

Bumblebee Class (Early Years Foundation Stage Curriculum) Teacher-led knowledge

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>ART</p> <p><u>Self-portraits and playdough skills</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To use mixed media to draw an accurate self-portrait - To make a self-portrait out of playdough using a range of techniques. 	<p>ART</p> <p><u>Exploring colour</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To develop an understanding of the three primary colours. - To effectively mix the primary colours to create the secondary colours. - To develop an understanding of what happens when you add white or black to a colour. - To identify colours and shades within the world around them. 	<p>ART</p> <p><u>Natural Art</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To identify natural patterns and colours within the natural environment. - To use natural objects to create a piece of artwork. - To explore different resources to attach materials together – string, tape and types of glue. 	<p>ART</p> <p><u>Exploring painting techniques</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To be able to hold a paintbrush correctly and effectively when painting. - To explore different painting techniques, using a range of different sized brushes. - To apply painting techniques to individual paintings, as well as large scale group paintings. 	<p>ART</p> <p><u>Printing</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To learn a range of printing techniques, using varying resources such as; balloons, utensils, bubble wrap and foam shapes. - To apply these skills when creating a whole class under water collage. - To apply knowledge of colour mixing. 	<p>ART</p> <p><u>Clay</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To apply effective fine-motor skills when manipulating the clay into different shapes. - To use a range of techniques including; rolling, pinching, squeezing and pressing.
<p>COMPUTING</p> <p><u>Exploring ICT in the classroom environment</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To explore simple drawing programmes on our class interactive whiteboard. - To learn how to select different colours, shapes and the thickness of lines. - To learn how to use a CD player to listen to audio books. 	<p>COMPUTING</p> <p><u>Exploring ICT in the classroom environment</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To explore simple drawing programmes on our class interactive whiteboard. - To learn how to select different colours, shapes and the thickness of lines. - To learn how to use a CD player to listen to audio books. 	<p>COMPUTING</p> <p><u>Navigating a simple computer programme</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To learn how to navigate and play a range of games by selecting different icons and buttons. - To be able to recall and explain to others how to use the programme. 	<p>COMPUTING</p> <p><u>Navigating a simple computer programme</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To learn how to navigate and play a range of games by selecting different icons and buttons. - To be able to recall and explain to others how to use the programme. 	<p>COMPUTING</p> <p><u>Exploring Programmable Toys - Beebots</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To learn how to programme a beebot using simple commands. - To be able to recall and explain safety rules when using the beebots. - To develop an understanding of directional language – forwards, backwards, right and left and apply this when programming a beebot to complete a course. 	<p>COMPUTING</p> <p><u>Exploring Programmable Toys - Beebots</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To learn how to programme a beebot using simple commands. - To be able to recall and explain safety rules when using the beebots. - To develop an understanding of directional language – forwards, backwards, right and left and apply this when programming a beebot to complete a course.
