

Understanding the world		Year 1	Year 2
<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>		History	
		<ul style="list-style-type: none"> 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 	
		PSHE	
		<ul style="list-style-type: none"> How to recognise and manage emotions within a range of relationships 	
		<ul style="list-style-type: none"> how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts How to respect equality and diversity in relationships. 	
	Children know about similarities and differences in relation to places, objects, materials and living things.	Science, including working scientifically	
		<ul style="list-style-type: none"> Plants Everyday materials Animals, including humans 	<ul style="list-style-type: none"> Plants Animals, including humans Uses of everyday materials
		Geography	
		<p>Place knowledge:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Skills and fieldwork:</p> <ul style="list-style-type: none"> 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. 	
	They talk about the features of their own immediate environment and how environments might vary from one another.	Science, including working scientifically	
		<ul style="list-style-type: none"> Plants Animals, including humans 	<ul style="list-style-type: none"> Living things and their habitats Animals, including humans
	They make observations of animals and plants and explain why some things occur, and talk about changes.	<ul style="list-style-type: none"> Plants Animals, including humans Seasonal changes 	<ul style="list-style-type: none"> Animals, including humans

Understanding the world	Year 1	Year 2
<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>	Computing	
	<ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology beyond school • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	
	Design and Technology	
	<p>Design</p> <ul style="list-style-type: none"> • 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 <p>Make</p> <ul style="list-style-type: none"> • 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 construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	

Expressive arts and design		Year 1	Year 2
children sing songs, make music and dance, and experiment with ways of changing them.		Music	
		<ul style="list-style-type: none">• use their voices expressively and creatively by singing songs and speaking chants and rhymes• play tuned and untuned instruments musically• experiment with, create, select and combine sounds using the inter-related dimensions of music.	
		Physical Education	
		<ul style="list-style-type: none">• 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• perform dances using simple movement patterns.	
They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		Art and Design	
		<ul style="list-style-type: none">• 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	
		Design and Technology	
		Design <ul style="list-style-type: none">• 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	
		Make <ul style="list-style-type: none">• 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 construction materials, textiles and ingredients, according to their characteristics	
	Evaluate <ul style="list-style-type: none">• explore and evaluate a range of existing products• evaluate their ideas and products against design criteria		
	Technical knowledge <ul style="list-style-type: none">• build structures, exploring how they can be made stronger, stiffer and more stable• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		
Expressive arts and design		Year 1	Year 2
		Design and Technology	
		Technical knowledge <ul style="list-style-type: none">• build structures, exploring how they can be made stronger, stiffer and more stable• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	

<p>children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	Art and Design
	<ul style="list-style-type: none"> • 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.
	Music
	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • experiment with, create, select and combine sounds using the inter-related dimensions of music.
	Physical Education
	<ul style="list-style-type: none"> • 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 • perform dances using simple movement patterns.
	Spoken Language - English
	Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.
	Reading comprehension
	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry

ART AND DESIGN. – EYFS – KS1

	Creating with Materials	How this is achieved in EYFS	Art and Design KS1
	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> Drawing self-portraits Drawing and painting pictures of their family. Transient art – Art without Glue using a variety of resources both natural and man-made. Inspired by autumn, flowers, diwali.. Art work inspired by books eg The Great Big Book of Families, leafman, Patan's Pumpkin, Dragon Dance, The Magic Paintbrush, Big Book of Blooms Creating art inspired by famous Artists including - Jackson Pollock- Firework pictures, Vincent Van Gogh - Sunflowers Observational Drawing and Andy Goldsworthy- Transient Art Designing and creating Christmas decorations / Child-led activities – Junk Modelling Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, brusho inks, wool, material etc...to name some. Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale. Craft Area enables children to self-select resources that they need / want to test out including tape, string and glue to join. 	<ul style="list-style-type: none"> To use a range of materials creatively to design and make product. 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. Explore 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

Design and Technology – EYFS – KS1

	Creating with Materials	How this is achieved in EYFS	Art and Design KS1
	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 	<p>Children can self-select from a range of tools and materials in the continuous provision. Children learn by experimenting with tools such as scissors, staplers and hole punches.</p> <p>They make use of fixing and joining materials such as sellotape, masking tape, string, pipe cleaners and glue.</p> <p>Through questioning children are encouraged to talk about what they like about their work and other children's designs and how they would improve it.</p> <p>Activity Examples:</p> <ul style="list-style-type: none"> Designing and making a kite on a windy day, Three pigs homes - Designing strong structures using a range of materials choosing the best materials. Creating using outdoor blocks. Using junk modeling Using tools to prepare snack /Tasty Tuesday Selecting the best resources for den building outside.- dependent on need -shade/waterproof/transparent/cosy Creating products for a purpose 	<p>Design</p> <ul style="list-style-type: none"> 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. <p>Make</p> <ul style="list-style-type: none"> 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 construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

