


<p><b><u>Physical Education: EY: Gymnastics, ABC Y1: Health-related exercise, gymnastics, hockey, dodgeball, weaving games</u></b></p> <p><b>Learning objectives (inc key vocab):</b> Develop fundamental movement skills. Engage in co-operative physical activities, in a range of increasingly challenging situations. Basic movements including running, jumping, throwing and catching, develop balance, agility and coordination. Perform gymnastic sequences using simple movement patterns. <b>Ball, bat, run, jump, hop, skip, catch, throw, roll, space, stretch, climb, direction</b></p> <p><b>Learning activities (inc. assessment):</b> Discrete adult-led PE sessions Continuous provision: outdoors, monkey bars, tyre, bikes <b>Assessment:</b> observation, discussions</p>		<p><b><u>RE: EY: Which places are special and why? Which times are special and why?</u></b></p> <p><b><u>Y1: Sacred Places</u></b></p> <p><b>Learning objectives (inc key vocab):</b> EY: Know about some of the beliefs of a person from a religious community and what practices are important to them Become aware of their feelings in response to stories and about themes that are addressed in stories Know that there are similarities and differences between religious beliefs and practices Talk about the special things people who belong to a religious community do. Y1: Recognise, name and describe some different symbols and images, actions, explore how they are used and why they are important Respond to stories and songs from different communities and begin to ask questions and think about why they do things, recognising that people belong to different religions Describe what people do to belong to a community when expressing their beliefs Vocab: <b>Islam, Allah, Mohammed, PBUH, Qu'ran, mosque, prayer mat, Eid, Ramadan, belief, special, sacred</b></p> <p><b>Learning activities (inc. assessment):</b> EY stories from different religions Y1: videos about Muslim beliefs and practices, discussions using photo pack, stories, visit from Muslim parent. <b>Assessment:</b> Ongoing quiz and discussion.</p>		<p><b><u>Design &amp; Technology: Freestanding structures</u></b></p> <p><b>Learning objectives (inc key vocab):</b> EY: Explore making things in their play using a variety of resources – bricks, loose parts. Start to talk about what they have made and how they made it. Y1: Use own ideas to make something. Describe how something works. Explain to someone how to make a product. Choose appropriate resources and tools. Make a simple plan before making. <b>Strong, weak, stable, join, fix</b></p> <p><b>Learning activities (inc. assessment):</b> Workshop and construction sets in continuous provision. Y1: Complete a plan before making models in the workshop. Cover boxes to achieve high quality finish. Experiment with different methods of fixing junk materials together. Talk about their own design criteria and evaluate against them. Build structures, exploring how they can be made stronger, stiffer and more stable. Make a bridge strong enough to hold the three billy goats gruff. <b>Oracy: Explain how you made your product to the class, including materials used. Discuss how products could be improved and whether they fulfil the design criteria – why/why not?</b> <b>Assessment:</b> Observe children making models and talk to them about what they have made, what they used and any possible improvements. In Y1 can children use their own design criteria in workshop?</p>							
<p><b><u>PSHE: Jigsaw</u></b></p> <p><b>Learning objectives:</b> <b>Dreams and Goals:</b> EY: Aspirations, how to achieve goals and how to achieve the emotions that go with this Y1: my treasure chest of success, steps to goals, achieving together, stretchy learning, overcoming difficulties, celebrating my success <b>Healthy Me:</b> EY: Being healthy and how to stay healthy: Y1: Being healthy, healthy choices, clean and healthy, medicine safety, road safety, happy healthy me <b>Learning activities (inc. assessment):</b> Jigsaw circle and discussions. Conversations in provision Knowing how to respond in an emergency Practice crossing School Lane (walk around Heslington) Emotions: EY calm, excited, worried Y1: patient, impatient, proud, disappointed <b>Oracy: Discussion and debate: What ways can we work together to achieve our goals? What are the best ways to stay healthy?