

Physical Education: EY: Gymnastics, ball skills Y1:Gymnastics, fitness, basketball
Learning objectives (inc key vocab): 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. Ball, bat, run, jump, hop, skip, catch, throw, roll, space, stretch, climb, direction
Learning activities (inc. assessment): Discrete adult-led PE sessions
 Continuous provision: outdoors, monkey bars, tyre, bikes
Assessment: observation, discussions

RE: Year group specific
Learning objectives (inc key vocab):
EY: Which places are special and why? Which times are special and why? 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: Sacred Places. 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
Learning activities (inc. assessment):
EY: stories from different religions
Y1: videos about Muslim beliefs and practices, discussions using photo pack, stories, visit from Muslim parent.
Oracy: EY: What place is special to you? Why is it special?
Y1: What do I do as part of a community?
Assessment: ongoing observation, recap and revisit quizzes, final summary lesson and activity linked to big question.


Design & Technology: Freestanding structures
Learning objectives (inc key vocab):
EY: Explore making things in their play using a variety of resources – bricks, blocks, 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.
Learning activities (inc. assessment): Workshop and construction sets in continuous provision. Y1: Complete a plan before making models in the workshop. Cover boxes or turn inside out 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.
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?
Assessment: Observe children making models and talk to them about what they have made, what they used and any PSHE: Jigsaw possible improvements. In Y1 can children use their own design criteria in workshop?

PSHE: Jigsaw
Learning objectives: Dreams and Goals: 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 **Healthy Me: EY:** Being healthy and how to stay healthy: Y1: Being healthy, healthy choices, clean and healthy, medicine safety, road safety, happy healthy me
Learning activities (inc. assessment): 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
Oracy: Discussion and debate: What ways can we work together to achieve our goals? What are the best ways to stay healthy?
Assessment: Circle discussions, conversations in provision, floor book contributions

Art & Design: Paining focus artist Edward Saidi Tingatinga
Learning objectives (inc key vocab): Explore a variety of different media. 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). Talk about pictures they have made. Talk about what they can see in the work of artists (EY). Describe what they see in a piece of art and ask questions about it (Y1). Know that the use of different lines and colour creates moods in artwork. Choose the media they would like to work in. Use IT to create a picture. Colour – primary, mixing, dull, pale; lines – thin, bold
Learning activities (inc. assessment): Artist of the month: Edward Saidi Tingatinga, Frida Kahlo. Experiment with paint and tools – colour mixing in continuous provision. Produce own paintings. Print using everyday objects. Silhouette pictures, animal print patterns Y1: colour mixing, make a colour wheel, emotions in paintings – observe and replicate.
Oracy: Discussion and debate: Do you like this painting? Why/why not? Explain and justify your opinion. **Assessment:** Observation, photos, discussion

Geography:
Key Concepts: Significance, place, space, environment 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.
Learning objectives (inc key vocab): 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 simple fieldwork and observational skills to study the geography of our school and grounds and the key human and physical features. (Cliff, coast, mountain, ocean, factory, port, harbour, church, playground, park, route, river, lake, soil, valley, vegetation, city, town, village, farm, house, office, shop).
Learning activities (inc. assessment): 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
Oracy: Which is the best route to take? Which season is best? Why?
Assessment: Ongoing quiz and recap meanings when vocabulary is used in stories, sorting activity.

Phase 1 Spring Term (Year A)
Heroes
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?



Music: Exploring sounds, pitch and beat
Learning objectives (inc key vocab):
EY: Explore fast, slow, loud and quiet 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. Pitch, high, low, rhythm, tempo Keep a steady beat and follow instructions on how and when to sing/play and understand and produce high/low, fast/slow and loud/quiet sounds
Learning activities (inc. assessment): Composer: John Williams – Theme from Superman
EY: Sing Up activities
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
Oracy: How does this piece of music make me feel? Do I enjoy listening to this piece of music? Why?
Assessment: Observation of children's performance in class sessions

Computing: Digital literacy: Technology around us. Information technology: PM unit – introduction to PM. Adapted PM Units animated storybooks, photography, drawing, sorting data Computer science: coding, (Lego Builders, Beebots etc) E-safety: threaded throughout the year.
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, 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**
Learning activities (inc. assessment):
 Use Purple Mash website Y1: Internet safety, password privacy, logging on to Purple Mash, creating avatar. Use 2Paint to create a picture Bee Bots – use mats to program a journey, link to human geography vocabulary. Lego train set.
Assessment: by observation: can children program 3 simple moves/turns? Can they use Purple Mash to complete activity successfully/independently?

History: Key Concepts: Significance, place, space, environment Key individuals, events and monuments in York
Learning objectives (inc key vocab):
Key questions: Why do we remember some people from the past? What makes someone a hero? Why do we remember Florence Nightingale? What changes did Florence Nightingale make? Who are our local heroes? Why do we remember our local heroes? How are our local heroes and Florence Nightingale the same? How are they different?
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: York, statue, important, monument, individual people, event.**
Y1: Use words and phrases like **before, after, past, present, then, now.** 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.
Learning activities (inc. assessment):
Stories: Air ambulance visit. Florence Nightingale story – drama and retelling (oracy). Statues in York: Constantine, George Leeman. Virtual tour of York statues. Make own statues and film own virtual tour.
Oracy: Discussion and debate: Who should have a statue in our school/Heslington? Explain and justify choice.
Assessment: Ongoing quiz, sorting activity

Science: Animals (including humans)
Learning objectives (inc key vocab):
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 common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Learning activities (inc. assessment): Daily calendar, RSPB Big Schools Bird Watch 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) Little Lives: Jane Goodall Here Comes Mr Postmouse Lifesize A Book of Bears
Oracy: What habitat would this creature live in? How would we know?
Assessment: in discussions and in provision: can children name animals, sort Y1 small world according to habitat. End of unit quiz

Key vocabulary
 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

Key Concept
Time, change and chronology – when, what order, how have things changed? (old/new, similarities/differences) **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: Superhero, Look Up, Super Daisy, Eliot Midnight Superhero, Ten Little Superheroes, We're going to find a Monster, Superbat
EY: The Gingerbread Man, Goldilocks, Hairy Maclary, We're Going on a Bear Hunt, Where the Wild Things Are
EY Non-Fiction: Hats of Faith, Lots, Hello World **Y1:** Stone Soup, The Rapping Princess, Funnybones, Lost and Found, The Proudest Blue **Y1 Non-Fiction:** Florence Nightingale, Seasons, Lifesize, Book of Bears, Here to Help series (lifeboat crew, firefighter, police officer)
Poetry: EY: Poetry Basket and nursery rhymes **Y1:** Crazy Mayonnaise Mum, Now we are Six

Writing across the Curriculum
 Labels, lists, captions, sentences
 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

Enrichment Opportunities
 The Deep visit
 Learn how to respond in an emergency
 Celebrate Chinese New Year (EY)
 Learn a Chinese Dragon dance (Y1)
 Teddy bears' hospital (EY)
 Archaeology workshop (Y1)
 Visit from parent about visiting the Mosque (Y1)
 Superhero day

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 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?