<p>DESIGN TECHNOLOGY</p> <p><u>To explore creative opportunities in our learning environment</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To explore the class 'creation' area. - To identify and begin to use a range of tools correctly, for example; scissors, sellotape, hole punchers and staplers. - To begin exploring different ways of attaching resources together – string, tape and glue. 	<p>DESIGN TECHNOLOGY</p> <p><u>Making a Christmas Snow Globe</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To learn how to make a Christmas Snow Globe using specific materials. - To experience what a small project is. - To develop self-motivation to continue with a project over a short period of time. - To develop listening skills when following a sequence of instructions. 	<p>DESIGN TECHNOLOGY</p> <p><u>Making a Chinese New Year Dragon Stick Puppet</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To apply effective listening skills when following a set of simple instructions. - To develop new skills including creating a concentina pattern. 	<p>DESIGN TECHNOLOGY</p> <p><u>Baking Gingerbread Men</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To apply effective listening skills when following a set of simple instructions. - To learn different cooking methods when baking gingerbread men. - To apply effective gross-motor and fine-motor skills when baking gingerbread men. - To develop a knowledge of cooking vocabulary and apply 	<p>DESIGN TECHNOLOGY</p> <p><u>Creating a 3D Sculpture</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To explore 3D recycled materials to create a 3D model of their choice. - To effectively and safely use a range of tools to manipulate and join materials together. - To use effective speaking skills when explaining the making process of their model. - To explore design, texture and colour. 	<p>DESIGN TECHNOLOGY</p> <p><u>Baking Bread</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To apply effective listening skills when following a set of simple instructions. - To learn different cooking methods when baking bread. - To apply effective gross-motor and fine-motor skills when baking bread. - To develop a knowledge of cooking vocabulary and apply

<p>- To use the resources and tools safely and effectively.</p>			<p>this when recalling how to make a gingerbread man.</p>		<p>this when recalling how to make a gingerbread man.</p>
<p style="text-align: center;">ENGLISH</p> <p><u>Read, Write, Inc Phonics Scheme</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Developing knowledge of the set one phonics sounds. - Learning what a special friend (digraph) is and am beginning to identify the sounds within words. - Clapping out syllables. - Listening to sounds in words. <p><u>Learning Journey One : 'The Very Hungry Caterpillar'</u></p> <p style="text-align: center;"><u>Retelling a familiar story</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To develop effective listening skills. - To begin to join in with the pattern of the story using the pictures to help. - To begin to understand how a story is structured – beginning, middle and end. - To sequence the story using pictures as a prompt. - To retell the story of 'The Very Hungry Caterpillar'. 	<p style="text-align: center;">ENGLISH</p> <p><u>Read, Write, Inc Phonics Scheme</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Developing knowledge of the set one phonics sounds. - Beginning to develop a knowledge of the set two sounds and consolidate knowledge of the set one sounds. - Clapping out syllables. - Listening to sounds in words. - Apply phonics knowledge when sounding out letters and blending them together when reading simple CVC words. <p><u>Learning Journey Two: 'The Stick Man'</u></p> <p style="text-align: center;"><u>To write a postcard</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To develop effective listening skills. - To begin to join in with the pattern of the story using the pictures to help. - To begin to understand how a story is structured – beginning, middle and end. - To sequence the story using pictures as a prompt. - To use pictures as a prompt when remembering The Stick Man's journey in the story. - To begin to apply phonics knowledge when labelling a picture or writing a few words about Stick Man's adventures. 	<p style="text-align: center;">ENGLISH</p> <p><u>Read, Write, Inc Phonics Scheme</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Consolidating set one and set two sound knowledge. - Applying sound knowledge when reading words and/or short sentences with greater independence. - Identifying the initial, middle and end sounds in words. - Begin recognizing a few 'red' high-frequency words. <p><u>Learning Journey Three: 'The Owl Babies'</u></p> <p style="text-align: center;"><u>To write adjectives in speech bubbles</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To apply effective listening skills when joining in with the pattern of the story, using the pictures to help. - To begin identifying the beginning, middle and end of stories. - To use vocabulary to describe how the characters are feeling. - To apply phonics knowledge when writing adjectives. 	