</b> <b>Assessment:</b> Circle discussions, conversations in provision, floor book contributions</p>		<p><b><u>Geography: Key Concepts: Significance, place, space, environment</u></b></p> <p><b><u>Geographical skills and fieldwork. Devise a simple map. Construct basic symbols in a key. Identify seasonal weather patterns in the UK, location of hot and cold areas of the world in relation to the equator, north and south poles.</u></b></p> <p><b>Learning objectives (inc key vocab):</b> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the <b>Equator</b> and the <b>North and South Poles</b>. <b>Winter, spring, summer, autumn</b> weather words. Use simple fieldwork and observational skills to study the geography of our school and grounds and the key human and physical features. (<b>Cliff, coast, mountain, ocean, factory, port, harbour, church, playground, park, route, river, lake, soil, valley, vegetation, city, town, village, farm, house, office, shop</b>)</p> <p><b>Learning activities (inc. assessment):</b> Weather charts, maps on wall outside, small world, sand (create worlds and use geographical vocab), Beebots and maps. Make Beebot mats. Maps from story books. Make small worlds, aerial views, maps and keys. Walk round Heslington <b>Oracy: Discussion and debate: Which is the best route to take? Which season is best? Why? Assessment:</b> Ongoing quiz and recap meanings when vocabulary is used in stories, sorting activity.</p>									
		<p><b><u>Phase 1 Autumn Term (Year A)</u></b></p> <p><b><u>Heroes</u></b></p>  <p>Can you draw a map of the forest? Where are the hottest and coldest places in the world? What statues are there in York? Why do these people have statues? What did Florence Nightingale do?</p>		<p><b><u>History: Key Concepts: Significance, place, space, environment</u></b></p> <p><b><u>Key individuals, events and monuments in York</u></b></p> <p>EY: Talk about the lives of the people around them and talk about their roles in society. Know some similarities and differences between things in the past and now, drawing on experiences and stories. Understand the past through settings, characters and events encountered in books read in class and storytelling Vocab: <b>York, statue, important, monument, individual people, event</b>, Y1: Use words and phrases like <b>before, after, past, present, then, now</b>. Know about someone famous who was born or lived in York. Know why there is a monument to a famous person or event in York.</p> <p><b>Learning activities (inc. assessment):</b> Stories: The Jolly Postman, Here Comes Mr Postmouse Rescue boat visit, fire brigade visit. Florence Nightingale story – drama and retelling (oracy). Statues in York: Constantine, George Leeman, Queen Elizabeth II (near Minster), Tim Peake (space). Virtual tour of York statues. Make own statues and film own virtual tour. <b>Oracy: Discussion and debate: Who should have a statue in our school/Heslington? Explain and justify choice.</b> <b>Assessment:</b> Ongoing quiz, sorting activity</p>							
<p><b><u>Computing: Digital literacy Information technology Computer science: coding</u></b></p> <p><b>Learning objectives (inc key vocab):</b> EY: Give an instruction to a programmable toy and explore what the toy does. Use a camera to take pictures and videos and look at them. Record sound and play back. Explore using different types of technology including toys, cameras, recording equipment, tablets etc Y1: Create a series of instructions. Plan a journey for a programmable toy. Create digital content. Store digital content. Retrieve digital content. Use a website. Use a camera. Record sound and play back. Use technology safely. Keep information private. Vocab: <b>Email Choices, Internet, Website, Rules, Online, Private information, Password Equipment, Computer, camera, laptop, tablet, phone, Buttons, Movement, Instructions, Buttons, Robots, Patterns, Program, Beebot, Botley, Control Screen, Mouse, Images, Keyboard, Paint, Videos, Camera stills, Sounds, Image bank, Word bank, Space bar Technology, Share, Create, Internet, Purpose, Online tools, Communicate Collect, Set of photos, Count, Organise, Photographs, Video, Data, Pictogram, Digitally</b></p> <p><b>Learning activities (inc. assessment):</b> Use Purple Mash website Y1: Internet safety, password privacy, logging on to Purple Mash, creating avatar. Use 2Paint to create a picture (link to history, geography, science). Bee Bots – use mats to program a journey, link to human geography vocabulary. Lego train set, Botley. <b>Assessment:</b> by observation: can children program 3 simple moves/turns? Can they use Purple Mash to complete activity successfully/independently?