

## Cygnet Curriculum Overview 2022/23

Autumn		
<b>English</b>	Cumulative Story – Stuck in the Mud – Focus: Openings Non-Fiction – How to trap a Troll – Instructions Defeat the Monster – Three Billy Goats Gruff – Focus: Character Invent writing Poetry	
<b>Maths</b>	REC Counting 5 Counting 6 Counting 7 Counting 8 Counting 9 Counting 10 Exploring patterns <b>Subitising to 5</b> <b>Spatial reasoning - position and shape (2d and 3d)</b>	Year 1 Count up to 30 Order numbers up to 30 Write and interpret mathematical statements +, – and = Recognise rectangle, square, triangle and circle Write numbers to 100 in numerals Compare and order numbers to 100 Identify one more and one less than a given number Represent and use number bonds within 10 (addition facts) Represent and use number bonds within 10 (subtraction facts) Recognise cuboids, pyramids and spheres
<b>Science</b>	<b>Seasons:</b> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul> <b>Everyday Materials:</b> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their physical properties.</li> </ul> <b>Senses</b> <ul style="list-style-type: none"> <li>Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.</li> </ul>	

<p><b>EYFS</b></p> <p><b>Understanding the World</b></p>	<p><b>Me and My World</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community</li> <li>• Name and describe people who are familiar to them</li> <li>• Understand that some places are special to members of their community</li> </ul> <p><b>Harvest</b></p> <ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate in different ways</li> <li>• Explore the natural world around them</li> <li>• Describe what they see, hear and feel while outside</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul> <p><b>Diwali</b></p> <ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate in different ways</li> </ul>
<p><b>RE</b></p>	<p><a href="#">Special Me</a> (AMV)</p> <p>To understand things that make them who they are</p> <p>To understand what is important to them</p> <p>To reflect on the people that are special to them</p> <p>To see why Jesus might be important to Christians.</p> <p>To find out about what Jesus is like and how he wants Christians to live from the Bible</p> <p>To reflect on the community to which they belong</p> <p>Incarnation: <a href="#">Why do Christians perform Nativity plays at Christmas?</a></p> <ul style="list-style-type: none"> <li>• Christians believe God came to Earth in human form as Jesus.</li> <li>• Christians believe Jesus came to show that all people are precious and special to God.</li> </ul>
<p><b>History</b></p>	<p><b>How have local people and events affected us?</b></p> <ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality.</li> <li>• Changes within living Memory.</li> </ul> <p>School's 150<sup>th</sup> Birthday</p> <p>Focus: Jobs, food and Farming over time</p>
<p><b>Geography</b></p>	<p>Seasons and weather patterns</p> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom</li> </ul> <p>Welly Walk</p> <ul style="list-style-type: none"> <li>• understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</li> <li>• use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, farm, house, office, and shop</li> </ul>
<p><b>Art</b></p>	<p><b>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</b></p>

	<p>Begin to use a variety of drawing tools Use drawings to tell a story. Investigate different lines. Explore different textures. Encourage accurate drawings of people.</p>	<p>Extend the variety of tools. Explore different textures Observe and draw landscapes Observe patterns Observe anatomy (faces, limbs, facial features)</p>
	<b>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</b>	
	<p>Experimenting with and using primary colours. Naming, mixing (not formal) Learn the names of different tools that bring colour. Use a range of tools to make coloured marks on paper.</p>	<p>Name all the colours Mixing of colours Find collections of colour Applying colour with a range of tools</p>
<b>PE</b>	Autumn 1: Fundamentals, Gym and Welly Walk	
	Autumn 1: Fundamentals, Dance and Welly Walk	
<b>Music</b>	<p><b>Exploring Sound</b></p> <ul style="list-style-type: none"> <li>•To explore using voices to make different sounds</li> <li>• To explore how to use our bodies to make sounds</li> <li>•To experiment with tempo and dynamics</li> <li>•To explore the sounds of different instruments</li> <li>•To identify sounds in the environment</li> <li>•To use musical vocabulary when describing sound</li> </ul> <p><b>Diwali</b></p> <ul style="list-style-type: none"> <li>• To learn about music from another culture</li> <li>•To respond to music with movement</li> </ul> <p><b>Nativity</b></p> <ul style="list-style-type: none"> <li>• To understand why songs have actions and to use simple signs to accompany songs</li> <li>•To sing and sign songs from memory</li> <li>•To respond to musical cues</li> <li>•To change the volume and style of their voices appropriately</li> </ul>	<p><b>Pulse and Rhythm</b></p> <ul style="list-style-type: none"> <li>•To use my voice and hands to make music</li> <li>•To play in time to music</li> <li>•To play simple rhythms on an instrument</li> <li>•To listen and repeat short rhythmic patterns</li> <li>•To understand the difference between pulse and rhythm</li> </ul> <p><b>Diwali</b></p> <ul style="list-style-type: none"> <li>•To learn about music from another culture</li> <li>•To respond to music with movement</li> </ul> <p><b>Nativity</b></p> <ul style="list-style-type: none"> <li>• To understand why songs have actions and to use simple signs to accompany songs</li> <li>•To sing and sign songs from memory</li> <li>•To respond to musical cues</li> <li>•To change the volume and style of their voices appropriately</li> </ul>

