



Long Term Plan Overview - Rolling A

Roots to grow, wings to fly

Below is an overview of areas your child will experience in their learning this year. By scrolling down further you will be able to view each subject in more detail, including knowledge and skills for their year group and how that relates to the area of study.

Theme	In the Deep, Dark Woods		Inventions of the Past and for the Future		Blue Abyss	
English ALL	See English page for overview of learning					
Maths ALL	At Baydon we follow the White Rose scheme for Maths					
Science R/Yr1 ROBINS	Animals: Sensitive bodies	Materials: Everyday materials	Animals, including humans: Comparing animals	Materials: Uses of everyday materials	Making connections: Ocean protectors	Making connections: fairytale science
HISTORY - ROBINS (R)	Peek into the Past Adventures through time					
History Robins Year 1	Y1/2 (B): What is history?		How was school different in the past?		What is a monarch?	
GEOGRAPHY ROBINS R	Exploring Maps		Outdoor Adventures			
GEOGRAPHY ROBINS Year1	Exploring Maps/What is it like here?		What is weather like in the UK?		Outdoor Adventures/What can you see at the coast?	
Art ROBINS R/1	Explore & Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	Exploring the World Through Mono Print Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.	Be An Architect Exploring architecture and creating architectural models.	Expressive Painting Explore how painters use paint in expressive and gestural ways. Explore colour mixing and experimental mark making to create abstract still lifes	Stick Transformation Project Artists use their creative skills to re-see and re-imagine the world. Explore how you can transform a familiar object into new and fun forms.	Music & Art Explore how we can make art inspired by the sounds we hear. Draw, collage, paint and make.
DT KS1 Robins R/1	Mechanisms: Matching slider game	COOKING AND NUTRITION Smoothies	Structures: A chair for a bear	TEXTILES: Simple Stcihes	MECHANISMS Wheels and Axles	★ As overflow time to complete units where other school events takeover or to provide more time for classes to complete projects
Computing Robins R/1	Computing Systems and Networks Improving mouse skills	Word processing Exploring word-processing software by using keyboard shortcuts, importing images and applying simple editing tools such as bold, italics, underlining and font colour.	Programming 1: Commands unplugged	Skills Showcase: Rocket to the moon	Programming 1: Algorithms and debugging	Online Safety
Music EYFS /Year1 ROBINS	Keeping the pulse (Theme: My favourite things)	Tempo (Theme: Snail and mouse)	Pitch (Theme: Superheroes)	Musical Storytelling:Instruments	On this Island (singing)	Musical me: Pitch

Theme	In the Deep, Dark Woods		Inventions of the Past and for the Future		Blue Abyss	
French F/Yr1 Robins	Greetings & Instructions Bonjour! Salut! Au revoir! Ça va? Ça va bien/ Ça va très bien/ Ça va mal/ Comme ci, comme ça Excellent! Bravo! Ecoutez, Regardez, Silence, Touchez, Montrez-moi, Donnez-moi, Levez- vous, Asseyez-vous, Répétez		Birthdays Quelle est la date de ton anniversaire? Mon anniversaire c'est le...		Family Mon père, Ma mère, Mon frère Ma sœur, Mon grand-père Ma grand-mère, Le bébé As-tu ? J'ai un / une.... Je n'ai pas de... Je suis enfant unique	
PSHE R/Yr1 Robins	Connecting with others: How can I help myself and others feel happy and safe?	The Online World: How do we spend time online?	Health Protection: How can I protect myself and others in daily life?	Staying Safe: How can I stay safe?	Connecting with others: How can I build safe, caring and kind relationships with others?	The online world: How can we stay safe online?
RE Year r/yr 1 Robins	UC CONCEPT: Creation (1.2) Key Question: Who made the world?	KAPOW (2) what do candles mean to people? Christian, Hindu, Jewish	KAPOW What do some people believe God looks like? Christian, Hindu, Muslim	KAPOW How do we know some people have a special connection to God? Sikh, Muslim, Christian, Jewish, Hindu	UC CONCEPT: Gospel (1.4) Key Question: What is the good news that Jesus brings?	KAPOW Why should we care for the world? Jewish, Muslim, Hindu, Jain, Humanist
PE EYFS/Yr1 Robins	Ball Skills 1 Gymnastics	Fundamentals Invasion Games	Dance Invasion Games	Sending and Receiving Yoga	Striking and Fielding Target Games	Athletics Fitness

IN DEPTH OVERVIEWS OF SKILLS AND KNOWLEDGE FOR EACH SUBJECT

Science

SCIENCE Robins YEAR EYFS & 1	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
UNIT	Animals: Sensitive bodies	Materials: Everyday materials	Animals, including humans: Comparing animals	Materials: Uses of everyday materials	Making connections: Ocean protectors	Making connections: fairytale science

SCIENCE Robins YEAR EYFS & 1	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Unit Outcomes	Pupils who are secure will be able to: Draw and label human body parts. Identify the body parts associated with each sense. When working scientifically, pupils who are secure will be able to: Compare and group body parts. Begin to recognise patterns in data and use these to answer questions. Record data in a table. Measure using non-standard units.	Pupils who are secure will be able to: Name objects and identify the materials they are made from. Recognise that objects are made from materials that suit their purpose. Recall that a property is how a material can be described. When working scientifically, pupils who are secure will be able to: Sort objects based on the materials they are made from. Group objects based on their properties. Suggest ways to test materials for their properties. Make predictions and recognise whether they were accurate. Use their observations to answer questions. Begin to recognise if a test is fair.	Pupils who are secure will be able to: Name and describe the physical features of a range of animals. Sort animals into groups based on their similarities and differences. Identify characteristics specific to mammals, birds, reptiles, amphibians and fish. Recall the diets of carnivores, herbivores and omnivores. When working scientifically, pupils who are secure will be able to: Use a non-fiction text to find out about specific animals’ diets. Recognise that there are different ways to gather data. Record data in a block graph and use this to answer questions. Recognise what the scientist Jane Goodall was known for. Recall some of Jane Goodall’s key findings.	Pupils who are secure will be able to: Name objects with the same use that are made from different materials. Name materials that are used to make objects with different uses. Recognise that stretching, twisting, bending and squashing can cause some solid objects to change shape. Name properties that make materials suitable for their use. When working scientifically, pupils who are secure will be able to: Measure using non-standard units. Recording results in a table. Use data to answer a simple question. Record results in a block graph.	Pupils who are secure will be able to: Describe how some living things in a rock pool have their needs met and how the conditions change. Order the stages of different animal life cycles. Identify similarities and differences between different animal life cycles. Recall different types of litter that affect ocean habitats and describe some of the problems linked with ocean litter. Suggest ways to reduce how human litter affects the ocean. Recall how to write a food chain and produce an example of an ocean food chain. Describe how litter affects a food chain. When working scientifically, pupils who are secure will be able to: Complete a tally chart to record the living things in rock pools and summarise observations. Make careful observations and pose questions about ocean animals and their life cycles. Begin to plan an experiment and predict changes to materials in ocean water over time. Observe and make comparisons to materials soaked in water and summarise the results from the ocean litter investigation. Use the results to explain which litter is worst for the oceans and advise people about their material choices. Describe the role of a marine biologist. Record the number of living things found in the ocean as a tally chart and as a pictogram. Compare two sets of data and summarise findings.	Compare and describe animal features. Describe the properties of everyday materials. Use natural materials to build a gingerbread man home. Use the senses to observe and describe. When working scientifically, pupils who are secure will be able to: Use a stopwatch to measure and compare. Order a simple method. Plan how to carry out a test. Decide what observations to record. Show results in a block graph.
Year 1 Key Skill	Posing questions Recognising there are different types of enquiry (ways to answer a question). Observing (qualitative data) Using their senses to describe, in simple terms, what they notice or what has changed. Measuring (quantitative data) Using non-standard units to measure and compare. Recording (diagrams) Drawing and labelling simple diagrams. Recording (tables) Using a prepared table to record results, including numbers and simple observations. Grouping and classifying Grouping based on visible characteristics. Analysing and drawing conclusions Using their results to answer simple questions.	Posing questions Responding to suggestions on how to answer questions. Planning Beginning to recognise whether a planned test is fair. With support, deciding if suggested observations are suitable. Predicting Suggesting what might happen, often justifying with personal experience. Observing (qualitative data) Using their senses to describe, in simple terms, what they notice or what has changed. Recording (tables) Using a prepared table to record results including simple observations. Grouping and classifying Grouping based on visible characteristics. Analysing and drawing conclusions Using their results to answer simple questions. Beginning to recognise when results or observations do not match their predictions.	Posing questions Recognising there are different types of enquiry (ways to answer a question). Responding to suggestions on how to answer questions. Planning Deciding if suggested observations are suitable, with support. Observing (qualitative data) Using their senses to describe, in simple terms, what they notice or what has changed. Researching Gathering specific information from one simplified, specified source. Recording (diagrams) Drawing and labelling simple diagrams. Grouping and classifying Grouping based on visible characteristics. Graphing Representing data using pictograms and block charts. Analysing and drawing conclusions Using their results to answer simple questions.	Posing questions Recognising there are different types of enquiry (ways to answer a question). Measuring (quantitative) Using non-standard units to measure and compare. Recording (tables) Using a prepared table to record results, including numbers. Grouping and classifying Grouping based on visible characteristics. Graphing Representing data using pictograms and block graphs. Analysing and drawing conclusions Using their results to answer simple questions.	Posing questions Exploring the world around them and raising their own simple questions. Recognising there are different types of enquiry (ways to answer a question). Planning Beginning to recognise whether a planned test is fair. Ordering a simple method. Predicting Suggesting what might happen, often justifying with personal experience. Observing (qualitative data) Using their senses to describe, in simple terms, what they notice or what has changed. Recording (tables) Using a prepared table to record results, including simple observations and tally frequency. Graphing Representing data using pictograms. Analysing and drawing conclusions Using their results to answer simple questions. Beginning to recognise when results or observations do not match their predictions.	Planning Beginning to recognise whether a planned test is fair. With support, deciding if suggested observations are suitable. Predicting Suggesting what might happen, often justifying with personal experience. Observing (qualitative data) Using their senses to describe, in simple terms, what they notice or what has changed. Measuring (quantitative data) Beginning to use standard units and read simple scales to measure and compare. Beginning to use simple measuring equipment to make approximate measurements. Recording (tables) Using a prepared table to record results, including: numbers; simple observations. Grouping and classifying Grouping based on visible characteristics. Analysing and drawing conclusions Using their results to answer simple questions. Beginning to recognise when results or observations do not match their predictions.

