

**Physical Education: EY: Outdoor games/Athletics Y1: Striking and fielding/Athletics**

**Learning objectives (inc key vocab):**  
 EY: Explore different actions. Practise actions and skills in a variety of situations. Develop strength and control in a variety of movements. Explore how to use different equipment. Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Explore and develop control when throwing. Explore and develop control with a bat. Run safely and change direction.  
 Y1: Throw underarm. Hit a ball with a bat. Move and stop safely. Throw and catch a ball with both hands. Throw and kick in different ways. **Ball, bat, run, jump, hop, skip, catch, throw, roll, space, stretch, climb, direction**  
**Learning activities:** Discrete adult-led PE sessions Continuous provision: outdoors, monkey bars, tyre, bikes  
**Assessment:** observation, discussions

**PSHE: Jigsaw**

**Learning objectives:**  
 Relationships:  
 EY: My family and me, Make friends, Falling out and bullying, Being the best friends we can be  
 Y1: Families, Making friends, Greetings, People who help us, Being my own best friend, Celebrating my special relationships  
 Changing Me:  
 EY: My body, Respecting my body, Growing up, Fun and Fears, Celebration  
 Y1: Life cycles, Changing Me, My changing body, Girls' and boys' bodies, Learning and growing, Coping with change  
**Learning activities:**  
 Jigsaw circle and discussions Conversations in provision  
 Oracy: Discussion and debate: What changes as we get older? Does it matter if we do things differently as we get older? Do our ideas about things stay the same or change as we grow up?  
**Assessment:** observations and discussions in provision and circle time

**RE: EY: Where do we belong? What is special about our world? Y1: What does it mean to belong to a faith community?**

**Learning objectives (inc key vocab):**  
 EY: Where do we belong: Know there are similarities and differences between religious beliefs and practices. What makes us feel special? What makes Christians feel special to God? How do Christians know that children are special to God? What groups do we belong to? How do we know we belong to a group? What groups do religious people belong to? How do we show people they are welcome? How are babies welcomed into the Christian family? How is a baby welcomed into the Muslim religion? How do Hindu brothers and sisters show their love for each other at a festival?  
 What is special about our world: What are our favourite things about nature? Why do some people say the world is special? What do you think is special about the world? What story do Christians tell about how the creation of the world? How can we tell the Christian story of creation? What stories do Muslim people tell about God's creation? How does Prophet Muhammad show Muslims how to behave in the story of Muhammad and the Kittens? Is our world 'very good'?

Y1: Do we all belong to something? How do Christians show they belong? How do Muslims know they belong? How do Jewish people show they belong together as a community? How do Christians welcome a new baby? How to Muslims welcome a new baby? How do some people show they belong to one another?  
 Notice similarities between different religious and non-religious world views. Vocab: **religion, belief, similarity, difference**

**Learning activities (inc. assessment):**  
 EY: stories from Christianity and Islam, explore aspects of how babies are welcomed in Islam and Christianity, creation stories, retelling stories, litter picking, journey sticks  
 Y1: videos about Christian and Muslim beliefs and practices, discussions using photo pack, compare ways in which a new baby is welcomed, stories from Islam and Christianity.

**Assessment:** Ongoing quiz and discussion.

**Design & Technology: Food and Nutrition**

**Learning objectives (inc key vocab):**  
 EY: Talk about what they have made and how they made it.  
 Y1: Know the basic principles of a healthy and varied diet. Know where food comes from. Cut food safely.  
**fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet,**  
**Learning activities (inc. assessment):**  
 Workshop in continuous provision.  
 Y1: Make fruit kebabs: Investigative task – tasting fruit. Focused task – discuss and decide on design criteria, choose fruit for own kebabs, prepare fruit by washing and chopping, evaluate.  
**Assessment:** observations, can child make fruit kebab which fulfills design criteria? In Y1 can children use their own design criteria in workshop?  
**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?