<p style="text-align: center;">ENGLISH</p> <p><u>Read, Write, Inc Phonics Scheme</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Consolidating set one and set two sound knowledge. - Applying sound knowledge when reading words and/or short sentences with greater independence. - Identifying the initial, middle and end sounds in words. - Begin recognizing a few 'red' high-frequency words. <p><u>Learning Journey Four: 'Whatever Next'</u></p> <p style="text-align: center;"><u>To write a letter</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To apply effective listening skills when joining in with the pattern of the story. - To identify the beginning, middle and end of stories. - To recall what happened in the story. - To apply phonics knowledge when writing a short sentence to mummy owl. - To begin leaving spaces between words regularly. - To hold a writing tool correctly. 	<p style="text-align: center;">ENGLISH</p> <p><u>Read, Write, Inc Phonics Scheme</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Consolidating set one and set two sound knowledge. - Applying sound knowledge when reading words and/or short sentences with greater independence. - Identifying the initial, middle and end sounds in words. - To identify and recall 'red' high-frequency words. <p><u>Learning Journey Five: 'Commotion in the Ocean'</u></p> <p style="text-align: center;"><u>To write a marine animal fact card</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To apply effective listening skills when listening to the story. - To remember and recall the marine animals in the book. - To identify rhyming words. - To apply phonics knowledge when writing a short sentence, remembering to leave spaces between words. - To control the size of letters when writing. - To hold a writing tool correctly. 	<p style="text-align: center;">ENGLISH</p> <p><u>Read, Write, Inc Phonics Scheme</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Consolidating set one and set two sound knowledge. - Applying sound knowledge when reading words and/or short sentences with greater independence. - Identifying the initial, middle and end sounds in words. - To read and write 'red' high-frequency words. <p><u>Learning Journey Six: 'The Little RED hen'</u></p> <p style="text-align: center;"><u>To retell a familiar story</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To apply effective listening skills when listening to the story. - To remember and recall key events in the story. - To join in with repeated phrases. - To create props to support with the retelling of 'The Little Red Hen'. - Work individually or in a small group of friends. - To use expression when retelling the story.
<p style="text-align: center;">GEOGRAPHY</p> <p><u>Getting to know my school</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To develop a familiarity with my learning environment around me. 	<p style="text-align: center;">GEOGRAPHY</p> <p><u>Getting to know my community</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To learn about my local community. 	<p style="text-align: center;">GEOGRAPHY</p> <p><u>Chinese New Year</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To begin to think about the wider world. 	<p style="text-align: center;">GEOGRAPHY</p> <p><u>Exploring Maps</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To understand what a map is. - To look at a range of maps – pirate treasure maps, 	<p style="text-align: center;">GEOGRAPHY</p> <p><u>Our Wonderful World</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To recap and consolidate our knowledge of where we live and learn. 	<p style="text-align: center;">GEOGRAPHY</p> <p><u>Our Wonderful World</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To recap and consolidate our knowledge of where we live and learn.

<ul style="list-style-type: none"> - To learn the purpose of different environments in my school, for example the library and dining hall. - To understand I belong to Bumblebee Class at Ropley CE Primary School. 	<ul style="list-style-type: none"> - To learn and develop knowledge of the local communities – St. Peter's Church, Village shop, Watercress Line. - To understand that people live in different types of homes – houses, bungalows, flats and mobile homes. - To understand that although we all attend Ropley CE Primary School, our homes are in different villages and towns nearby. 	<ul style="list-style-type: none"> - To learn that we live in the United Kingdom and the countries included within the UK. - To begin comparing similarities and differences between England and China – culture, weather, animals and language. - To gain an understanding of the story of The Chinese New Year and be able to use talk to communicate with others. - To compare landmarks in the UK and China – what do we notice? 	<ul style="list-style-type: none"> - scavenger hunt maps, simplified local maps. What do they tell us? What do we notice? - To use our learning environment to create our own Easter Hunt maps, working individually or as a small group. - Explore what maps include. - Develop positional language vocabulary and meanings. 	<ul style="list-style-type: none"> - To explore countries and places we have visited with our families. - To learn about the culture, weather, language, way of life in the different continents around the world. - To communicate what I have learnt through talk, drawings and shows. 	<ul style="list-style-type: none"> - To explore countries and places we have visited with our families. - To learn about the culture, weather, language, way of life in the different continents around the world. - To communicate what I have learnt through talk, drawings and shows.