SCIENCE Robins YEAR EYFS & 1	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 1 Key Knowledge	To know: The key parts of the human body (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth). The five main senses: sight, smell, hearing, taste and touch. The skin is used for touch, the tongue is used for taste, the nose is used for smell, the eyes are used for sight, and the ears are used for hearing. Science in action To know: A range of jobs and careers that use scientific knowledge and methods. About the work of modern-day scientists. There are spiritual, moral, social and cultural links with Science.	Objects are items or things. A material is what an object is made from. A variety of everyday materials, including wood, plastic, glass, metal, water and rock. Property refers to how a material can be described. Materials can be grouped based on their physical properties.	To know: A variety of common animals (including fish, amphibians, reptiles, birds and mammals). The main body parts of common animals (arms, legs, wings, tails, fins, head, trunk, horns, tusks and shell). A carnivore is an animal that eats other animals and to give some examples. A herbivore is an animal that eats only plants and to give some examples. An omnivore is an animal that eats both animals and plants and to give some examples. Science in action To know: About famous scientists throughout history.	To know: Objects are made from materials that suit their uses. One material can be used for a range of purposes. Different materials can be used for the same purpose. A push or pull must be applied to change the shape of a solid object. Solid objects can be stretched, twisted, bent or stretched. Different solid objects may take different amounts of force to change shape. Science in action To know: A range of jobs and careers that use scientific knowledge and methods. Science in the news and recent discoveries. Spiritual, moral, social and cultural links with science.	Introduction to plants To know: A variety of common plants and how they differ. The basic structure (including leaves, flowers, fruit, roots, bulb, seed, trunk, branches, stem) of a variety of common plants, including flowering plants and trees. Seasonal changes To know: The name and order of the four seasons; spring, summer, autumn and winter. Weather associated with the four seasons and how it changes (in the UK). That day length varies across the four seasons, with fewer daylight hours in the winter and more in the summer. Habitats To know: A variety of plants and animals and describe some differences. A habitat is the environment where an animal or plant lives/grows, because it provides what they need to survive. A micro-habitat is a very small habitat (e.g. stones, logs and leaf litter). Living things depend upon each other (e.g. for food, shelter, etc.). A variety of habitats, including woodland, ocean, rainforest and coastal. A food chain can be used to show how animals obtain food from eating either plants and/or other animals. Life cycles and health To know: Which offspring comes from which parent animal. The stages in some animal life cycles. Animals, including humans, need water, food and air to survive. Plant growth To know: Plants need water, light and a suitable temperature for growth and health.	Animals, including humans To know: A variety of common animals (including fish, amphibians, reptiles, birds and mammals). The main body parts of common animals (arms, legs, wings, tails, fins, head, trunk, horns/tusks and shell). The five main senses: sight, smell, hearing, taste and touch. Skin is used for touch, the tongue is used for taste, the nose is used for smell, the eyes are used for sight and the ears are used for hearing. Living things and their habitats To know: A habitat is the environment where an animal or plant lives/grows because it provides what they need to survive. A micro-habitat is a very small habitat (e.g. stones, logs and leaf litter). Everyday materials To know: A variety of everyday materials, including wood, plastic, glass, metal, water and rock. Property refers to how a material can be described. The physical properties of a variety of everyday materials. Why objects are made from particular materials and to give examples of their suitability. One material can be used for a range of purposes (and to give examples). That different materials can be used for the same purpose (and to give examples). Why certain materials are unsuitable for particular objects.
Year 1 Key Vocabulary	compare group hearing pattern sense(s) sight smell taste touch	absorbent fabric glass group material metal object plastic rock tough waterproof wood	amphibian bird carnivore compare diet difference fish group herbivore mammal observe omnivore reptile scientist similarity	elastic fabric (Y1) flexible glass (Y1) material (Y1) metal (Y1) object (Y1) plastic (Y1) property rock (Y1) suitable wood (Y1)	compare depend difference egg food chain habitat invention life cycle live young observe predict results scientist season similarity table test	absorbent amphibian bird compare difference fish group hearing mammal material measure object observe predict property research reptile sight similarity smell suitable table taste test touch waterproof

Geography

Geography Robins EYFS & Year 1	AUTUMN		SPRING		SUMMER	
Year 1 Area of Learning	Exploring Maps/What is it like here?		What is weather like in the UK?		Outdoor Adventures/What can you see at the coast?	
Year 1 Unit Outcomes	- Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. - Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. - Recognise four features in the school grounds using a map. - Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. - Draw a design to improve three areas of the playground using the results from the survey.		- Name and locate the four countries on a map of the UK. - Identify the country they live in. - Identify the four seasons, the current season and describe some seasonal changes. - Identify the four compass directions. - Identify that the arrow on a compass always shows north. - Use the compass directions to describe the location of features. - Observe and describe daily weather patterns. - Suggest appropriate clothing and activities for each season.		- Name and locate the seas and oceans surrounding the UK in an atlas. - Label these on a map of the UK. - Describe the location of the seas and oceans surrounding the UK using compass points. - Define what the coast is. - Locate coasts in the UK. - Name some of the physical features of coasts. - Explain the location of UK coasts using the four compass directions. - Name features of coasts and label these on a photograph. - Identify human features in a coastal town. - Describe how people use the coast. - Follow a prepared route on a map. - Identify human features on the local coast. - Record data using a tally chart. - Represent data in a pictogram. - Describe how the local coast has been used.	
Year 1 Key Skills	- Recognising some physical features in their locality. - Recognising some human features in their locality. - Using an atlas to locate the UK. - Using directional language to describe the location of objects in the classroom and playground. - Using directional language to describe features on a map in relation to other features (real or imaginary). - Responding to instructions using directional language to follow routes. - Recognising local landmarks on aerial photographs. - Recognising basic human features on aerial photographs. - Recognising basic physical features on aerial photographs. - Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. - Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. - Using simple picture maps and plans to move around the school. - Asking questions about the world around them. - Commenting on the features they see in their school and school grounds on a walk around the respective places. - Asking and answering simple questions about the features of their school and school grounds. - Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. - Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.		Locational knowledge - Showing on a map which continent they live in. - Locating the four countries of the United Kingdom (UK) on a map of this area. - Beginning to locate the capital cities of the four countries of the UK on a map of this area. - Showing on a map which country they live in and locating its capital city. Human and physical geography - Describing how the weather changes with each season in the UK. - Describing the daily weather patterns in their locality. - Confidently using the vocabulary ‘season’ and ‘weather’. - Recognising some physical features in their locality. - Using an atlas to locate the UK. Geographical skills and fieldwork - Using an atlas to locate the four countries in the UK. - Using directional language to describe the location of objects in the classroom and playground. - Using directional language to describe features on a map in relation to other features (real or imaginary). - Responding to instructions using directional language to follow routes. - Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. - Using simple picture maps and plans to move around the school. - Commenting on the features they see in their school and school grounds on a walk around the respective places. - Asking and answering simple questions about the features of their school and school grounds. - Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. - Responding to instructions using directional language to follow routes. - Recognising local landmarks on aerial photographs. - Asking questions about the world around them.		- Showing on a map the oceans nearest the continent they live in. - Locating the surrounding seas of the UK on a map of this area. - Confidently locating the capital cities of the four countries of the UK on a map of this area. - Describing the key physical features of a coast and how it changes over time using subject-specific vocabulary. - Describing and understanding the differences between a city, town and village. - Describing the key human features of a coast and how it changes over time using subject-specific vocabulary. - Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. - Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. - Using locational language and the compass points (N, S, E, W) to describe the route on a map. - Using a map to follow a prepared route. - Recognising human features on aerial photographs and plan perspectives. - Recognising physical features on aerial photographs and plan perspectives. - Asking and answering simple questions about human and physical features of the area surrounding their school grounds. - Collecting quantitative data through a small survey of the local area/school to answer an enquiry question - Presenting data in simple tally charts or pictograms and commenting on what the data shows. - Asking and answering simple questions about data. - Understanding the difference between oceans and seas. - Naming and locating the five oceans on a world map.	

Geography Robins EYFS & Year 1	AUTUMN		SPRING		SUMMER	
Year 1 Key Knowledge	- To know that the UK is short for ‘United Kingdom’. - To know that a country is a land or nation with its own government. - To know the name of the country they live in. - To know that an aerial photograph is a photograph taken from the air above. - To know that atlases give information about the world and that a map tells us information about a place. - To know that a map is a picture of a place, usually drawn from above. - To know that symbols are often used on maps to represent features. - To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).		Locational knowledge To know: - The name of two continents (Europe and Asia). - That a continent is a group of countries. - That they live in the continent of Europe. - That the UK is short for ‘United Kingdom’. - That a country is a land or nation with its own government. - That the United Kingdom is made up of four countries and their names. - The name of the country they live in. Human and physical geography To know: - The four seasons of the UK. - That ‘weather’ refers to the conditions outside at a particular time. - That different parts of the UK often experience different weather. - That a weather forecast is when someone tries to predict what the weather will be like in the near future. - That weather conditions can be measured and recorded. Geographical skills and fieldwork To know: - Simple directional language (e.g. near, far, up, down, left, right, forwards, backwards). - That a compass is an instrument we can use to find which direction is north. - Which direction is N, S, E, W on a map.		- To know that a sea is a body of water that is smaller than an ocean. - To know that there are four bodies of water surrounding the UK and to be able to name them. - To know that coasts (and other physical features) change over time. - To know some key physical features of the UK. - To know that a sea is a body of water that is smaller than an ocean. - To know some key human features of the UK. - To know that maps need a title and purpose. - To know that maps need a key to explain what the symbols and colours represent. - To know that a tally chart is a way of collecting data quickly. - To know that a pictogram is a chart that uses pictures to show data.	
Year 1 Key Vocabulary	- aerial photograph - aerial view - atlas - city - country - directional language - distance - features - globe - improve - key - land - locate - location - map - north - place - questionnaire - sea - survey - symbol - town - village		- atlas - autumn - direction - east - England - Europe - map - north - Northern Ireland - place - Scotland - season - south - spring - summer - United Kingdom - Wales - weather - west - winter		- aerial photograph - capital city - city - cliff - coast - coastline - continent - country - data collection - fieldwork - island - harbour - human feature - lake - landmark - location - locate - ocean - physical feature - pictogram - pier - river - sand dunes - sea - tally chart - tourist - town - village	
RECEPTION UNIT LINK TO ABOVE	Exploring Maps		Outdoor Adventures			