**Art & Design: Sculpture**

**Learning objectives (inc key vocab):**  
 Explore a variety of different media. Use a range of materials creatively to explore, develop and share their ideas, experiences and imagination and begin to design and make products. Name primary and secondary colours and how to make them. Create simple representations of people (EY) and show how people feel by including mouth and facial expressions (Y1). Choose the media they would like to work in. Use IT to create a picture. Describe what you see in a piece of work, give an opinion and ask questions about a piece of art (Y1). Talk about what they can see in the work of artists (EY). the media they would like to work in. Use IT to create a picture. **Shapes eg long, oval, curvy. Textures eg smooth, crinkly, rough. Materials eg natural, made, recycled. Visual qualities eg colour, form, texture. Tactile qualities eg flexible, soft, shiny, smooth, coarse, rough, bumpy, rigid, pliable, natural materials eg grasses, bark, pebbles, rushes, leaves. Made materials eg card fabric, clay tiles, plastic. Reclaimed materials eg made for one purpose and used again for another.**  
**Learning activities (inc. assessment):**  
 Artist of the month: Barbara Hepworth, Andy Goldsworthy – natural art in forest. Experiment with malleable materials eg dough, clay and tools. Produce own sculptures. Sculpture trail round university  
 Y1: Emotions in sculptures – observe and replicate.  
**Assessment:** Observation, photos, discussion  
**Oracy:** Discussion and debate: Do you like this sculpture? Why/why not? Explain and justify your opinion.

**Geography: Key Concepts: Significance, place, space, environment Geographical skills and fieldwork. Use world maps, atlases and globes to identify the UK and its countries.**

**Learning objectives (inc key vocab):** Identify the 4 countries of the UK and their capitals (England, Scotland, Northern Ireland, Wales, London, Edinburgh, Belfast, Cardiff). Identify the 3 seas that surround the UK (Irish Sea, North Sea, English Channel). Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. **Winter, spring, summer, autumn, weather words.** Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (river, lake, soil, valley, vegetation, city, town, village, farm, house, office, shop); use simple fieldwork and observational skills to study the geography of our school and grounds.  
**Learning activities:** EY weather chart, Y1 keep own weather chart (incl temperature). Go Jetters (Big Ben, Caernarfon Castle, Stonehenge, Giant's Causeway, Loch Ness).  
**Oracy:** Discussion and debate: Which UK country/city would you like to travel to? Explain and justify your choice.  
**Assessment:** Ongoing quiz and recap meanings when vocabulary is used in stories, sorting activities.

**Phase 1 Summer Term (Year A) Journeys**

What are the 4 countries of the UK?  
 What are the capital cities of the 4 countries?  
 Which seas surround the UK?  
 What flower or tree is this?  
 Name the parts of a plant.



**History: Key Concepts: Significance, place, space, environment Changes since they were born Old and new objects Generational differences**

**Learning objectives (inc key vocab):**  
 EY: Know about and can name some of the changes that have happened since they were born. Describe what they notice about old and new objects. Know and label whether something is old or new. Know about someone from the past, personal and famous.  
 Y1: Know about and can name many of the changes that have happened since they were born. Give examples of things that were different when their grandparents were children. Use words and phrases like **before, after, past, present, then, now.** Spot old and new things in a picture. Know how to ask and answer questions about old and new objects.  
**Learning activities (inc. assessment):** Books: Mr Gumpy's Motor Car, Peepo, The Knight who Said No, The Castle the King Be and continuity: seaside holidays  
 King Bull, The Knight Who Wouldn't Fight  
 Change and continuity: seaside holidays  
 Similarity and difference/Handling evidence: look at old and modern seaside photos (Yorkshire coast, Bridlington, Scarborough including castle) and postcards  
 Sorting old and modern forms of transport  
**Oracy:** Discussion and debate: What is the same/different? Justify responses  
**Assessment:** Ongoing quiz, sorting activity

**Computing: Digital literacy Information technology Computer science: coding**

**Learning objectives (inc key vocab):**  
 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: Email Choices, Internet, Website, Robots, Online, Private information, Password Equipment, Computer, camera, laptop, tablet, phone, Buttons, Movement, Instructions, Buttons, Rules, 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**  
**Learning activities (inc. assessment):**  
 Use Purple Mash website Y1: Internet safety, password privacy, logging on to Purple Mash, logging on to laptops and track pad mouse control, coding games, creating animation using 2Animate (link to science – plant growing, geography – journeys/geographical features)  
 Bee Bots – use mats to program a journey, link to human geography vocabulary. Lego train set, Botley.  
**Assessment:** by observation: can children program 3 simple moves/turns? Can they log on to laptop and Purple Mash? Can they successfully completing coding games? Can they use Purple Mash to complete activity successfully/independently?