<p style="text-align: center;">MATHS</p> <p style="text-align: center;"><u>White Rose Maths</u></p> <p style="text-align: center;"><u>'Getting to Know You' and 'Just Like Me!'</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Learning where resources are in my classroom. - Learning about new school routines and settling into my new class. - Learning where to put my belongings. - Developing my positional language – on top, below, next to. - Learning about matching and sorting a range of items. - Learning about comparing items – size, mass and capacity. - Using mathematical vocabulary in my play. - Exploring pattern – natural and man-made. 	<p style="text-align: center;">MATHS</p> <p style="text-align: center;"><u>White Rose Maths</u></p> <p style="text-align: center;"><u>'It's Me 1 2 3 ! and 'Light and Dark'</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Learning about 2d shapes. Using language to describe them. - Exploring shape and pattern. - Consolidating my understanding of positional language. - Representing the numbers from 1 – 5. - Comparing numbers 1-5 and learning the meaning of one more than and one less than a given number. - Learning about the composition of numbers 1-5. - Exploring Time – day and night sequencing. 	<p style="text-align: center;">MATHS</p> <p style="text-align: center;"><u>White Rose Maths</u></p> <p style="text-align: center;"><u>'Alive in 5! and 'Growing 6, 7 and 8'</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Exploring the number zero and what it means. - Comparing numbers to five. - Consolidating the composition of numbers to five. - Comparing Mass and Capacity. - Combining two amounts. - Exploring what a 'pair' is. - Learning about the numbers 6, 7 and 8. - Exploring length and height. - Exploring Time – 0'clock. 	<p style="text-align: center;">MATHS</p> <p style="text-align: center;"><u>White Rose Maths</u></p> <p style="text-align: center;"><u>'Growing 6, 7 and 8' and 'Building 9 and 10'</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Combining two amounts. - Exploring what a 'pair' is. - Learning about the numbers 6, 7 and 8. - Exploring length and height. - Exploring Time – 0'clock and half past. - Counting to 9 and 10. - Comparing the numbers to ten. - Exploring one more than and one less than a given number to ten. - Learning number bonds to ten. - Exploring 3d shapes. - Consolidating knowledge of pattern, including repeating patterns. 	<p style="text-align: center;">MATHS</p> <p style="text-align: center;"><u>White Rose Maths</u></p> <p style="text-align: center;"><u>'To 20 and Beyond' and 'First, Then, Now'</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Exploring numbers beyond ten. - Exploring numerical patterns beyond ten. - Learning about spatial reasoning – matching, rotating and manipulating shape and numbers. - Adding more to a number. - Taking away from a number. 	<p style="text-align: center;">MATHS</p> <p style="text-align: center;"><u>White Rose Maths</u></p> <p style="text-align: center;"><u>'Find my Pattern and 'On the Move'</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Consolidating number knowledge to ten. - Exploring doubling, sharing and grouping. - Learning what an even and odd number is. - Consolidating understanding of pattern, number relationships and spatial reasoning.
<p style="text-align: center;">HISTORY</p> <p style="text-align: center;"><u>How have I changed since I was born?</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To be able to talk about how I have changed since I was born. - What can I do now that I could not do as a baby? - Learn new vocabulary about growing – baby, toddler, child, teenager, adult, elderly. 	<p style="text-align: center;">HISTORY</p> <p style="text-align: center;"><u>Who do we remember on Remembrance Day?</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Why are poppies worn in the month of November? - Who are remembering on Remembrance/ Poppy Day and why? - Exploring similarities and differences between daily life in the early 1900s with daily life now. 	<p style="text-align: center;">HISTORY</p> <p style="text-align: center;"><u>The History of Farming Transport?</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - How has farming machinery changed since 100 years ago? - Explore similarities and differences between farming then and farming now. - Did they have the same farming transport and machinery? 	<p style="text-align: center;">HISTORY</p> <p style="text-align: center;"><u>How have toys changed over the last 100 years?</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - How have toys changed since 100 years ago? - Explore similarities and differences between toys then and toys now. - Did children play the same games that we play now? 	<p style="text-align: center;">HISTORY</p> <p style="text-align: center;"><u>My History</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To reflect on their first year at school. - How have they changed since their first day at school? - What can they do now that they could not do at the beginning of the year? - Do they look the same or have they changed? - What have I learnt? 	