Geography Robins EYFS & Year 1	AUTUMN		SPRING		SUMMER	
EYFS Outcomes	Development matters • Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand that some places are special to members of their community. See Development Matters (non-statutory curriculum guidance). Early learning goals ELG: Understanding the World – People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG: Understanding the World – The Natural World • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. See Statutory framework for the early years foundation stage, 2021.		Development matters • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. See Development Matters (non-statutory curriculum guidance). Early learning goals ELG: Understanding the World – People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG: Understanding the World – The Natural World • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. See Statutory framework for the early years foundation stage.		Development matters • Recognise some environments that are different from the one in which they live. • Recognise some similarities and differences between life in this country and life in other countries. • Draw information from a simple map. See Development Matters (non-statutory curriculum guidance). Early learning goals ELG: Understanding the World – People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and 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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: Understanding the World – The Natural World • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. See Statutory framework for the early years foundation stage.	
EYFS KEY SKILLS	• Identifying land and water on a map or globe. • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Discussing how environments in stories and images are different to the environment they live in. Making observations about the features of places (in stories, photographs or in the school grounds/local area). • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Ask questions about the world around them. • Commenting on the features they see in their school and school grounds. • Answering simple questions, guided by the teacher. • Representing some of the features they notice in their school and school grounds. • Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. • Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. • Beginning to use modelled directional vocabulary when describing features in the surrounding environment. • Recognising features on maps (real or imaginary). Creating real or imaginary maps even if features are indistinguishable.		• Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Discussing how environments in stories and images are different to the environment they live in. • Observing weather across the seasons. • Observing and discussing the effect the changing seasons have on the world around them. • Beginning to use the names of the seasons in the correct context. • Making observations about the features of places (in stories, photographs or in the school grounds/local area). • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Ask questions about the world around them. • Commenting on the features they see in their school and school grounds. • Answering simple questions, guided by the teacher. • Representing some of the features they notice in their school and school grounds.		• Identifying land and water on a map or globe. • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Discussing how environments in stories and images are different to the environment they live in. • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Answering simple questions, guided by the teacher. • Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. • Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. • Recognising features on maps (real or imaginary).	
EYFS KEY KNOWLEDGE	• To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). • To know that usually water is represented in blue on a map or globe. • To know the name of their school and the place where they live. • To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). • To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). • To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). • To know that a map is a picture of a place. • To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind). • To know that a place and its features can be represented in a picture.		• To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). • To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). • To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. • To know some of the key characteristics of each season. • To know that there are four seasons in a year marked by certain weather conditions. • To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). • To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). • To know that a place and its features can be represented in a picture.		• To know that usually water is represented in blue on a map or globe. • To know the name of their school and the place where they live. • To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). • To know that places within this country can differ from each other. • To know that there are differences between places in this country and places in other countries. • To know that a map is a picture of a place. • To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).	

Art

Art Robins YEAR EYFS & 1	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
UNIT	Explore & Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	Exploring the World Through Mono Print Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.	Be An Architect Exploring architecture and creating architectural models.	Expressive Painting Explore how painters use paint in expressive and gestural ways. Explore colour mixing and experimental mark making to create abstract still lifes	Stick Transformation Project Artists use their creative skills to re-see and re-imagine the world. Explore how you can transform a familiar object into new and fun forms.	Music & Art Explore how we can make art inspired by the sounds we hear. Draw, collage, paint and make.
Key concepts	That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. That we can use the things we find to draw from, using close observational looking. That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.	When we make mono prints we use mark making to create one off prints. When we make mono prints we create an impression of a drawing. That we can generate playful narratives and inventions through drawing. That we understand that using a range of marks will generate different effects when creating mono prints. That we can create creative responses to different stimuli and make the work our own.	That architects design buildings and other structures which relate to our bodies and which enhance our environment. That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures. That we can use drawing as a way to help us process and understand other people's work. That we can use digital tools such as drones and film to inspire us. That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus. That we can use "Design Through Making" (some call it Make First) as a way to connect our imagination, hands and materials.	That artists sometimes use loose, gestural brush marks to create expressive painting. Expressive painting can be representational or more abstract. Artists use impasto and sgraffito to give texture to the painting. Artists sometimes use colour intuitively and in an exploratory manner. That we can enjoy, and respond to, the way paint and colour exist on the page.	That artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things. That making art can be playful and fun. That we can create things for other people to enjoy/use. That we can use our imagination to help us shape the world.	That artists sometimes use sound to inspire their work. That artists sometimes work in partnership with musicians. That we can use both aural and visual senses to make art. That we can draw from our imagination, using lots of different kinds of abstract marks to express our feelings, whether they are quiet and focussed, or loud and expressive. That we can be inventive and make objects in 3 dimensions which make sounds, and which we want to interact with as humans.

Art Robins YEAR EYFS & 1	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 1 Key Knowledge & Skills	Pupils become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials. Pupils discover an artist and will demonstrate their understanding of the artist's work by responding through a making challenge and peer discussion. Pupils consolidate their understanding of how they can make spiral drawings using their whole bodies by making “snail drawings”. Pupils push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels. Pupils become familiar with what a sketchbook can be used for. They will make or personalise their own sketchbooks, demonstrating that they have ownership of their sketchbook and understand that it is a platform for personal creative risk taking. Pupils become familiar with the idea that they can make drawings through observation. Pupils show an understanding of what a continuous line drawing is and have had the opportunity to experiment with scale, line and materials. Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion. Molly Haslund.	Pupils will work in sketchbooks using hand-writing pens and soft B pencil to make close observational drawings of the natural world from images and film. Children will continue to develop their hand-eye coordination through slow drawing, picking out the things that interest them, playing with scale and line. Pupils will continue to develop their careful looking and mark making whilst they create small drawings of small objects. They will work in sketchbooks or on larger sheets of loose paper creating small drawings of lots of varied small objects. Their sketchbooks will be filled with drawings capturing the movement and energy of the images and films in week 1, juxtaposed with still and small drawings completed this week. Pupils will reflect in small groups about whether they prefer drawings from week 1 or 2. Pupils will explore the work of an artist who uses mono print. Pupils will learn how to create their own monoprints using carbon paper, creating observational drawings of objects. They will demonstrate that they can use oil pastel to experiment with colour, shape and line; taking creative risks to see what can be achieved with this technique. Pupils will continue to discover the potential of carbon paper mono prints whilst exploring narrative or invention. Pupils will discover without working towards a predefined outcome. They will work alongside in sketchbooks to make notes about their discoveries. If pupils have worked on lots of loose sheets they will make a sketchbook incorporating all of this work. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Xgaoc'o Xare	Pupils will become familiar with the term ‘architecture’. They will think about architecture in their local area and engage in peer discussion about local landmarks. Pupils will be challenged to make several drawings in sketchbooks using hand-writing pens taking no longer than 5 or 10 minutes, thinking about line and mark making. Pupils will be introduced to the work of Hundertwasser and will use images and videos to frame discussion around his work. Pupils will respond by collecting and gathering information visually in their sketchbooks using a range of materials. Pupils will use the ‘design through making’ approach to make their own architecture. They will be inventive about the shapes and structures that they will use and which 3d forms they want to create. Pupils will address questions of how their architecture will stand, the purpose of it, and who it will be made for. They will work in their sketchbooks to record their findings. Pupils will respond to interventions designed to give them fresh perspectives or ideas. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Hundertwasser, Zaha Hadid, Heatherwick Studios	Pupils will become familiar with the term ‘expressionism’. They will be introduced to two artists who use colour and mark making to make art. Pupils will take part in discussion, responding to artists work verbally and visually in sketchbooks and peer conversation. Pupils will use various home-made tools to apply paint in abstract patterns. They will continue to develop their knowledge of primary and secondary colours through expressive mark making, connecting colour and texture. Pupils will then consolidate what they have learnt by recording and reflecting in sketchbooks. Pupils will explore the brushwork of two old masters. They will focus in on details of paintings to understand how they built the work. Pupils will respond through class discussion and creating visual notes in their sketchbooks. Pupils will record similar brush marks that they see in paintings and capture the colour that stand out to them. Pupils will arrange their own still life scene which they will go on to make continuous line drawings of. They will expand their journey by introducing colour and form by tearing and arranging coloured paper in their composition. Pupils will go on to use acrylic paint to create gestural paintings of their still life scene, putting into practice all that they have experienced during the half term. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne	Pupils will think creatively and laterally, and practise dexterity skills by using a range of materials to build roots and shoots from ‘seeds’. Pupils will learn to manipulate materials by twisting, tearing, folding and bending materials to form structures. They will take photos of their sculptures to put in their sketchbooks to reflect on. Pupils will transform sticks to make either worry dolls, a tree house or masks out of sticks. In each of these activities they will continue developing dexterity skills such as cutting with simple tools and fastening materials together. They will be introduced to artists or source material which will inspire and inform their idea generation. Pupils will respond to stimulus and will generate ideas in sketchbooks. They will test ideas alongside this to transform a variety of objects showing a consideration for form and colour. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Chris Kenny	Pupils will create careful, slow drawings with a sharp graphite pencil in sketchbooks, to the rhythm of a slow metronome. Pupils will be introduced to Wassily Kandinsky to become familiar with the idea that artists are often inspired by other art forms. Pupils will have time to respond to the work of Kandinsky by filling a couple of sketchbook pages with visual notes. They will demonstrate that they are developing the skills to process chunks of information visually and verbally. Pupils will demonstrate that they can listen to sounds and use mark making skills to make marks in response in 3 different exercises. They will discover that abstract mark making can capture the spirit of a piece of music. Pupils will bring what they have learnt about rhythm and mark making into observational drawing. Pupils will become familiar with another artist who responds visually to sounds using their whole body to make marks. Pupils will share their thoughts in a class discussion. Pupils will visually explore orchestras and musical instruments through film taking into consideration shape, colour, and composition. They will use line and careful looking in their sketchbooks to describe shapes and they will use different materials such as pastel crayons and pens. Sketchbooks will be full of different elements from the video. If there is time, children will be introduced to ‘projection mapping’. They will share their thoughts and opinions in class conversation. Pupils will engage in an interactive activity to ‘paint music’ on the whiteboard. Pupils will use their imaginations to invent their own musical instruments. Pupils will draw and paint / make using recycled materials in their exploration. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Kandinsky, Tomoko Kawao, Studio McGuire and other projection mappers