PSHE	<p>Rules:</p> <ul style="list-style-type: none"> <li>About what rules are, why they are needed, and why different rules are needed for different situations.</li> </ul> <p>Families and Friends:</p> <ul style="list-style-type: none"> <li>identify some of the people who are special to them;</li> <li>Recognise and name some of the qualities that make a person special to them.</li> <li>Recognise that they belong to various groups and communities such as their family;</li> <li>Explain how these people help us and we can also help them to help us.</li> <li>Identify the differences and similarities between people;</li> <li>Empathise with those who are different from them;</li> <li>Begin to appreciate the positive aspects of these differences.</li> <li>Identify simple qualities of friendship;</li> <li>Suggest simple strategies for making up.</li> <li>Explain the difference between a secret and a nice surprise;</li> <li>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> <li>Understand and learn the PANTS rules;</li> </ul> <p>Safe Relationships:</p> <ul style="list-style-type: none"> <li>Anti Bullying Week</li> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>About how people may feel if they experience hurtful behaviour or bullying.</li> <li>To know the difference between teasing and bullying;</li> <li>How to ask for help if a friendship is making them feel unhappy.</li> <li>Recognise how a person's behaviour (including their own) can affect other people</li> <li>Recognise and explain what is fair and unfair, kind and unkind;</li> <li>About how to treat themselves and others with respect; how to be polite and courteous.</li> </ul> <p>Online safety</p> <ul style="list-style-type: none"> <li>I tell a trusted adult what I want to use a device for</li> <li>I use links to websites to find information</li> <li>I show a trusted adult when something worrying or unexpected happens when I am using a device</li> <li>I am careful about the icons I click or tap when I use technology devices</li> <li>I explain why it is important to be kind and polite</li> <li>I agree and use sensible rules to keep me safe when I use technology</li> </ul>
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DT	<p><b>Fruit and vegetables</b></p> <ul style="list-style-type: none"> <li>•Understand where food comes from</li> <li>•Identify if a food is a fruit or a vegetable</li> <li>•Identify which parts are edible</li> <li>•Use my senses to help me describe foods</li> <li>•Explore and evaluate range of existing products</li> <li>•Use the basic principles of a healthy and varied diet</li> <li>•Generate, develop, model and communicate ideas through talking, drawing, templates and ICT</li> <li>•Select from and use a range of tools and equipment to perform tasks</li> <li>•Evaluate their own ideas and products against the design criteria</li> </ul> <p><b>Woodwork</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of keeping them selves and others safe</li> <li>•Use tools with an awareness of safety, appropriateness for the task and with sound technique</li> <li>•Design, make and evaluate products using their own ideas</li> <li>•Use different joining techniques including using nails and screws</li> <li>•Communicate their ideas to others</li> </ul>	<p><b>Fruit and vegetables</b></p> <ul style="list-style-type: none"> <li>•Understand where food comes from</li> <li>•Identify if a food is a fruit or a vegetable</li> <li>•Identify which parts are edible</li> <li>•Use my senses to help me describe foods</li> <li>•Explore and evaluate range of existing products</li> <li>•Use the basic principles of a healthy and varied diet</li> <li>•Generate, develop, model and communicate ideas through talking, drawing, templates and ICT</li> <li>•Select from and use a range of tools and equipment to perform tasks</li> <li>•Evaluate their own ideas and products against the design criteria</li> </ul> <p><b>Constructing a Windmill</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for them selves and other users based on design criteria</li> <li>• Generate, develop, model and communicate ideas through talking, drawing, templates and ICT</li> <li>•Explore and evaluate range of existing products</li> <li>•Evaluate their own ideas and products against the design criteria</li> <li>•To make a stable structure</li> <li>•To decide on which resources are best for joining different materials</li> <li>•Build structures , exploring how they can be made stiffer and stronger</li> <li>•Explore mechanisms</li> </ul>
Computing	<p><b>Using a computer</b></p> <ul style="list-style-type: none"> <li>•To identify and understand how to use parts of a computer: keyboard, mouse</li> <li>•To log in and out</li> <li>•To use a mouse with increasing accuracy</li> </ul>	<p><b>Improving mouse skills</b></p> <ul style="list-style-type: none"> <li>•Learn how to explore and tinker with hardware to find out how it works</li> <li>•Learn where keys are located on the keyboard</li> <li>•Use a basic range of tools within editing and graphic software</li> <li>•Develop control of the mouse through dragging, clicking and resizing images</li> <li>•Develop understanding of different software tools</li> <li>•Recognise devices that are connected to the internet</li> <li>•Log in and save work</li> </ul>