<ul style="list-style-type: none"> - Explore similarities and differences between baby and child. - Explore similarities and differences between each other. 					
<p style="text-align: center;">MUSIC</p> <p style="text-align: center;"><u>Charanga – ‘Me’</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Exploring the pulse and beat of music. - Learning to perform familiar songs. - Listening to music from a wide range of genres. - Learning to identify different instruments in songs. - Learning to clap to the beat. - Exploring musical instruments. 	<p style="text-align: center;">MUSIC</p> <p style="text-align: center;"><u>Nativity Songs</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Learning a range of songs for our infant Nativity. - Developing confidence when performing to an audience. - Exploring musical instruments. 	<p style="text-align: center;">MUSIC</p> <p style="text-align: center;"><u>Charanga – ‘My Stories’</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Exploring the pulse and beat of music. - Learning to perform familiar songs. - Listening to music from a wide range of genres. - Learning to identify different instruments in songs. - Learning to clap to the beat. - Exploring musical instruments. 	<p style="text-align: center;">MUSIC</p> <p style="text-align: center;"><u>Charanga – ‘Everyone’</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Exploring the pulse and beat of music. - Learning to perform familiar songs. - Listening to music from a wide range of genres. - Learning to identify different instruments in songs. - Learning to clap to the beat. - Exploring musical instruments. 	<p style="text-align: center;">MUSIC</p> <p style="text-align: center;"><u>Charanga – ‘Our World’</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Exploring the pulse and beat of music. - Learning to perform familiar songs. - Listening to music from a wide range of genres. - Learning to identify different instruments in songs. - Learning to clap to the beat. - Exploring musical instruments. 	<p style="text-align: center;">MUSIC</p> <p style="text-align: center;"><u>Charanga – ‘Big Bear Funk’</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Exploring the pulse and beat of music. - Learning to perform familiar songs. - Listening to music from a wide range of genres. - Learning to identify different instruments in songs. - Learning to clap to the beat. - Exploring musical instruments.
<p style="text-align: center;">PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT (PSED)</p> <p style="text-align: center;"><u>Jigsaw – ‘Being Me in My World’</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Exploring my learning environment. - Building new relationships with my teachers and peers. - Learning ways to make friends. - Learning about emotions – vocabulary and what they feel like. - Learning how to manage my feelings and emotions. - Learning about gentle words, hands and feet. - Exploring responsibility. - Learning what it is like to be part of Bumblebee Class at Ropley CE Primary. 	<p style="text-align: center;">PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT (PSED)</p> <p style="text-align: center;"><u>Jigsaw – ‘Celebrating Difference’</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Being able to identify and describe what I am good at. - Learning to listen to others and respond appropriately. - Developing confidence to speak out in front of others. - Learning about families, houses and homes. - Learning about and exploring friendship. 	<p style="text-align: center;">PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT (PSED)</p> <p style="text-align: center;"><u>Jigsaw – ‘Dreams and Goals’</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Learning about the importance of challenge. - Developing and exploring resilience. - Achieving personal goals. What is a goal? What do I need to do to achieve? - Learning about perseverance and self-motivation. - Applying this knowledge during my learning. 	<p style="text-align: center;">PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT (PSED)</p> <p style="text-align: center;"><u>Jigsaw – ‘Healthy Me’</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Learning about our bodies. - Exploring ways to stay healthy. - Learning about hygiene – what it is and why it is so important. - Communicating ways to keep ourselves safe and healthy. - Learning about ‘stranger danger’. - How can we keep ourselves safe in and outside of school? - Who helps us to stay safe? 	<p style="text-align: center;">PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT (PSED)</p> <p style="text-align: center;"><u>Jigsaw – ‘Relationships’</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Exploring my family and me. - Learning about positive transitions and how to deal with anxiety or worries. - Learning how to maintain friendships, even when we change clubs or year groups. - Learning what to do if a conflict happens. What can we do to resolve conflict? - Learning about the term ‘bullying’. - Exploring other feelings and emotions and how to respond to these. - What it takes to be a good friend. 	<p style="text-align: center;">PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT (PSED)</p> <p style="text-align: center;"><u>Jigsaw – ‘Changing Me’</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Exploring positive relationships. - Learning about respect – how to respect ourselves and others. - Exploring growing up – how have we changed? - Learning about fear and what we can do to overcome/ manage these. - Exploring self-pride, being proud of our achievements and those of others.