Art Robins YEAR EYFS & 1	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 1 Key Vocabulary	Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder Graphite, Chalk, Pen Drawing Surface (Paper, Ground) Oil Pastel, Dark, Light, Blending Mark Making Colour, Pattern Sketchbook, Pages, Elastic Band, Measure, Size, Cover, “Spaces and Places” Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour Reflect, Discuss, Share, Think	Close Looking, Pausing, Seeing & Understanding, Listening, Reacting, Thinking, Considering Mark Making, Pressure, Line, Speed, Fast, Slow, Experiment, Explore, Represent, Impression, Try, Graphite, Handwriting pen, Soft B Pencil, Coloured Pencils, Chalk, Soft Pastel, Oil pastel Focus, Slow, Careful, Considered, Life size, Scale, Shape, Form, Light, Dark, Shadow, Ground, Crit, Share, Reflect, Feedback, Respond Mono Print, Mono Type, Carbon paper, Oil Pastel, Colour Mixing, Secondary Colours: Green, Orange, Purple Pattern, Sequence, Picture, Image Narrative, Story, Imagination, Invent, Discover	Architect, Architecture, Designer, Maker Model, Scale, Response, Imagination, experience. Three Dimensional, Form, Structure, Wall, Floor, Window, Door, Roof, Relationship with Area, Community. Response, React, Colour, Form, Shape, Line, Pattern Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element Present, Share, Reflect, Discuss, Feedback, Photograph, Film, Focus, Lighting, Composition, Angle, Perspective	Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response Personal, Imagination, Energy, Impression, Colour, Life, Shape, Form, Texture, Line Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Impasto Brush, Mark making Tools, Palette Knife, Home-Made Tools, Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention Still Life, Line, Rhythm, Gesture, Mark Composition, Positive shapes, Negative shapes Present, Share, Reflect,	Design Through Making, Play, Explore, Experiment, Fasten, Construct, Respond, Think Form, Personality, Character, Material, Object, Sculpture Find, Imagine, Select, Discard, Edit, Transform, Create Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture Test, Explore, Add, Present, Share, Reflect, Respond, Feedback Photograph, Film, Document, Lighting, Focus, Angle, Composition, Record	Music, Rhythm, Gesture, Mark Making, Listen, Respond Mark Making, Line Weight, Speed, Pressure, Media, Abstract, Informed, Line, Shape, Colour, Form, Texture, Balance, Scale, Devise, Invent, Combine, Express, Try, Explore, Design Through Making, Construct, Fasten, Present, Share, Reflect, Discuss, Respond, Listen, Feedback,

History

History Robins YEAR 1 UNIITS	AUTUMN		SPRING		SUMMER	
Area of Learning	Y1/2 (B): What is history?		How was school different in the past?		What is a monarch?	

History Robins YEAR 1 UNIITS	AUTUMN		SPRING		SUMMER	
Unit Outcomes	• Create a personal timeline by ordering three events correctly on a simple timeline. • Use the vocabulary ‘before’ and ‘after’ when talking about their timeline. • Recognise what is similar and different between the ‘past’ and ‘now’. • Talk about three holiday memories. • Place one holiday memory on a timeline. • Identify how people spend their holidays differently. • Describe what photographs tell us about holidays in the past. • Identify similarities and differences between holidays in the past and now. • Order photographs on a timeline. • Ask one question about holidays in the past. • Find answers to simple questions about the past. • Identify features of holidays in the past. • Describe what holidays in the past were like and compare them to now. • Find similarities and differences. • Use time vocabulary to talk about their memories. • Recognise similarities and differences between their lives now and in the past.		• Correctly order and date four photographs on a timeline and add some dates. • Ask one question about schools in the past. • Make one comparison between schools in the past and present. • Use sources to research and develop an understanding of what schools were like 100 years ago. • Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. • Recognise two similarities and two differences between schools now and schools in the past. • State whether they would have preferred to go to school in the past or not and explain why.		• Recall that a monarch is a king or queen. • Identify some of the monarch’s roles. • Explain that a king or queen is crowned in a special ceremony called a coronation. • Name some of the main steps in the coronation ceremony. • Use sources to explain how William the Conqueror became King of England. • Explain how William the Conqueror kept order and conquered England. • Explain how castles have changed over time. • Identify that the power of monarchs has changed over time. • Make comparisons between past and present monarchies.	
Year 1 Key Skills	• Sequencing three or four events in their own life. • Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). • Placing events on a simple timeline. • Being aware that some things have changed and some have stayed the same in their own lives. • Describing simple changes and ideas/objects that remain the same. • Understanding that some things change while other items remain the same and some are new. • Beginning to look for similarities and differences over time in their own lives. • Recalling special events in their own lives. • Using artefacts, photographs and visits to museums to answer simple questions about the past. • Beginning to identify different ways to represent the past (e.g. photos, stories). • Making simple observations about the past from a source. • Interpreting evidence by making simple deductions. • Describing the main features of concrete evidence of the past or historical evidence. • Communicating findings through discussion and timelines with physical objects/ pictures. • Using vocabulary such as – old, new, long time ago.		• Sequencing up to six photographs, focusing on the intervals between events. • Knowing where people/events studied fit into a chronological framework. • Recognising some things which have changed/stayed the same as the past. • Identifying simple reasons for changes. • Identifying similarities and difference between ways of life at different times • Finding out about people, events and beliefs in society. • Making comparisons with their own lives. • Using artefacts, photographs and visits to museums to ask and answer questions about the past. • Making simple observations about a source or artefact. • Using sources to show an understanding of historical concepts (see above). • Recognising different ways in which the past is represented (including eye-witness accounts). • Comparing pictures or photographs of people or events in the past. • Asking a range of questions about stories, events and people. • Understanding the importance of historically-valid questions. • Understanding how we use books and sources to find out about the past. • Using a source to answer questions about the past. • Evaluating the usefulness of sources to a historical enquiry. • Selecting information from a source to answer a question. • Making links and connections across a unit of study. • Making simple conclusions about a question using evidence to support. • Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). • Using relevant vocabulary in answers. • Describing past events and people by drawing or writing. • Expressing a personal response to a historical story or event through discussion, drawing our writing.		• Sequencing up to six photographs, focusing on the intervals between events. • Knowing where people/events studied fit into a chronological framework. • Recognising some things which have changed/stayed the same as the past. • Identifying simple reasons for changes. • Identifying similarities and difference between ways of life at different times • Finding out about people, events and beliefs in society. • Making comparisons with their own lives. • Using artefacts, photographs and visits to museums to ask and answer questions about the past. • Making simple observations about a source or artefact. • Using sources to show an understanding of historical concepts (see above). • Recognising different ways in which the past is represented (including eye-witness accounts). • Comparing pictures or photographs of people or events in the past. • Asking a range of questions about stories, events and people. • Understanding the importance of historically-valid questions. • Understanding how we use books and sources to find out about the past. • Using a source to answer questions about the past. • Evaluating the usefulness of sources to a historical enquiry. • Selecting information from a source to answer a question. • Making links and connections across a unit of study. • Making simple conclusions about a question using evidence to support. • Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). • Using relevant vocabulary in answers. • Describing past events and people by drawing or writing. • Expressing a personal response to a historical story or event through discussion, drawing our writing.	

History Robins YEAR 1 UNIITS	AUTUMN		SPRING		SUMMER	
Year 1 Key Knowledge	- To know that a timeline shows the order events in the past happened. - To know that we start by looking at ‘now’ on a timeline then look back. - To know that ‘the past’ is events that have already happened. - To know that ‘the present’ is time happening now. - To know that within living memory is 100 years. - To know that people change as they grow older. - To know that throughout someone’s lifetime, some things will change and some things will stay the same. - To know that there are similarities and differences between their lives today and their lives in the past. - To know that people celebrate special events in different ways. - To know that photographs can tell us about the past. - To know that we can find out about the past by asking people who were there. - To know that we remember some (but not all) of the events that we have lived through. - To know that the past can be represented in photographs.		- A decade is ten years. Beyond living memory is more than 100 years ago. - Daily life has changed over time but there are some similarities to life today. - Changes may come about because of improvements in technology. - There are explanations for similarities and differences between children’s lives now and in the past. - We can find out about how places have changed by looking at maps. - Historians use evidence from sources to find out more about the past.		- To know that beyond living memory is more than 100 years ago. - To know that events in history may last different amounts of time. - To know that some events are more significant than others. - To know the impact of a historical event on society. - To know that ‘historically significant’ people are those who changed many people’s lives. - To know that historians use evidence from sources to find out more about the past. - To know that the past is represented in different ways. - To know that a monarch is a king or queen. - To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. - To know that in the past monarchs had absolute power. - To be aware of the achievements of significant individuals.	
Year 1 Key Vocabulary	- change - different - event - future - history - living memory - memory - past - present - similar - timeline		- beyond living memory - different - living memory - past - period - present - similar - timeline		- king - monarchy - power - queen - ruler	
RECEPTION UNIT LINK TO ABOVE	Peek into the past Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.				Adventures through time Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.	
EYFS Outcomes	Development matters Comment on images of familiar situations in the past. Characteristics of effective teaching and learning Playing and exploring – Children investigate and experience things, and ‘have a go’. Active learning – Children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake. Creating and thinking critically – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. See Development Matters (non-statutory curriculum guidance). Early learning goals ELG: Understanding the World – Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. See Statutory framework for the early years foundation stage, 2021.				Development matters Compare and contrast characters from stories, including figures from the past. Characteristics of effective teaching and learning Playing and exploring – children investigate and experience things and ‘have a go’. Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake. Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things. See Development Matters (non-statutory curriculum guidance). Early learning goals ELG: Understanding the World – Past and Present Understand the past through settings, characters, and events encountered in books read in class and storytelling. See Statutory framework for the early years foundation stage, 2021.	