**Music: Exploring sounds, pitch and beat**

Composer: John Adams – A Short Ride on a Fast Machine  
**Learning objectives (inc key vocab):**  
 EY Learn and perform songs and rhymes with others. Respond to rhythm by moving, clapping, stamping.  
 Explore different ways of making music using tuned, untuned and improvised instruments. Listen to a range of genres of music and talk about likes/dislikes.  
 Y1 Use voice to speak, sing, chant. Follow instructions about when to play and sing. Use instruments to perform. Clap short rhythmic patterns. Make different sounds with voice and instruments. Make a sequence of sounds. Choose sounds to represent different things. Respond to different moods in music. Say whether they like/dislike music. **Pitch, high, low, rhythm, tempo, fast, slow, loud, quiet**  
**Learning activities:**  
 Composer: John Adams – A Short Ride on a Fast Machine  
 EY: Sing Up activities: Down there under the sea It's oh so quiet Slap clap clap Bow, bow, bow Belinda  
 Y1: Sing Up activities: Nautilus  
 Different types of instrument sounds, create a sequence of sounds and loud/quiet sounds. Enhancement: make instruments and perform in class orchestra  
**Assessment:** Observation of children's performance in class sessions

**Science: Plants**

**Learning objectives (inc key vocab):** EY: Talk about things they have seen; start to use classifications such as plant, animal; draw pictures of plants. Y1: Know and name a variety of common wild and garden plants, trees, flowers. Know and name the petals, stem, leaves and root of a plant. Know and name the roots, trunk, branches and leaves of a tree.  
**Learning activities:** Daily calendar, Y1 weather chart. Explorify: odd one out and zoom in/zoom out photos to prompt discussions. Sorting, classifying games and in provision. Spring and summer plant scavenger hunts, forest school tree activities (bark rubbing, label parts of tree, identify leaves), planting potatoes and other seeds, looking after plants, harvesting crops, investigate growing conditions (eg does a seed grow without light/water/soil?)  
**Books:** It Starts with a Seed by Laura Knowles, The Tiny Seed by Eric Carle, Mrs Noah's Garden by Jackie Morris, The Keeper of Wild Words by Brooke Smith, A Little Guide to Wild Flowers by Charlotte Voake  
**Assessment:** whole class discussions and in provision/forest: can children name plants and trees, can children label parts of plant and tree, sorting activity. End of unit quiz: What flower is this? What tree (or leaf) is this? Name the parts of a plant (stem, flower, roots, leaves, petals)

**Key vocabulary**  
 Before, after, past, present, then, now.  
 Physical features, including: island/isle, 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.  
 United Kingdom, England, Scotland, Wales, Northern Ireland, capital city, London, Edinburgh, Cardiff, Belfast

**Key Concepts**  
**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)

**Reading across the Curriculum**  
**Topic:** You Can't Take an Elephant on a Bus, Billy's Bucket, Everywhere Bear, On the Way Home, Winnie the Witch Around the World  
**EY:** Little Red Riding Hood, The Gigantic Turnip, Each Peach Pear Plum, Handa's Surprise, The Very Hungry Caterpillar  
**EY Non-Fiction:** Hats of Faith, Lots, Hello World  
**Y1:** Jack and the Beanstalk, Hair Love, Katie in Scotland, The Queen's Handbag, The River  
**Y1 Non-Fiction:** Ernest Shackleton, Seasons, Lifesize, Book of Bears  
**Poetry:** Y1: Poetry Basket and nursery rhymes, Rumble in the Jungle, Blow a Kiss Catch a Kiss (Focus Poet: Joseph Coelho), Commotion in the Ocean  
**Y1:** Crazy Mayonnaise Mum (Focus Poet: Julia Donaldson), Now we are Six, Twinkle Twinkle Chocolate Bar, Puffin Book of Fantastic First Poems

**Enrichment Opportunities**  
 Build a den in the forest. Visit the seaside. Make musical instruments and create an orchestra. Post a letter at the village post office. Learn how to respond in an emergency.  
**Writing across the Curriculum**  
 Labels, lists, captions, sentences (Y1 independent books) Narrative, fact files  
 Record science investigations in provision, DT evaluation  
 Shared and independent writing

**Oracy and Debating**  
 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 sculpture/piece of music? Why/why not?  
 How do we change as we get older?  
 Which UK capital would you like to visit? Why?