<p style="text-align: center;">PHYSICAL EDUCATION (PE)</p> <p style="text-align: center;"><u>NHS Solent Pack: Achieving Body Control</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Learn how to move your body in different ways, holding controlled positions. - Develop core strength, balance and co-ordination. 	<p style="text-align: center;">PHYSICAL EDUCATION (PE)</p> <p style="text-align: center;"><u>Multi Skills: Team Games</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - How to listen to and follow simple rules within a PE lesson. - Learn to take it in turns and work together as a team. - Develop confidence, resilience and self-esteem. 	<p style="text-align: center;">PHYSICAL EDUCATION (PE)</p> <p style="text-align: center;"><u>Gymnastic Skills</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Learn how to move your body in different ways. - Develop core strength, balance and co-ordination. - Learn how to keep yourself and others safe when using a range of equipment. 	<p style="text-align: center;">PHYSICAL EDUCATION (PE)</p> <p style="text-align: center;"><u>Dance</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - Learn how to move your body in different ways, holding controlled positions. - Develop core strength, balance and co-ordination. - Develop ability to create movements to different songs. 	<p style="text-align: center;">PHYSICAL EDUCATION (PE)</p> <p style="text-align: center;"><u>Multi Skills: Movement</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To develop co-ordination, strength and balance. - To learn the correct techniques for running, jumping, hopping, throwing and catching. - Demonstrating effective listening skills. 	<p style="text-align: center;">PHYSICAL EDUCATION (PE)</p> <p style="text-align: center;"><u>Multi Skills: Athletics</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To apply co-ordination, spatial awareness, balance and agility to sporting skills. - Consolidate gross and fine motor skills. - Learn sport specific skills, such as javelin, standing jump, throwing.

<ul style="list-style-type: none"> - Learn the rules of how to keep safe in PE lessons. - Learn how to change into PE kit and keep your belongings safe. - Learn how to safely transport gym mats as part of a group. - Developing gross motor skills. 	<ul style="list-style-type: none"> - Learn to persevere when faced with a challenge. - Learn to safely negotiate space when moving around an area. - Develop ability to change direction without bumping into others. - Develop gross motor, fine motor and spatial awareness. 	<ul style="list-style-type: none"> - Develop and learn how to hold a range of gymnastic positions – pike, straddle, straight etc. - Learn how to join movements together to create a short sequence. - Develop Gross motor and fine motor skills. 	<ul style="list-style-type: none"> - Learn how to join movements together to create a short sequence. - Developing gross motor skills. 	<ul style="list-style-type: none"> - Develop self-motivation and perseverance when faced with a challenge. - Consolidate ability to work with others in tasks and games. - Showing respect for resources. - Developing gross and fine motor skills. 	<ul style="list-style-type: none"> - To prepare for and experience their first Sports Day.