History Robins YEAR 1 UNIITS	AUTUMN		SPRING		SUMMER	
EYFS KEY SKILLS	- Beginning to sequence events when describing them (e.g. daily routines, events in a story). Recognising significant dates for them (birthday). - Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”). - Recounting activities that happened in their past using photos as a prompt. Being aware of changes that happen throughout the year (e.g. seasons, nature). - Experiencing cause and effect in play. - Beginning to recognise similarities and differences between the past and today. - Using photographs and stories to compare the past with the present day. - Recognising that different members of the class may notice different things in photographs from the past. 5Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Making simple observations about the past from photographs and images. Deciding whether photographs or images (e.g. from stories) depict the past. Communicating findings by pointing to images and using simple language to explain their thoughts.				- Recognising significant dates for them (e.g. their birthday – this was introduced in Unit 1 but could be recapped). - Being aware of changes that happen throughout the year (e.g., seasons and nature). - Experiencing cause and effect in play. - Recalling special people in their own lives. - Using stories and non-fiction books to find out about life in the past. - Using photographs and stories to compare the past with the present day. - Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”, etc.). - Beginning to recognise similarities and differences between the past and today. - Asking questions about the differences they can see in photographs or images (in stories) that represent the past. - Making simple observations about the past from photographs and images. Deciding whether photographs or images (e.g. from stories) depict the past. Communicating findings by pointing to images and using simple language to explain their thoughts.	
EYFS KEY KNOWLEDGE	- To know that they started life as a baby but have since grown and changed. - To know that someone's age is the time since they were born. - To know some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year). - To know that the environment around us changes as time passes. - To begin to know that some photographs and drawings represent the past.				- The environment around us changes as time passes. - Names of people that are significant to their own lives. - Stories and books can tell us about the past. - In fairytales, kings/queens are usually important, powerful people who rule over others. - Some interests and achievements from their own lives and the lives of their families and friends. - Some people are older than others. - Parents are older than children and grandparents are older than parents (beginning to understand the concept of generations). - Some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year, etc.). - Some photographs and drawings represent the past.	
EYFSKey Vocabulary	history now past photograph then				achievement courageous horse-drawn cart king medal new old past power present queen royalty rule steam train trophy	

Design and Technology

DT ROBINS EYFS and Year 1UNITS	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Area of Learning	Mechanisms: Matching slider game	COOKING AND NUTRITION Smoothies	Structures: A chair for a bear	TEXTILES: Simple Stcihes	MECHANISMS Wheels and Axles	★ As overflow time to complete units where other school events takeover or to provide more time for classes to complete projects
Unit Outcomes	Understand that products all around us are designed and identify products that use mechanisms. Describe the movement of sliding mechanisms as up and down, left and right or forwards and backwards. Think about the needs of the user. Communicate ideas. Work independently to make a working slider mechanism. Use a range of tools with increasing accuracy to cut and join materials. Understand the benefits of using different materials and explain choices. Explain what went well and what to improve about their product.	Describe fruits and vegetables and explain how to identify fruits. Name a range of places that fruits and vegetables grow. Describe basic characteristics of fruit and vegetables. Prepare fruits and vegetables to make a smoothie.	Describe how chairs are made for different users and purposes. Explain how design briefs and design criteria help when making a new product. Name some shapes that are stronger than others. Describe how making a material thicker makes it more stiff. Understand and use the vocabulary of strong, weak, stiff and flexible. Make a stable chair structure for a particular user. Select suitable materials and join them securely. Evaluate a product against the design criteria. Improve parts of a product based on the design criteria.	Name some objects made of fabric. Describe the look and feel of different fabrics. Thread a needle. Make a series of stitches that match each other in embroidery fabric. Choose colours and shapes for a design. Explain their ideas to others verbally and with a sketch. Choose materials based on their texture. Follow the general position of the lines of a design with stitches. Say what they like about someone else's stitching and what could be made better.	hoose and use the most suitable tool for cutting out different shapes accurately. Test and compare wheels of different shapes, thicknesses and smoothness. Estimate the middle of a circle. Design, draw and label a product that uses a simple mechanism. Identify the needs of the user. Make and finish a simple pull-along toy. Evaluate a product against simple design criteria and provide feedback.	

DT ROBINS EYFS and Year 1UNITS	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 1 Key Skills	Design Thinking about what others might want from a design. Beginning to recognise how products and designs in the world around us solve certain needs. Considering who they are designing for, by identifying the user. Stating what they intend to make and why, by identifying the purpose. Talking about ideas with purpose and the user in mind. Talking about existing products when generating ideas. Creating mock-ups to communicate designs. Make Planning more than one step ahead. Choosing between a small number of materials, ingredients or components. Explaining their choices based on personal experiences. Requesting equipment appropriate to the purpose (e.g. scissors for cutting, glue for joining). Explaining in simple terms why certain tools must be handled carefully. Following and recalling simple safety instructions. Beginning to use objects with a fixed width or length to create even spacing of markings or cuts (e.g. a lolly stick). Refining their grip to cut competently and confidently. Cutting straight lines and evenly spaced lines. Beginning to cut large shapes and thicker materials like card. Puncturing holes. Applying masking tape to fix something in place or join the edges. Using tools, like scissors, to create shapes. Beginning to cut large shapes and thicker materials like card. Evaluate Discussing existing products, saying what they like about them. Discussing how their products could be improved based on personal preferences. Saying what they like about their peers' designs and products. Accepting feedback and understanding it is meant to improve their work. Technical knowledge Recognising and exploring everyday objects that have mechanisms. Recognising everyday objects that use a slider mechanism (e.g. drawers, sliding doors, paper trimmer).	Designing smoothie carton packaging by hand. Chopping fruit and vegetables safely to make a smoothie. Juicing fruits to make a smoothie. Identifying if a food is a fruit. Learning where and how fruits and vegetables grow. Tasting and evaluating different foods. Describing appearance, smell and taste. Suggesting information to be included on packaging.	Design Using a simple design brief that outlines the intended use, target user and key features of the product to create simple design criteria. Creating ideas with design criteria in mind. Referring to specific parts of existing products when generating ideas. Make Choosing materials, ingredients or components from a wider range of materials, ingredients or components. Explaining their choices based on the properties of materials and components. Looking for ways to make cutting easier, for example, turning the material they are cutting, not fully closing the scissors, etc. Choosing known geometric shapes when making. Beginning to shape objects to improve how they work. Evaluate Discussing a range of existing products and saying what they like and dislike about them. Comparing a range of products and explaining why some better meet different design criteria than others. Evaluating their ideas and creations against simple design criteria. Technical knowledge Recognising that different structures are used for different purposes. Exploring the features of structures. Making stable structures from card. Creating supporting structures to aid stability. Using stable objects like cylinders to create structures. Building a strong and stiff structure by folding paper. Folding to strengthen or stiffen. Comparing the stability of different shapes. Identifying the weakest part of a structure.	Design Stating what they intend to make and why – identifying the purpose. Talking about ideas, with purpose and user in mind. Using basic drawing skills to communicate ideas. Make Choosing between a small number of materials, ingredients or components. Explaining their choices based on personal experiences. Explaining in simple terms why certain tools must be handled carefully. Following and recalling simple safety instructions. Using a straightedge to draw a straight line. Beginning to use objects with a fixed width or length to create even spacing of markings or cuts. (e.g. a lolly stick). Using a large plastic needle and large-weave embroidery fabric to begin to create a running stitch. Applying masking tape to fix something in place or join to edges. Adding texture to create visual interest. Evaluate Saying what they like about their peers' designs and products. Accepting feedback and understanding it is meant to improve their work. Technical knowledge Discussing fabric properties. Threading large needles. Rehearsing sewing techniques with large needles and thick thread, like wool. Sewing a running stitch in large-weave embroidery fabric or hessian. Creating patterns and following them with stitching. Spacing stitches evenly.	Design Thinking about what others might want from a design. Beginning to recognise how products and designs in the world around us solve certain needs. Considering who they are designing for – by identifying the user. Stating what they intend to make and why – by identifying the purpose. Talking about ideas with purpose and user in mind. Talking about existing products when generating ideas. Using basic drawing skills to communicate ideas. Make Planning more than one step ahead. Choosing between a small number of materials, ingredients or components. Explaining their choices based on personal experiences. Requesting equipment appropriate to the purpose (e.g. scissors for cutting and glue for joining). Explaining in simple terms why certain tools must be handled carefully. Following and recalling simple safety instructions. Finding the middle of an object. Refining their grip to cut competently and confidently. Cutting straight lines and evenly spaced lines. Beginning to cut large shapes and thicker materials like card. Puncturing holes. Recognising the edges of paper and card need to be stuck firmly using a glue stick. Using tools, like scissors, to create shapes. Beginning to use controlled painting or colouring techniques to finish a product. Adding texture to create visual interest. Evaluate Discussing existing products, saying what they like about them. Comparing two products and discussing which is better for a specific purpose. Discussing how their products could be improved based on personal preferences. Comparing their finished products with their original designs. Saying what they like about their peers' designs and products. Accepting feedback and understanding it is meant to improve their work. Technical Recognising and exploring everyday objects that have mechanisms.	

