




Thinking Area	Curriculum Area	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Thinking Globally 	<u>Science</u> The Natural World	Knowledge: Science	Knowledge: Science	Knowledge: Science	Knowledge: Science	Knowledge: Science	Knowledge: Science
		External & some internal body parts of humans. Name all the senses and say which body part is associated with each sense. Understand how to keep healthy. Oral hygiene.	Experiment with magnetic force. Explore the concept of gravity.	Recognise the characteristics of motion. Understand that things cannot have movement by themselves they need force.	Identify and name a range of common animals. Name the body parts of common animals. Identify the habitat of some plants and animals. Name some sources of food. Animals are food for some people. Understand what living things need to survive.	Understand the lifecycle of plants and animals. Know what objects are made from. Know the property of different materials. Know how different materials can be used. Know how materials can be sorted in to different groups and classify using properties.	Make observations about changes across the seasons. Know that living things can be sorted into different groups. Understand what living things need to survive.
	<u>Geography</u> People, Culture and Communities The Natural World	Knowledge: Geography	Knowledge: Geography	Knowledge: Geography	Knowledge: Geography	Knowledge: Geography	Knowledge: Geography
		*Name the season and describe the weather associated with the season. *Make Observations about the weather. Where do I live? Where am I from? Where am I now?	*Know that people in different countries have different celebrations and traditions.	I know about significant places within my community.	Know names of different countries around the world. Know that different countries have different customs.	Know the vocabulary I need to direct others.	Know London is the capital city of England. Know how countries are connected.
	<u>History</u> People, Culture and Communities Past and Present	Knowledge: History	Knowledge: History	Knowledge: History	Knowledge: History	Knowledge: History	Knowledge: History
		How has my family changed over time? Compare his or her life with that of a grandparent? That the passage of time changes us all.	Recount some interesting facts from historical events understanding that things happened before they where born.	Know about the life of someone famous who lived in the past.	Was the past different from today?	Sequence events in chronological order. Use appropriate words and phrases to describe the past (old, new, along time ago, before, after, past and present).	Know that Britain has had a King or Queen for many years.
	<u>RE</u> Self-Regulation Managing Self Building Relationships People, Culture and Communities	Knowledge: RE	Knowledge: RE	Knowledge: RE	Knowledge: RE	Knowledge: RE	Knowledge: RE
		The importance of understanding our emotions, and the emotions of other people. That behaviour is the way that we act. Good behaviour means following rules, and treating people and things with kindness and respect.	A tradition is something that people in a group or community do, that has been passed down over time. Traditions may be a part of a religion. There are many different events that we celebrate through the year. Some of	People of the same religion are a religious community (Sikh Holi Day). Community is a group of people who live in a particular place or have something in common (People who help us in the wider community).	There are many different events that we celebrate through the year. Some of these are a part of religion (Chinese New Year, Holi Festival, Eid, Easter).		Community is a group of people who live in a particular place or have something in common (teachers, parents and children at your school make up the school community).

		We all have things in common and things that make unique. Our opinion is what we think about something, and may be different to other people. We all have different likes and dislikes.	these are a part of religions (Diwali, Birthdays, Hanukah, Christmas).				
	<u>Computing</u>	Knowledge: Computing	Knowledge: Computing	Knowledge: Computing	Knowledge: Computing	Knowledge: Computing	Knowledge: Computing
		Identify technology that is used at home and in school. To move objects on a screen.	Make choices about the buttons and icons I press, touch or click on. Operate simple equipment.	Use simple software to make something happen. Know how to stay safe on the internet.	Identify different kinds of information such as pictures, video, text and sound.	Program a floor robot.	Create shapes and text on a screen. Use technology to show my learning.
Thinking Artistically 	<u>DT</u> Creating with Materials Being Imaginative	Knowledge: DT	Knowledge: DT	Knowledge: DT	Knowledge: DT	Knowledge: DT	Knowledge: DT
		To know that materials can be used for joining. To know that tools and equipment need to be used safely. To use equipment safely when cutting and grating. Food safety: take part in simple clearing up tasks. Food hygiene: washing hands and touching equipment.	Know how to use hands to shape. To join materials together and test how effective they are for their purposes. Be able to work together for a specific purpose. To know that recipes are instructions for making food.	Know that designs need to be thought about and planned. To be able to weigh and measure objects.	To know where food comes from. Know different foods are grown in different countries. To know that different foods are eaten in different cultures.	To build items that have a function and purpose. To make a strong and stable structure. How to make a structure balance. To be able to talk about and evaluate what they have made. To be able to follow a simple running stitch.	To begin to know the properties and uses of different materials. To use simple tools competently and appropriately.
	<u>Art</u> Creating with Materials Being Imaginative	Knowledge: Art	Knowledge: Art	Knowledge: Art	Knowledge: Art	Knowledge: Art	Knowledge: Art
		Different types of lines; straight, horizontal, curved, continuous, broken, vertical, jagged, thick, thin, wavy, zig zag, parallel, spiral.	Know the names of the primary and secondary colours. Experiment mixing different colours.	Know how to make different tones and shades.	Materials have different textures. Textures can enhance and add interest. Texture can engage senses.	2D representations are flat and 3D are solid. 3D representations can be created using malleable materials (Junk modelling). Using different materials to express ideas. Know that artists use different techniques. Introduce the famous artist, Jackson Pollock.	How to draw different types of lines. How to join lines to make shapes. Shapes are made from lines that are joined together. Lines and shapes create representations.
	<u>Music: Charanga</u> Creating with Materials Being Imaginative	Knowledge: Music: Me	Knowledge: Music: My Stories	Knowledge: Music: Everyone	Knowledge: Music: Our World	Knowledge: Music: Big Bear Funk	Knowledge: Music: Reflect, Rewind, Replay
		Find the pulse. Copy-clap the rhythm of names.	Find the pulse as one of characters from the song. Copy clap the rhythm of small phrases of the songs.	Invent ways to find the pulse. Copy clap some rhythms of phrases from songs.	Find the pulse and show others your ideas. Copy clap some rhythms of phrases from songs.	Find a funky pulse. Copy clap three / four-word phrases from the song. Keep the beat of the song with a pitched note.	Revisit Existing.