	People, Culture and Communities	How this is achieved in EYFS	Geography KS1
	<p>ELG:</p> <ul style="list-style-type: none">Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	<ul style="list-style-type: none">Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...)Exploring the school grounds to look at features of the environment.Discussing where extended family members live on a map, including our EAL families place of birth.Exploring Christmas traditions from around the world.Global Scouse Day - exploration of Liverpool, their homes and key places.Features of cities, man-made vs naturalNaming features of the world around us (farms, beach, woodland etc)Using a world map to find polar bears, panda bears where do they live?Compare places Arctic/Rural China with England	<p>Locational knowledge</p> <ul style="list-style-type: none">Name and locate the world’s seven continents and five oceans.Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place knowledge</p> <ul style="list-style-type: none">Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non- European country. <p>Human and physical geography</p> <ul style="list-style-type: none">Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none">Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical skills and fieldwork – Use of maps, atlases, and globes. Use directional language to describe locations.</p>
	<p>The Natural World</p>		
	<ul style="list-style-type: none">Exploring the Natural World around them, making observations and drawing pictures of animals and plants.Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class.		

History – EYFS – KS1

	People, Culture and Communities	How this is achieved in EYFS	History KS1
	Past and Present	<ul style="list-style-type: none"> Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year. Learning about the family traditions of children in class from different cultural backgrounds. Remembrance Day Bonfire Night – Guy Fawke/ other celebrations Learning Feedback times – talking about learning from the previous day / week etc... Through interactions talking about what they did yesterday, last week, last year. Use of the remember when line/cultural capital journey wall Polar Bear non fiction - cubs learning from their mother related to their own learning over time- eg My mum taught me to ride a bike, My teacher taught me how to read. (Related to things I could not do as a baby but can do now) Old Bears- A.A Milne/ Christopher Robin Historical Figure famous author old photograph Time line of key texts Nursery Rhymes History Links 	<ul style="list-style-type: none"> 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

	Being Imaginative	How this is achieved in EYFS	Music - KS1
	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes and poems and other stories with others and (when appropriate) try to move in time with the music 	<p>At Whitefield Primary children follow the Charanga Music Scheme. There are 6 units that are covered across the academic year. These are:</p> <p>Autumn 1 – Me Autumn 2 - My Stories Spring 1 - Everyone Spring 2 - Our World Summer 1 - Big Bear Funk Summer 2 - Reflect, Rewind, Play</p> <p>Additional Experiences</p> <ul style="list-style-type: none"> Daily wake and shake Singing songs and rhymes from a variety of genres Making and using musical instruments Singing and performing to our friends Christmas Concert – Singing, dancing and performing Call and response songs Play movement and listening games, using different sounds for different movements Suggestions ie March Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. Helicopter Stories Role play props outdoors/stage area 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.

	ELG 6 Gross Motor Skills	How this is achieved in EYFS	Physical Education KS1
	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and co-ordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	Additional Experiences <ul style="list-style-type: none"> Children have regular access to appropriate outdoor space through the day. Open-ended resources are provided Children often make assault courses that develop their balance and co- ordination. Open-ended resources are available for extended, repeated and regular practicing of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. Participation in simple team games Mud kitchen - bike track - forest- giant sandpit 	<ul style="list-style-type: none"> 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. Perform dances using simple movement patterns.

	ELG's	How this is achieved in EYFS	Science KS1	
			Year 1	Year 2
	<p>Managing Self</p> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants 	<ul style="list-style-type: none"> Discussions at snack time of the importance of healthy food choices. During lunch time discussions. Through stories and circle time discussions. Dental Health - story books/ Dentist visit Naming body parts through songs – Heads, shoulders, knees and toes. Talking about pets at home. Exploring minibeasts and recording our observations. 	Animals, including humans	
	<p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 		<p>Plants</p> <p>Seasonal changes</p> <p>Everyday materials</p>	<p>Living things and their habitats.</p>

	<p>The Natural World</p> <ul style="list-style-type: none">• Understanding some important processes and changes in the natural world around them, including seasons and changing states of matter.	<ul style="list-style-type: none">• Growing plants from bulbs and seeds.• Water tray activities to explore water, ice, and materials that float and sink.• Testing the best material for a raincoat for Paddington bear.		<p>Uses of everyday materials</p>
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