</p>		<p><b><u>Music: Exploring sounds, pitch and beat</u></b></p> <p><b>Learning objectives (inc key vocab):</b> EY Explore <b>fast, slow, loud and quiet</b> sounds. Untuned percussion – start and stop, keeping a steady beat and discover sounds. Describe sound quality and create musical patterns. Y1 Repeated patterns, long and short notes. <b>Pitch, high, low, rhythm, tempo</b> Keep a <b>steady beat</b> and follow instructions on how and when to sing/play and understand and produce high/low, fast/slow and loud/quiet sounds</p> <p><b>Learning activities (inc. assessment):</b> Composer: John Williams – Theme from Superman EY: Sing Up activities: Bird spotting: Cuckoo Polka, Shakes My Sillies Out, Up and Down, Five Fine Bumble Bees Y1: Sing Up activities: Magical Musical Aquarium Repeated patterns, long and short notes Keep a steady beat and follow instructions on how and when to sing/play and understand high/low, fast/slow and loud/quiet. Different types of instrument sounds, create a sequence of sounds and loud/quiet sounds <b>Assessment:</b> Observation of children's performance in class sessions</p>									
<p><b><u>Science: Animals (including humans)</u></b></p> <p><b>Learning objectives (inc key vocab):</b> EY: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Y1: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of <b>common animals</b> that are <b>carnivores, herbivores and omnivores</b>. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p><b>Learning activities (inc. assessment):</b> Daily calendar, Y1 weather chart Sorting, classifying games and in provision. Label Y1 small world animals (carnivore, omnivore, herbivore). Real life role play: paramedic, doctor, nurse, paramedic. Here to Help books (vet, doctor, dentist, paramedic, nurse, optician) <b>Assessment</b> in discussions and in provision: can children name animals, sort Y1 small world according to habitat. End of unit quiz</p>											
<p><b><u>Key vocabulary</u></b></p> <p>Before, after, past, present, then, now. Physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Map, key, symbol, east, west, north, south, left, right</p>		<p><b><u>Key Concepts</u></b></p> <p>Time, change and chronology – when, what order, how have things changed? (old/new, similarities/differences) Human life time changes in leisure and play Place – what makes up a place? (immediate locality, location knowledge) Space – the impact of humans on space and why things are in a certain area (human geography, getting to know the local area) Environment – describing the natural environment, the importance of area (local area observations)</p>		<p><b><u>Reading across the Curriculum</u></b></p> <p><b>Topic:</b> Supertato, Look Up, Super Daisy, Eliot Midnight Superhero, Ten Little Superheroes, We're going to find a Monster, Superbat <b>EY:</b> The Gingerbread Man, Goldilocks, Hairy Maclary, We're Going on a Bear Hunt, Where the Wild Things Are <b>EY Non-Fiction:</b> Hats of Faith, Lots, Hello World <b>Y1:</b> Stone Soup, The Rapping Princess, Funnybones, Lost and Found, The Proudest Blue <b>Y1 Non-Fiction:</b> Florence Nightingale, Seasons, Lifesize, Book of Bears, Here to Help series (lifeboat crew, firefighter, police officer) <b>Poetry: EY:</b> Poetry Basket and nursery rhymes <b>Y1:</b> Crazy Mayonnais Mum, Now we are Six</p>		<p><b><u>Writing across the Curriculum</u></b></p> <p>Labels, lists, captions, sentences (Y1 independent books) Narrative Record science investigations in provision, DT evaluation Shared and independent writing Real life role play: writing frames for being a doctor, nurse, police officer, vet</p>		<p><b><u>Enrichment Opportunities</u></b></p> <p>The Deep visit Learn how to respond in an emergency Celebrate Chinese New Year (EY) Learn a Chinese Dragon dance (Y1) Teddy bears' hospital Superhero day Rescue boat Fire engine</p>		<p><b><u>Oracy and Debating</u></b></p> <p>Explain how you made your product to the class, including materials used. Discuss how products could be improved and whether they fulfil the design criteria – why/why not? Explain what you have been learning during continuous provision. What did you do first? What materials did you use? Do you like this painting/piece of music? Why/why not? Who should have a statue in our school/Heslington? Justify What ways can we work together to achieve our goals? What are the best ways to stay healthy? Which is the best route to take? Which season do you like best? Why?</p>	