direction and movement, including straight, forwards, backwards, turn; control the nature of events: repeat, loops, single events and add and delete features; give a set of Instructions to follow and predict what will happen; improve/change their sequence of commands by debugging; use key vocabulary to demonstrate knowledge and understanding in this strand</p> <p>INVESTIGATION •asking relevant questions; •using different approaches to problem solving, how something can be created or works debugging.</p>	<p>What is Scratch? How do I choose a command for a given purpose? What happens when a series of commands are joined together? What are the numbers for? How do I move different sprites? Key Vocabulary Yr1 algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink</p>	<p><i>Year A term 5 EYFS- Moving a robot</i> <i>Year B term 5 EYFS- Moving a robot</i></p>	<p><i>Year A term 5 KS1 -Robot algorithms</i> <i>Year A Term 6 Yr. 3 Events and Actions</i> <i>Year A term 5 Yr4- repetition in shapes</i> <i>Year A term 5 yr. 4/5 selection in physical computing</i> <i>Year A term 6 KS1 Introduction to quizzes</i> <i>Year A term 6 yr. 4 repetition in games</i> <i>Year A term 6 yr. 4/5 Selection in quizzes</i> <i>Year A term 6 Yr. 5/6 variables in games</i> <i>Year A term 6 yr. 5/6 sensing</i> <i>Year B term 5 KS1 -Robot algorithms</i> <i>Year B Term 6 Yr. 3 Events and Actions</i></p>	<p>INVESTIGATION – EXPRESSION INTERPRETATION</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>use an algorithm to create a program Children know how to use sprites that match a design Children know how to add programming blocks based on an algorithm Children know how to test the programs</p> <p>EYFS Children can recall basic bee bot programmes, children can plan a route for a bee bot, children can plan two or three turns in their route, children can reach a destination, children can follow routes on other programmes, children can control an object on an iPad programme using forwards backwards and turns</p>	<p>EXPRESSION •the ability to identify and articulate computational thinking.</p> <p>INTERPRETATION •the ability to understand computing theories; •the ability to suggest meanings.</p> <p>REFLECTION •the ability to reflect on why their process may not have worked and use resilience to problem solve</p> <p>EVALUATION •the ability to evaluate how a computing system works. •understand what can be done differently and what impact this may have on the outcome.</p>			<p>Year B term 5 Yr4/5- repetition in shapes Year B term 5 yr. 5/6 selection in physical computing Year B term 6 KS1 Introduction to quizzes Year B term 6 yr. 4/5 repetition in games Year B term 6 yr. 45/6 Selection in quizzes</p>	
<p>PE Running, throwing catching</p>	<p>Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending</p> <p>EYFS Children show good control and coordination 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>Yr. 1 Children know how to sprint in a straight line and explain what they can do to move faster; Children can change direction quickly when sprinting; Children know how to balance an egg on a spoon while travelling forwards; Children can jump from two feet to two feet in different directions, e.g. forwards, sideways, backwards; Children know how to use their arms and legs to help them jump further; Children can throw underarm with control and throw overarm with control; Children know how to alternate between jumping and hopping across an agility ladder; • move equipment between hoops independently; • Children can jump over a series of hurdles without stopping running first.</p> <p>EYFS Children know how to run in a given direction, Children know how to balance equipment carefully Children know how to jump from 2 feet to 2 feet, Children know how to throw underarm</p>	<p>Yr. 1 Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.</p> <p>EYFS Run in different ways for a variety of purposes. Jump in a range of ways, landing safely Roll equipment in different ways. Throw underarm.</p> <p>INVESTIGATION- -asking relevant questions INTERPRETATION- -understanding the effects of what they do and how this could be changed to improve or maintain a standard</p>	<p>How do I improve my sprinting technique? How do I combine running and jumping in a long jump? How do I throw over a longer distance?</p> <p>Forward, backwards, jump, run, throw</p>	<p>Year A term 6 EYFS- Athletics</p>	<p>Year A term 6 EYFS- Athletics Year A term 6 KS1 Athletics Year A term 6 yr. 3 Athletics Year A term 6 Yr. 4/5 Athletics Year A term 6 yr. 5/6 Athletics Year B term 6 KS1 Athletics Year B term 6 Yr. 3 Athletics Year B term 6 Yr. 4/5 Athletics Year B term 6 Yr. 5/6 Athletics</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION</p>

		<p>Children know how to throw an object at a target. Children can control their body when performing a sequence of movements Children can participate in simple games</p>	<p>EXPRESSION- the ability to explain what they do and how they do it</p>				
<p>PSHE/ RSE</p>	<p>Economic Well-being and Enterprise</p> <p>That money comes from different sources and can be used for different purposes, including The concepts of spending and saving</p> <p>Learn about the role money plays in their lives including how to manage them money, keep it safe, choices about spending money and what influences those choices</p>	<p>Know how people make different choices around money</p> <p>Know money needs to be looked after</p> <p>Know how to carry out a transaction</p> <p>Know that we have to pay for things</p> <p>Know that we need money to pay for things</p> <p>Know that advertising and the items their friends have can influence the products they would like</p> <p>Enhanced/continuous provision - shop</p>	<p>Can buy or sell items from a shop</p> <p>Understand that we need money to buy items</p> <p>Understand different ways we can get money</p> <p>Understands what happens if we spend all of our money</p> <p>Understands some simple ways of saving money</p> <p>Understand that seeing adverts can make them want something that they didn't want previously</p> <p>INTERPRETATION</p> <ul style="list-style-type: none"> •the ability to draw meaning from different viewpoints, world events and societal change; •the ability to know where to seek help and advice. <p>APPLICATION</p> <ul style="list-style-type: none"> •making the association between personal experiences and those of others; <p>SYNTHESIS</p> <ul style="list-style-type: none"> •connecting different aspects of life. <p>EVALUATION</p> <ul style="list-style-type: none"> •the ability to debate issues of significance with reference to evidence and argument; •weighing up the respective claims of self-interest, consideration for others, personal preferences and individual conscience. 	<p>Enquiry Questions</p> <p>Can you buy anything you want from our shop?</p> <p>How will you know if you have enough money?</p> <p>What are some of the important items we need to buy from the shop?</p> <p>Why can I not just buy sweets/toys/ice-creams from the shop?</p> <p>Do you save money? What would you like to buy?</p> <p>Key Vocabulary</p> <p>Spending</p> <p>Saving</p> <p>Transaction</p> <p>Buying</p> <p>Selling</p> <p>Adverts</p>	<p>Year B Term 6 EYFS</p> <p>English: Recounts</p>	<p>Year B term 6 KS1</p> <p>PSHE/RSE: Economic well-being</p> <p>Year B term 6 Y3&4</p> <p>PSHE/RSE: Economic well-being</p> <p>Year B term 6 5&6</p> <p>PSHE/RSE: Economic well-being</p> <p>Year B term 5 5/6</p> <p>PSHE/RSE: Economic well-being</p> <p>Year A term 6 KS1</p> <p>PSHE/RSE: Economic well-being</p> <p>Year A term 6 Y3&4</p> <p>PSHE/RSE: Economic well-being</p> <p>Year A term 6 Y4/5</p> <p>PSHE/RSE: Economic well-being</p> <p>Year A term 6 KS1</p> <p>PSHE/RSE: Economic well-being</p> <p>Year A term 6 Y5/6</p> <p>PSHE/RSE: Economic well-being</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p>