Spring		
English	Invent writing Journey Story – The Sleepy Bumblebee – Focus: Settings Poetry Non-fiction – About Bees – Information Non-fiction invent possible linked to History Poetry	
Maths	REC Composition and calculating 2,3 and 4 Composition and calculating 5 Composition and calculating 6 Compare numbers Composition and calculating within 7 Composition and calculating within 8 Problem solving Exploring patterns and relationships including time Developing spatial reasoning including length, weight, capacity and volume <b>and shape puzzles</b> <b>Subitising 6 - 10</b> <b>Partitioning 2,3,4,5,10</b>	Year 1 Represent and use number bonds for 11 to 16 (addition facts) Represent and use number bonds for 11 to 16 (subtraction facts) Measure length and height Represent and use number bonds within 20 (addition facts) Represent and use number bonds within 20 (subtraction facts) Recognise and find one half Recognise and find one quarter Use the language position, direction and movement
Science	<b>Plants:</b> <ul style="list-style-type: none"> <li>Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</li> <li>Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.</li> </ul>	

<p><b>EYFS</b> <b>Understanding the World</b></p>	<p><b>What do People Do all day?</b></p> <ul style="list-style-type: none"> <li>•Talk about the lives of people around them and their roles in society</li> <li>•Understand the roles of people who help us, including members of the Police, Health Service, Fire service</li> <li>•Talk about their ambitions for their future based on their interests and ideas</li> <li>•Explore the world of work through role-play, stories and drama</li> </ul> <p><b>Chinese New Year</b></p> <ul style="list-style-type: none"> <li>•Know some similarities and differences between different religious communities in this country</li> <li>•Explain some similarities and differences between life in this country and life in other countries</li> </ul> <p><b>Explorers</b></p> <ul style="list-style-type: none"> <li>• Recognise some environments that are different to the one in which they live</li> <li>•Draw information from a simple map</li> <li>•Compare and contrast characters from stories including figures from the past</li> <li>•Know some similarities and differences between things in the past and now</li> </ul> <p><b>Holi</b></p> <ul style="list-style-type: none"> <li>•Recognise that people have different beliefs and celebrate in different ways</li> <li>•Explain some similarities and differences between life in this country and life in other countries</li> </ul>
<p><b>RE</b></p>	<p>Judaism: <a href="#">What do the Jewish people believe about the Torah</a></p> <p>To understand the role of the Torah in Jewish daily life and worship</p> <p>To understand that the Torah is special to Jews</p> <p>To begin to understand the central place of Shabbat in Jewish life and worship. To know that obedience to the commands of the Torah is lived out in the things that happen over Shabbat.</p> <p>To know the importance of the home in the celebration and outworking of the Jewish faith.</p> <p>To begin to understand to the role of the synagogue in Jewish life and worship</p> <p>To begin to understand the central place of the home in Jewish life and worship.</p> <p>Look at the ways that the special days of the Jewish faith are lived out in the home.</p> <p>To understand Jewish wedding customs and link these to obedience to God's Law - Torah.</p> <p>Salvation: <a href="#">Why do Christians put a cross in the Easter garden?</a></p> <ul style="list-style-type: none"> <li>• Christians remember Jesus' last week at Easter.</li> <li>• Jesus' name means 'He saves'.</li> <li>• Christians believe Jesus came to show God's love.</li> <li>• Christians try to show love to others.</li> </ul>

<b>History</b>	<p><b>What can we learn from explorers?</b>          Focus on explorers – Neil Armstrong, Shackleton          Events beyond living memory that are nationally significant.</p> <p>Who was Shackleton?          To know that Ernest Shackleton was an Anglo-Irish explorer who led the          To know that exploration is when people travel into a territory that is new to them (land, water or space).          To understand that Ernest Shackleton explored the Antarctic to make many scientific discoveries (impact).          To know that, historically, people explored to discover new territory (land, space or sea), resources or knowledge and brought this back with them.          To understand that exploration to the poles now and then is different. (innovation)</p>	
<b>Geography</b>	<p>Welly Walk</p> <ul style="list-style-type: none"> <li>• understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</li> <li>• use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, farm, house, office, and shop</li> </ul> <p>Non-European Comparison – China - Chinese New Year (22<sup>nd</sup> Jan 2023)</p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</li> </ul>	
<b>Art</b>	<b>Texture (textiles, clay, sand, plaster, stone)</b>	
	Handling, manipulating and enjoying using materials. Sensory experience. Simple collages Simple weaving	Weaving. Collage Sort according to specific qualities How textiles create things
	<b>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )</b>	
	Handling, feeling, enjoying and manipulating materials. Constructing. Building and destroying. Shape and model	Construct Use materials to make known objects for a purpose. Carve Pinch and roll coils and slabs using a modelling media. Make simple joins
<b>PE</b>	Spring 1: Gym and Welly Walk	
	Spring 2: Ball Skills and Welly Walk	