<p align="center"><u>RELIGIOUS EDUCATION</u></p> <p><u>Christianity: Creation 'Who is God to Christians?' Belonging</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To use appropriate vocabulary when discussing similarities and differences between different cultures and religions. - To identify differences and similarities in the world around us. - To develop and show respect for people of different beliefs to us. - To reflect on our own experiences. 	<p align="center"><u>RELIGIOUS EDUCATION</u></p> <p><u>Christianity: Incarnation 'What are Christians celebrating at Christmas time?' Celebration</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To use appropriate vocabulary when discussing similarities and differences between different cultures and religions. - To identify differences and similarities in the world around us. - To develop and show respect for people of different beliefs to us. - To reflect on our own experiences. 	<p align="center"><u>RELIGIOUS EDUCATION</u></p> <p><u>Jewish Traditions – 'Why is it important for Jews to feel they belong?' Belonging</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To use appropriate vocabulary when discussing similarities and differences between different cultures and religions. - To identify differences and similarities in the world around us. - To develop and show respect for people of different beliefs to us. - To reflect on our own experiences. 	<p align="center"><u>RELIGIOUS EDUCATION</u></p> <p><u>Christianity: Salvation – Why are eggs used as a symbol to represent new life?' Celebration</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To use appropriate vocabulary when discussing similarities and differences between different cultures and religions. - To identify differences and similarities in the world around us. - To develop and show respect for people of different beliefs to us. - To reflect on our own experiences. 	<p align="center"><u>RELIGIOUS EDUCATION</u></p> <p><u>Jewish Traditions – What makes something special?' Special</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To use appropriate vocabulary when discussing similarities and differences between different cultures and religions. - To identify differences and similarities in the world around us. - To develop and show respect for people of different beliefs to us. - To reflect on our own experiences. 	<p align="center"><u>RELIGIOUS EDUCATION</u></p> <p><u>Christianity: Why are Jesus' stories special to Christians?' Special</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To use appropriate vocabulary when discussing similarities and differences between different cultures and religions. - To identify differences and similarities in the world around us. - To develop and show respect for people of different beliefs to us. - To reflect on our own experiences.
<p align="center"><u>SCIENCE</u></p> <p align="center"><u>Marvellous Me!</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - How to keep ourselves healthy – good sleeping, rest, eating a balance diet. - How to keep safe including managing risks. - Learn to identify parts of the body – arm, head, hands fingers etc. - Learn about the skeleton and what its role is. 	<p align="center"><u>SCIENCE</u></p> <p align="center"><u>Freezing and Melting</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To apply relevant vocabulary when talking about the process of freezing and melting. - To learn how to safely explore and conduct simple experiments. - To gain a basic understanding of what happens when something freezes and when something melts. 	<p align="center"><u>SCIENCE</u></p> <p align="center"><u>Exploring Materials and Magnets!</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To be able to identify a range of materials. - To begin to understand where some materials come from. - To experiment with different materials for a specific outcome, e.g. a waterproof coat for a teddy. - To apply relevant vocabulary when speaking about materials, for example; waterproof. 	<p align="center"><u>SCIENCE</u></p> <p align="center"><u>Life Cycles</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To apply relevant vocabulary when talking about a life cycle. - To understand what a life cycle is. - To be able to recall a simple life cycle, such as 'The Life Cycle of a Butterfly'. - To sequence a simple life cycle. 	<p align="center"><u>SCIENCE</u></p> <p align="center"><u>Animals and Growing Plants!</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To apply relevant vocabulary when talking about animals and plants. - To be able to recall and explain what a plant needs to grow. - To learn how to safely explore and conduct experiments. - To learn to identify different types of animals – mammals, reptiles, birds etc. - To learn about habitats and what makes a good habitat. - To use language to describe and compare animals. - To practice plant, fruit and vegetable growing skills. - To have a basic understanding on how to look after a plant . 	<p align="center"><u>SCIENCE</u></p> <p align="center"><u>Animals and Growing Plants!</u></p> <p>Knowledge taught:</p> <ul style="list-style-type: none"> - To apply relevant vocabulary when talking about animals and plants. - To be able to recall and explain what a plant needs to grow. - To learn how to safely explore and conduct experiments. - To learn to identify different types of animals – mammals, reptiles, birds etc. - To learn about habitats and what makes a good habitat. - To use language to describe and compare animals. - To practice plant, fruit and vegetable growing skills. - To have a basic understanding on how to look after a plant .