DT ROBINS EYFS and Year 1UNIITS	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 1Key Knowledge	Design To know: The user is the person who will use the product. Different users may want different things from a design. Designers usually design and make something to solve a problem. Who they are designing for makes a difference to what they design. The purpose is what something is for. A mock-up is a model of how something works. Make To know: Choosing different materials or components will have an effect on what their product does or looks like. Different equipment does different things. Names of common pieces of equipment. Some tools are sharp like scissors and knives. Following instructions helps with safety. Cutting in a straight line can be helpful when making. Evaluate To know: Some products will be better than others. Their ideas or products can be made better. Technical knowledge To know: Many things that move have parts inside to help them work. Mechanisms usually limit unwanted movement. A slider mechanism moves an object in a straight line (e.g. left/right, up/down). Sliding mechanisms are designed to keep movement in one direction (e.g. using guides/rails, etc.).	That a blender is a machine which mixes ingredients together into a smooth liquid. That a fruit has seeds and a vegetable does not. That fruits grow on trees or vines. That vegetables can grow either above or below ground. That vegetables are any edible part of a plant.	Design To know: A design brief helps to decide what to make. Design criteria are the steps for making a product successful. Design criteria help when thinking of ideas. Different products work in different ways and have parts that make them work. Make To know: Some properties of materials, such as hard, soft, flexible, waterproof, strong, etc. The names of some geometric shapes, such as triangle, pyramid, square, cube, circle and sphere. Evaluate To know: Existing products can be evaluated against design criteria. Design criteria help to decide if their product is a success. Improve means to make something better. Technical knowledge To know: A structure is something that has been made and put together. The shape of a structure affects its strength. Materials can be manipulated to improve strength and stiffness. A strong structure is one which does not break easily. A stiff structure or material is one which does not bend easily.	Design To know: Drawings are a way to explain ideas. Make To know: Choosing different materials or components will affect what the product does or looks like. The names of common pieces of equipment. Following instructions helps with safety. Spacing cuts or marks evenly can be useful. Texture is how something feels. Evaluate To know: Their ideas or products can be made better. Their final product might be different to their original idea. Their ideas can make someone else's work better. Other people's ideas can help make their work better. Technical knowledge To know: Evenly spaced stitches help when following a pattern.	Many things that move have parts inside to help them work. Mechanisms usually limit unwanted movement. An axle allows the wheel to turn without falling off.	
Year 1 Key Vocabulary	mechanism movement slider	blend blender chopping board compare cut design evaluate flavour fork fruit healthy ingredients juice juicer leaf plant recipe root seed select smoothie stem table knife taste tree vegetable vine	design brief design criteria evaluate flexible improve select stiff strong thicker thinner weak	design even fabric like needle sketch stitch thread	axle axle holder better careful choose compare design dislike like mechanism movement product straight line tool turn user wheel worse	

Computing

COMPUTING Robins YEAR 1 UNIITS	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Area of Learning	Computing Systems and Networks Improving mouse skills	Word processing Exploring word-processing software by using keyboard shortcuts, importing images and applying simple editing tools such as bold, italics, underlining and font colour.	Programming 1: Commands unplugged	Skills Showcase: Rocket to the moon	Programming 1: Algorithms and debugging	Online Safety
Unit Outcomes	- Use computers more purposefully - Log in and navigate around a computer - Drag, drop, click and control a cursor using a mouse - Use software tools to create art on the computer	- Identify the main keys on a keyboard and use them for typing. - Use the 'spacebar' correctly when typing short words or sentences. - Type capital letters using the 'Shift' key. - Explain that the keyboard is an input device used to enter information. - Type sentences using a word processor and make simple text changes. - Select text and use on-screen buttons to alter its appearance. - Create documents with images and text, using keyboard shortcuts. - Use copy and paste, different text styles and credit source materials.	- Describe what a command is and what it does. - Recall the key rules a command must follow. - Give examples of commands from their life. - Follow commands and instructions given by others - Describe that instructions are made of commands that must be in the correct order. - Create correct commands for others to follow. - Order commands to create clear instructions. - Recognise and fix errors in commands so instructions work correctly. - Check and share instructions so others can follow them.	- Use a computer to make a list. - Explain the benefits of making a list on the computer. - Use a basic range of tools on art software to design a rocket. - Sequence instructions. - Follow instructions to build their model rocket. - Evaluate and edit their rocket design.	- Recall that a monarch is a king or queen. - Identify some of the monarch's roles. - Explain that a king or queen is crowned in a special ceremony called a coronation. - Name some of the main steps in the coronation ceremony. - Use sources to explain how William the Conqueror became King of England. - Explain how William the Conqueror kept order and conquered England. - Explain how castles have changed over time. - Identify that the power of monarchs has changed over time. - Make comparisons between past and present monarchies.	- Discuss what the internet is and how it can be used. - Recognise that the internet may affect mood or emotions. - Recognise how internet use can affect and upset others. - Identify which information is appropriate to share and post online and which is not.

COMPUTING Robins YEAR 1 UNIITS	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 1 Key Skills	- Learning how to explore and tinker with hardware to find out how it works. - Learning where keys are located on the keyboard. - Using a basic range of tools within graphic editing software. - Developing control of the mouse through dragging, clicking and resizing images to create different effects. - Developing an understanding of different software tools. - Recognising devices that are connected to the internet. - Logging in and out and saving work on their own account.	- Developing confidence with the keyboard and the basics of touch typing. - Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts. - Using word processing software to type and reformat text. - Searching for appropriate images to use in a document. - Understanding what online information is. - Identifying whether information is safe or unsafe to be shared online.	- Explaining what they are trying to achieve with their instructions. - Writing clear, sequenced instructions for familiar tasks. - Using terms like ‘start,’ ‘end’ and ‘next’ to describe the steps in instructions. - Changing their instructions or algorithms into code that the robot understands.	Learning where keys are located on the keyboard. Learning how to operate a camera to take photos and videos. Using logical reasoning to predict the behaviour of simple programs. Developing the skills associated with sequencing in unplugged activities. Following a basic set of instructions. Assembling instructions into a simple algorithm. Learning to debug instructions when things go wrong. Learning to debug an algorithm in an unplugged scenario. Using a basic range of tools within graphic editing software. Taking and editing photographs. Developing control of the mouse through dragging, clicking and resizing of images to create different effects. Developing an understanding of different software tools. Recognising devices that are connected to the internet. Understanding that technology can be used to represent data in different ways, such as pictograms, tables, pie charts, bar charts, and block graphs. Logging in and out and saving work on their own account.	- Sequencing up to six photographs, focusing on the intervals between events. - Knowing where people/events studied fit into a chronological framework. - Recognising some things which have changed/stayed the same as the past. - Identifying simple reasons for changes. - Identifying similarities and difference between ways of life at different times - Finding out about people, events and beliefs in society. - Making comparisons with their own lives. - Using artefacts, photographs and visits to museums to ask and answer questions about the past. - Making simple observations about a source or artefact. - Using sources to show an understanding of historical concepts (see above). - Recognising different ways in which the past is represented (including eye-witness accounts). - Comparing pictures or photographs of people or events in the past. - Asking a range of questions about stories, events and people. - Understanding the importance of historically-valid questions. - Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. - Evaluating the usefulness of sources to a historical enquiry. - Selecting information from a source to answer a question. - Making links and connections across a unit of study. - Making simple conclusions about a question using evidence to support. - Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). - Using relevant vocabulary in answers. - Describing past events and people by drawing or writing. - Expressing a personal response to a historical story or event through discussion, drama or writing.	- Recognising devices that are connected to the internet. - Understanding that we are connected to others when using the internet. - Understanding some of the ways we can use the internet. - When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable. - Understanding how to interact safely with others online. - Recognising how actions on the internet can affect others. - Recognising what a digital footprint is and how to be careful about posting online. - Discussing ways to balance time spent online and offline.

COMPUTING Robins YEAR 1 UNIITS	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 1 Key Knowledge	- Log in and log out means to begin and end a connection with a computer - A computer and mouse can be used to click, drag, fill, select, add backgrounds, text, layers, shapes and clipart. - Passwords are important for security and to keep us safe.	- Touch typing is the fastest way to type. - I can make text a different style, size and colour. - Copy and paste is a quick way of duplicating text.	- There may be an error if a set of instructions does not give the expected result. - Errors could result from sequencing, unclear instructions or missing steps.	When we create something on a computer it can be more easily saved and shared than a paper version. Some of the simple graphic design features of a piece of online software. A spreadsheet is an electronic table for sorting data.	- To know that beyond living memory is more than 100 years ago. - To know that events in history may last different amounts of time. - To know that some events are more significant than others. - To know the impact of a historical event on society. - To know that ‘historically significant’ people are those who changed many people’s lives. - To know that historians use evidence from sources to find out more about the past. - To know that the past is represented in different ways. - To know that a monarch is a king or queen. - To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. - To know that in the past monarchs had absolute power. - To be aware of the achievements of significant individuals.	- To know that the internet is many devices connected to one another. - To know what to do if you feel unsafe or worried online – tell a trusted adult. - To know that people you do not know on the internet (online) are strangers and are not always who they say they are. - To know that to stay safe online it is important to keep personal information safe. - To know that ‘sharing’ online means giving something specific to someone else via the internet and ‘posting’ online means placing information on the internet.
Year 1 Key Vocabulary	- account - click - clipart - computer - drag - drag and drop - layers - log off - log on - mouse - password - predict - resize - screen (monitor) - software - tool - username	- backspace - bold - copy - cut - delete - highlight - italics - keyboard shortcut - paste - underline - undo - word processor	- command - error - instructions - order	- computer - distance - equipment - file - list - materials - open - order - program - save - select - share - tool	- king - monarchy - power - queen - ruler	- app - appropriate - device - digital footprint - feelings - going online - in-person interactions - internet - kindness - offline activity - online activity - online experience - online interactions - online safety - personal information - pop-up - posting online - report - responsible digital citizen - screen time - sharing online - stranger - technology - trusted adult - unkind - website

Music

MUSIC Robins YEAR 1 UNIITS	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Area of Learning	Keeping the pulse (Theme: My favourite things)	Tempo (Theme: Snail and mouse)	Pitch (Theme: Superheroes)	Musical Storytelling:Instruments	On this Island (singing)	Musical me: Pitch
Unit Outcomes	Clap the rhythm of their name in time to the pulse. Sway or tap in time to the pulse. Sing a rhythm in time with the pulse. Copy rhythms based on word patterns using an instrument. Keep the pulse while playing a rhythm on an instrument. Follow instructions during a performance.	Demonstrate slow and fast with their bodies and voices. Demonstrate slow and fast beats while saying a rhyme and using an instrument. Perform a song using a singing voice. Perform with an instrument. Observe others and move, speak, sing and play appropriately. Sing in time from memory, with some accuracy. Keep a steady pulse. Move, speak, sing and play demonstrating slow and fast beats.	Identify high and low notes. Perform high and low notes. Create and perform a two-note and three-note pattern. Identify and perform changes in tempo. Contribute musical ideas and cooperate within a group. Prepare and perform a musical piece. Demonstrate a musical understanding of tempo and pitch. Participate in discussions about pitch and tempo. Offer feedback to groups on their performance. Follow instructions during a performance.	Identify sections of the music where the tempo changes. Correctly describe sections of music as fast or slow. Point out moments in the music where the dynamics change. Accurately describe dynamic changes as soft or loud. Give specific examples of how the music corresponds to actions in the story. Provide clear and specific examples of how music supports the story. Justify tempo and dynamic choices made to represent a character, event or feeling. Suggest appropriate musical dynamics and tempo changes for different scenes of the story. Work as part of a group to rehearse a performance. Perform confidently using appropriate instrumental sounds. Play their part at appropriate tempo and dynamics.	Breathe after each phrase in a song when singing. Sing a song from memory. Use different pitches while singing (high and low notes). Sing lyrics accurately. Perform actions that match lyrics. Collaborate and communicate within a group. Use sounds creatively to represent a chosen environment. Perform a composition. Apply pitch and dynamics to enhance a composition. Read notation from left to right.	Move their eyes from left to right to read pitch patterns. Sing high and low notes including the notes in between. Play a pattern of high and low notes on an instrument. Read notation from left to right. Draw high and low sounds using dots at the top and bottom of a page, respectively. Recognise when notes stay the same. Recognise missing notes on a stave.