		Explore high sounds and low sounds using voices and instruments. To sing or rap nursery rhymes or simple songs from nursery.	Explore high pitch and low pitch in the context of the song. Invent a pattern to go with a song using one note. Know that a performance is sharing music.	Explore high pitch and low pitch in the context of the song. Use the starting note to explore melodic patterns using one or two notes. Understand the different objects and instruments make different sounds.	Explore high pitch and low pitch using the images from the songs. Use the starting note to explore melodic patterns using one or two notes. To know that the world of songs can tell stories and paint pictures.	Add pitched notes to the rhythm of the words or phrases in the song. Enjoy playing patterns using a combination of any of the three notes, C, D and E.	
Thinking Healthily 	PSHE: Jigsaw Self-Regulation Managing Self Building Relationships	Knowledge: PSHE: Being me in the world.	Knowledge: PSHE: Celebrating difference	Knowledge: PSHE: Dreams and goals	Knowledge: PSHE: Healthy me	Knowledge: PSHE: Relationships	Knowledge: PSHE: Changing me
		Know they have a right to learn and play, safely and happily. Know that some people are different from themselves. Know that hands can be used kindly and unkindly. Know special things about themselves. Know how happiness and sadness can be expressed. Know that being kind is good.	Know what being unique means. Know the names of some emotions such as happy, sad, frightened, angry. Know why having friends is important. Know some qualities of a positive friendship. Know that they don't have to be 'the same as' to be a friend. Know what being proud means and that people can be proud of different things. Know that people can be good at different things. Know that families can be different. Know that people have different homes and why they are important to them. Know different ways of making friends. Know different ways to stand up for myself.	Know what a challenge is. Know that it is important to keep trying. Know what a goal is. Know how to set goals and work towards them. Know which words are kind. Know some jobs that they might like to do when they are older. Know that they must work hard now in order to be able to achieve the job they want when they are older. Know when they have achieved a goal.	Know what the word 'healthy' means. Know some things that they need to do to keep healthy. Know the names for some parts of their body. Know when and how to wash their hands properly. Know how to say no to strangers. Know that they need to exercise to keep healthy. Know how to help themselves go to sleep and that sleep is good for them. Know what to do if they get lost.	Know what a family is. Know that different people in a family have different responsibilities (jobs). Know some of the characteristics of healthy and safe friendships. Know that friends sometimes fall out. Know some ways to mend a friendship. Know that unkind words can never be taken back and they can hurt. Know how to use Jigsaw's Calm Me to help when feeling angry. Know some reasons why others get angry.	Know the names and functions of some parts of the body (see vocabulary list). Know that we grow from baby to adult. Know who to talk to if they are feeling worried. Know that sharing how they feel can help solve a worry. Know that remembering happy times can help us move on Know the names and functions of some parts of the body (see vocabulary list). Know that we grow from baby to adult. Know who to talk to if they are feeling worried. Know that sharing how they feel can help solve a worry. Know that remembering happy times can help us move on.
	Physical Education: Gross Motor Skills Fine Motor Skills	Knowledge: Physical Education: Movement Development	Knowledge: Physical Education: Fitness	Knowledge: Physical Education: Dance	Knowledge: Physical Education: Throwing and Catching	Knowledge: Physical Education: Ball Skills	Knowledge: Physical Education: Working with Others
		Travels with confidence and skill in a range of movements when using equipment. *Moves freely with pleasure and confidence in a range of skilful ways (walking, running hoping).	Improve speed, agility, balance, co-ordination, strength and physical fitness. Develop and demonstrate the jumping technique safely. Work individually and cooperatively to perform a range of balances.	Explore and copy basic body actions and rhythms. Negotiate space confidently using appropriate strategies.	Show increased control when catching a ball. Shows increasing control over an object; pushing, passing, throwing, catching or kicking it.	Show increased control when catching a ball. Further develop and refine and a range of ball skills Including; pushing, passing, throwing, catching or kicking it. Develop confidence, competence, precision and	Can play in a group. Begins to accept the needs of others and can take turns and share, sometimes with the support of others. Keeps play going by responding to what others are saying or doing.

		*Runs skilfully and negotiates spaces successfully, adjusting speed and direction to avoid obstacles.				accuracy when engaging in activities that involve a ball.	
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