MUSIC Robins YEAR 1 UNIITS	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 1 Key Skills	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to move in time with the beat of the music. Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do-re-mi). Recognising and naming the following instruments: up to three instruments from Groups A and B. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Creating sound Singing simple songs, chants and rhymes from memory. Competently singing songs with a very small pitch range (two notes that are different but close together). Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Exploring changing their singing voice in different ways. Breathing at appropriate times when singing. Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation Reading different types of notation by moving eyes from left to right as sound occurs. Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds and one beat rests. Composing and improvising Improvising simple question and answer phrases, using untuned percussion or voices. Performing Starting to maintain a steady beat throughout short performances. Keeping instruments still until their part in the performance. Performing actively as part of a group; keeping in time with the beat. Showing awareness of the leader, particularly when starting or ending a piece.	Listening and evaluating Recognising basic tempo changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. Creating sound Combining instrumental and vocal sounds within a given structure. Beginning to make improvements to their work as suggested by the teacher. Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Responding to simple musical instructions such as tempo changes. Performing Competently singing songs with a very small pitch range (two notes that are different but close together).	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). Recognising simple patterns and repetition in pitch (e.g. do-re-mi). Talking about the tempo of music using the vocabulary fast and slow. Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers' performances. Creating sound Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation Reading different types of notation and understanding they are read by moving eyes from left to right as sound occurs. Recognising pitch patterns using dots. Composing and improvising Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Playing and combining sounds under the direction of a leader (the teacher). Performing Offering positive feedback on others' performances. Keeping instruments still until their part in the performance. Showing awareness of the leader, particularly when starting or ending a piece.	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. It sounds like squelching mud'). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Stating what they enjoyed about their peers' performances. Creating sound Developing an awareness of how dynamics are affected by the force with which an instrument is played. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Composing Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Performing Beginning to acknowledge their own feelings around performance. Offering positive feedback on others' performances and beginning to notice areas for improvement in their own.	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Confidently moving in time with the beat of the music when modelled. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers' performances. Appreciating music from a wide variety of cultures and historical periods. Creating sound Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g pentatonic melodies) which is gradually getting higher or lower. Breathing at appropriate times when singing. Singing part of a given song in their head (using their "thinking voice"). Using instruments imaginatively to create soundscapes which convey a sense of place. Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation Reading different types of notation are read by moving eyes from left to right as sound occurs. Composing Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Performing Offering positive feedback on others' performances. Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance. Following a leader to start and end a piece appropriately.	Listening and evaluating Recognising simple patterns and repetition in pitch (e.g. do-re-mi). Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers' performances. Creating sound Singing simple songs, chants and rhymes from memory. Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Breathing at appropriate times when singing. Singing part of a given song in their head (using their 'thinking voice'). Developing an awareness of how sound is affected by the way an instrument is held (Group A, B and C). Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. Starting to understand how to produce different sounds on pitched instruments (Group C). Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation Reading different types of notation by moving eyes from left to right as sound occurs. Using a simplified version of a stave (three lines) to notate known musical phrases (of two pitches). Performing Offering positive feedback on others' performances. Beginning to acknowledge their own feelings around performance. Standing or sitting appropriately when performing or waiting to perform.
Year 1 Key Knowledge	• Notation is read from left to right. • Pictorial representations of rhythm show sounds and rests.	• That sound can help tell a story. • That an instrument or voice can be played at different speeds. • That pulse can be fast and slow.	• Sounds within music can be described as high or low sounds and the meaning of these terms. • In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.	• Sections of music can be described as fast or slow and the meaning of these terms. • Sections of music can be described as loud, quiet or silent and the meaning of these terms.	• Sections of music can be described as fast or slow and the meaning of these terms. • Sections of music can be described as loud, quiet or silent and the meaning of these terms. • Sounds within music can be described as high or low sounds and the meaning of these terms. • Notation is read from left to right.	• Notation is read from left to right. • In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. • Sounds within music can be described as high or low sounds and the meaning of these terms.
Year 1 Key Vocabulary	• pulse • singing voice • speaking voice • thinking voice	• beat • fast • singing voice • slow • speaking voice • warm up	• high • low • pattern • performance • pitch • tempo	• dynamics • encore • instrumental sound • sound effect • tempo	• composer • composition • dynamics • inspiration • pitch • tempo • phrase	• dot • high • low • musical sentence • notation • phrase • pitch • pitch pattern • stave

PSHE & RSE

PSHE Year1 Robins	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Name	Connecting with others: How can I help myself and others feel happy and safe?	The Online World: How do we spend time online?	Health Protection: How can I protect myself and others in daily life?	Staying Safe: How can I stay safe?	Connecting with others: How can I build safe, caring and kind relationships with others?	The online world: How can we stay safe online?
Unit outcomes	Pupils who are secure will be able to: Describe what makes them special. Notice what makes others special. Identify how families show love and care. Name places and people that help them feel safe. Identify a trusted adult. Name the qualities of a good friend. Choose kind, polite ways to solve disagreements. Explain how speaking kindly and politely can make people feel. Demonstrate kind and respectful behaviour whilst working in a group.	Pupils who are secure will be able to: Recognise different ways they go online in everyday life. Understand that many online activities can also be done in person and that being online can sometimes distract us from those activities. Recognise that polite behaviour online is the same as polite behaviour in person. Explain why it is important to balance screen time with in-person activities. Recognise when something online is not meant for children and know to stop and tell a trusted adult. Can explain simple ways to help stay safe online.	Describe germs as tiny living things that can spread between people and surfaces and cause illness. Accurately demonstrate the correct handwashing routine, ensuring all parts of the hands are cleaned. Choose suitable clothing for different weather conditions. Describe how to stay safe in hot weather. Name a range of health workers and explain ways they help prevent illness. Describe signs they may be unwell using simple words and/or actions, identifying where on their body something feels wrong. Recognise that telling an adult helps keep them safe and healthy, giving key information about their discomfort. Identifying which injuries need to be reported to an adult immediately. Recognise when an injury or illness is an emergency. Knowing that 999 should be called in a medical emergency.	Pupils who are secure will be able to: Identify common items in the home that are safe and unsafe for children and explain simply how they could cause harm. Name things that are safe or unsafe to put in or on their body. Describe and use simple safety rules in familiar places such as the home and school. Recognise some basic body clues or warning signs that might show they feel worried, unsafe or uncomfortable. Describe how to stay safe near roads. Follow the steps 'Stop, Look, Listen, Think' to explain how to cross a road safely with a trusted adult. Name some trusted adults at home and at school and say who they could go to for help in different places. Use simple, clear phrases to ask a trusted adult for help.	Pupils who are secure will be able to: Identify similarities and differences between themselves and others. Recognise that everyone has unique qualities which make them special. Explain why kindness towards people who are different is important. Comment or answer questions about families with respect for others. Ask for help with a falling-out if they need it. Say when something feels okay or not okay. Know it is never their fault if they feel unsafe. Identify and name trusted adults at home and at school. Use clear phrases to ask for help when something feels wrong or not okay. Recognise when they or someone else is being bullied.	Give examples of things people do online. Say what sharing online means. Recognise that many people might see something shared online. Understand that private information should not be shared online. Recognise when someone has shared private information online. Say what to do if private information is shared online. Recognise that not everything seen online is real or shows the whole story. Recognise when something online might make them feel worried, uncomfortable or unsure. Recall simple rules to help them stay safe online.
Year 1 Skills	Talking about how families are special. Identifying different ways family members help each other. Recognising when someone in a family might need support. Exploring why spending time with family is important to them. Identifying some appropriate and inappropriate responses to family disagreements. Beginning to express disagreement calmly (e.g. 'I don't agree' or 'Can I have a turn too?'). Solving some minor disagreements with peers, using compromise, turn-taking or asking for help from an adult. Recognising and admitting when they or others have behaved in an unkind way. Expressing basic feelings (e.g. 'I feel sad') and needs politely (e.g. 'Please stop'). Using polite words to ask for help or solve small problems. Beginning to use calming strategies with adult support. Discussing what makes a good friend (e.g. kind, sharing). Discussing why friendships are important to them. Using simple, polite phrases in everyday situations. Showing respectful behaviour towards others by listening, sharing and taking turns. Practising using quiet voices and calm bodies in shared spaces (e.g. classroom, library, hall). Talking about things they are good at and enjoy. Recognising and naming their own feelings and achievements. Beginning to set simple personal goals, e.g. 'I want to learn to tie my shoelaces'. Practising positive self-talk with adult support, e.g. 'I can do it if I keep trying'.	Recognising some occasions when they are online in their everyday life. Identifying activities that can be done online with others and those that are done in person. Recognising that polite behaviour in person is the same as polite behaviour online. Recognising that screen time can distract people from doing something important. Asking a trusted adult to check something unfamiliar that appears online (e.g. adverts or cookie pop-ups). Checking with a trusted adult before they use new apps or websites.	Practising how to wash their hands properly using soap and water. Recognising when they need to wash their hands (e.g. after using the toilet, before eating, after sneezing). Recognising the difference between a small injury (e.g. a graze) and something more serious (e.g. a break or head bump). Choosing appropriate clothing and preparing for different weather conditions (e.g. a hat, sunglasses and suncream when it is hot). Telling an adult when they feel unwell, tired or hurt. Beginning to describe common signs of illness (e.g. "My tummy hurts", "I feel dizzy"). Identifying some emergency situations.	Recognising when something may be dangerous in the home. Naming some items that they should not touch at home without an adult present (e.g. tools, sharp knives, laundry pods, matches, a kettle, an oven) and explaining why. Naming things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products). Following simple safety rules in different settings. Identifying safe places to walk on the pavement. Explaining how to safely cross a road with an adult and identifying other simple actions they can take to stay safe near and on roads. Using roleplay to ask for help with clear, simple phrases, such as "I need help" or "something's wrong". Naming some trusted adults at home and school. Identifying some emergency situations.	Describing who is in their family. Discussing how families are all unique. Identifying and discussing people's similarities and differences (e.g. family, culture, traditions, physically, personality and beliefs). Recognising unkind behaviour and considering how it may affect someone's feelings or sense of belonging. Asking permission before touching or using someone else's things. Expressing their own boundaries using simple language (e.g. 'I don't like that'). Respecting when others say no or need space. Using roleplay to ask for help with clear, simple words, such as 'I need help' or 'something is wrong'. Naming trusted adults at home and school. Recognising bullying behaviour in simple scenarios. Naming how someone might feel if they are being bullied.	Recognising some occasions when they are online in their everyday life. Asking a trusted adult to check something unfamiliar that appears online (e.g. adverts or cookies pop-ups). Checking with a trusted adult before they use new apps or websites. Beginning to identify when someone has shared too much information about themselves online. Recognising when something online makes the feel scared, worried, uncomfortable or unsafe.

Year 1 Knowledge	How some families show love and care to each other (e.g. giving hugs, saying kind words, spending time together or caring for each other when they are ill). Spending time with family is important because it helps people build strong relationships and feel loved and supported. All families have arguments sometimes. Home should feel like a 'safe space' and if it does not, they should speak to a trusted adult at school. Within families, just like in all relationships, violence is not an acceptable way to deal with problems. Respectful disagreement is part of healthy relationships. It is okay to feel upset but it is not okay to act in unkind ways or to hurt others. Sometimes they may need to pause before reacting. Saying sorry can help make things better when something goes wrong. Everyone has feelings and kind words can help solve problems. We might feel cross, upset or disappointed when things do not go our way. We can say what we need or do not like in a kind way. Friends are people who like to spend time together and who are kind and helpful to one another. Having friends can help you feel happy and stop you from feeling lonely. Loneliness means feeling alone, not just being alone. Friends will not always agree on everything. Being polite is a way of treating others with kindness. We share spaces with others and need to be kind and consider others around us. Everyone has different likes, dislikes and feelings. Something we enjoy might not be enjoyable for someone else. Everyone is unique and important. Everyone has different strengths or things they are good at. They can feel proud of themselves for trying their best.	Using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online. Polite online behaviour includes listening, taking turns, considering others and using kind words – just as it does in person. Too much screen time can interfere with other healthy habits. Some content on the internet is not intended or suitable for children. People can search online for information or answers to questions. Who trusted adults are and how to report concerns about online content or behaviour.	Germs can live on hands and surfaces even when they cannot be seen. Washing hands with soap and water helps remove germs that can make people ill. People should cover their mouths when they cough or sneeze and put tissues in the bin. People have check-ups with doctors, nurses and dentists to help them stay healthy. Sometimes people have injections or nasal sprays (vaccines) to help stop them getting poorly. Some people need to use medicine often, such as inhalers, to help keep them well. Head bumps should always be told to an adult. First aid is the immediate help given to someone who is hurt or unwell. Ice packs can help with bruises or bumps. It is important for broken skin to be cleaned to ensure germs cannot enter the body. Their role is to get help from a trusted adult, not to try to fix the injury themselves. Wearing a hat and covering skin can help keep them safe in the sun. They should drink water when it is hot to stay well. They should tell a trusted adult if something hurts or feels wrong in their body. Some common signs of illness include a tummy ache, feeling hot or cold, coughing or sneezing. Medicines, when used properly, can help people feel better. 999 is the number to dial in an emergency.	Some things in the home can be harmful. Household cleaning products can contain chemicals that are harmful to the body and should not be touched without an adult's permission. If things are not used as intended, they can become harmful, especially to children (e.g. someone else's medicine, cleaning products, etc). Some things people put in or on their bodies can help them (e.g. medicine), and some can be harmful. They should never touch or taste something if they do not know what it is. The 'Stop, Look and Listen' rule for crossing a road. A helmet should be worn when biking or scooting. Some basic risks around roads (e.g. crossing without looking, running out into the road, or not being seen by drivers). Their body can give warning signs when something does not feel right or feels unsafe (e.g. heart beating faster, tummy feeling funny, feeling frozen or shaky, wanting to cry). It is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is. The emergency services are the police, fire and ambulance services. 999 is the number to dial in an emergency.	People in a community can be different from each other, which makes the community interesting and special. The differences between people are something to celebrate. It is unfair to treat someone differently just because they are different from you. It is important to treat everyone with kindness and respect. Families can include different members (e.g. siblings, single/multiple parents, adoptive parents, LAC, step-parents). Everyone has the right to say no, even to people they know. It is never their fault if someone does something that makes them feel uncomfortable or unsafe. They should seek help if: someone is unkind, hurts them or someone else; they feel scared, worried or confused; someone asks them to keep a secret that makes them uncomfortable. They can talk to a trusted adult if someone crosses a boundary. Bullying is when someone is hurtful or unkind to someone else, on purpose and more than once ('several times on purpose'). They should tell an adult if they or someone they know is being bullied ('start telling other people').	Using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online. People choose what they share online and that not everything shared online is real or true. Some online is not intended or suitable for children. Information shared online might be seen by a lot of people. It is unsafe to share some information online. No-one should share photos or videos of someone else online without permission. Who trusted adults are and how to report concerns about online content or behaviour.
Vocabulary	calm fair family friendly lonely polite safe share strengths trust trusted adult unfair	balance (Y1/2) digital device (Y1/2) healthy (Y1/2) internet (Y1/2) online (Y1/2) polite (Y1/2) rule (Y1/2) safe (Y1/2) screen time (Y1/2) trusted adult (Y1/2)	999 dentist doctor emergency first aid germs illness injury medicine prevent protect serious spread unwell urgent	body clues (Y1/2) comfortable (Y1/2) danger (Y1/2) emergency (Y1/2) harm (Y1/2) road safety (Y1/2) rule (Y1/2) safe (Y1/2) trusted adult (Y1/2) uncomfortable (Y1/2) unsafe (Y1/2) 999 (Y1/2)	belong (Y1/2) bullying (Y1/2) calm (Y1/2) care (Y1/2) carer (Y1/2) fair (Y1/2) family (Y1/2) share (Y1/2) trust (Y1/2) trusted adult (Y1/2)	digital device (Y1/2) internet (Y1/2) online (Y1/2) private information (Y1/2) rule (Y1/3) safe (Y1/2) sharing online (Y1/2) trusted adult (Y1/2) uncomfortable (Y1/2)

PE

PE EYFS/Yr1 Area of Learning Knowledge Aims	Ball Skills 1 Can I dribble a ball with my hand? Can I explore accuracy when rolling a ball? Can I explore throwing with accuracy towards a target? Can I explore catching with two hands? Can I explore dribbling a ball with my feet? Can I explore tracking a ball that is coming towards me? Gymnastics Can I develop and combine travelling movements? Can I develop quality when linking shapes? Can I develop stability and control when performing balances? Can I develop technique and control when performing shape jumps? Can I develop technique in the barrel, straight and forward roll? Can I develop rolls and use them in a sequence? Can I link gymnastic actions to create a sequence?	Fundamentals Can I change direction when moving at speed? Can I recognize changes in my body when I exercise? Can I run at different speeds? Can I select my own actions in response to a task? Can I show hopping and jumping movements? Can I show balance and co-ordination when static and moving? Invasion Games Can I understand the role of the attackers and defenders? Can I recognise who to pass to and why? Can I move towards a goal with a ball? Can I support my team mates when playing in attack?	Team Building Can I follow instructions and work with others? Can I co-operate and communicate in a small group to solve challenges? Can I create a plan with a group to solve challenges? Can I use teamwork skills to work as a group to solve? Dance Invasion Games Can I use counts? Can I copy, remember and repeat actions? Can I move confidently and safely? Can I use different body parts together and in isolation? Can I use appropriate movements for my ideas? Can I say what I liked about someone else's performance?	Sending and Receiving Can I roll a ball to a target? Can I track and receive a rolling ball? Can I send and receive a ball with my feet? Can I develop my throwing and catching skills? Can I send and receive a ball using a racket? Yoga Can I explore yoga and mindfulness? Can I copy and remember poses? Can I develop flexibility when holding poses? Can I develop balance whilst holding poses? Can I create yoga poses using a hoop? Can I create a yoga flow with a partner?	Striking and Fielding Can I develop under arm throwing and catching? Can I develop over arm throwing? Can I develop hitting a ball? Can I develop collecting a ball? Can I understand the rules of a game and use these to play fairly? Target Games Can I consider power when aiming at a target? Can I develop striking to a target? Can I develop hitting a moving target? Can I select and apply a skill to a target game?	Athletics Can I develop a sprinting technique? Can I develop jumping for distance? Can I develop jumping for height? Can I develop throwing for distance? Can I develop throwing for accuracy? Fitness Can I run for a long time? Can I develop jumping using timing? Can I develop co-ordination? Can I develop stamina and change direction? Can I develop exercises to develop strength? Can I develop agility and balance
Year 1 Key Skills (note many skills are transferrable in all areas)	Ball Skills Use hitting/kicking and rolling in a game Follow rules Gymnastics Make their body tense, curled and stretched Control their body when travelling Control their body when balancing Climb safely Plan and show a sequence of movements	Fundamentals Can move with control and care Copy and remember actions Invasion games Follow rules Work Collaboratively with others	Team Building Describe what other people did Say how I can improve Dance Copy dance moves Make up a short dance Dance imaginately Change rhythm, speed, level and direction	Sending and Receiving Develop the skill of underarm throwing Develop the skill of rolling a ball Yoga Describe how my body feels before, during and after exercise Show how to exercise safely Control their body when balancing Can move with control and care	Striking and Fielding Hit a ball with a bat Throw in different ways Use rolling and hitting in a game Follow rules Target Games Can move with control and care Follow rules Work Collaboratively with others	Athletics Develop the skill of running fast Develop the skill of changing direction when moving Develop the skill of hopping Fitness Master a range of basic movements including running, jumping, throwing, catching