<b>Music and Dance</b>	<b>Music and Movement (Dance)</b> <ul style="list-style-type: none"> <li>•To explore the beat through movement</li> <li>•To express emotions through movement</li> <li>•To perform a sequence of movement</li> </ul>	<b>Musical Vocabulary (Dance)</b> <ul style="list-style-type: none"> <li>•To understand the four key musical concepts of pulse, tempo and dynamics and timbre</li> <li>•To play simple rhythms on an instrument</li> <li>• To listen to and repeat short rhythmic patterns</li> <li>•To notice texture and structure in music</li> <li>•To perform a sequence of movement</li> </ul>
<b>PSHE</b>	<p>Belonging to a community:</p> <ul style="list-style-type: none"> <li>• Demonstrate responsibility in looking after something (e.g. a class pet or plant);</li> <li>• Explain the importance of looking after things that belong to themselves or to others.</li> <li>• Identify what they like about the school environment;</li> <li>• Recognise who cares for and looks after the school environment.</li> <li>• Demonstrate attentive listening skills;</li> <li>• Suggest simple strategies for resolving conflict situations;</li> <li>• Give and receive positive feedback, and experience how this makes them feel.</li> </ul> <p>Money and work</p> <ul style="list-style-type: none"> <li>• Recognise that different notes and coins have different monetary value;</li> <li>• Explain the importance of keeping money safe;</li> <li>• Identify safe places to keep money;</li> <li>• Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</li> </ul> <p>Online safety:</p> <ul style="list-style-type: none"> <li>•I use different technologies, with a trusted adult, to communicate responsibility with others</li> <li>•I know that something I put online can be seen by others</li> <li>•I am careful about the icons I click or tap when I use technology devices</li> <li>•I know what my personal information is and keep it private</li> </ul>	
<b>DT</b>	<b>Junk Modelling</b> <ul style="list-style-type: none"> <li>•safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>•Share their creations , explaining the process they have used</li> </ul>	<b>Making a moving story book</b> <p>To explore making mechanisms</p> <ul style="list-style-type: none"> <li>•Select and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</li> <li>•Select from and use a wide range of materials and components, including textiles and ingredients, according to the characteristics</li> </ul>

<b>Computing</b>	<p><b>All about instructions</b></p> <ul style="list-style-type: none"> <li>•To follow and give instructions as part of a game</li> <li>•To know that an algorithm is a set of instructions</li> <li>•To be able to debug when things go wrong</li> </ul> <p><b>Programming Bee - Bots</b></p> <ul style="list-style-type: none"> <li>•To understand arrows and direction</li> <li>•To follow a simple sequence of instructions</li> <li>•To experiment with Bee bots</li> <li>•To tinker with hardware to develop familiarity and use relevant vocabulary</li> </ul>	<p><b>Algorithms unplugged</b></p> <ul style="list-style-type: none"> <li>•To understand what an algorithm is</li> <li>•To follow instructions to carry out an action</li> <li>•To understand that computers and devices use inputs and outputs</li> </ul> <p><b>Bee-bots</b></p> <ul style="list-style-type: none"> <li>•Recognise cause and effect</li> <li>•Discuss and demonstrate how a Bee-bot works</li> <li>•Record video successfully</li> <li>•Give clear instructions in sequence</li> <li>•Successfully program a Bee-bot to reach a destination</li> <li>•Identify mistakes in their instructions and debug as needed</li> </ul>
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<b>Summer</b>		
<b>English</b>	<p>Journey Story – Goldilocks and The Three Bears – Focus: Adjectives</p> <p>Invent writing</p> <p>Non-fiction – Goldilocks’s Diary – Recount</p> <p>Non-fiction – How to make porridge - Instructions</p>	
<b>Maths</b>	<p>REC</p> <p>Composition and calculating within 9</p> <p>Composition and calculating within 10</p> <p>Doubling numbers</p> <p>Developing spatial reasoning</p> <p>Distributing equally</p> <p>Securing number facts</p> <p><b>Composition 6-9</b></p> <p><b>Comparing numbers to 10</b></p>	<p>Year 1</p> <p>Add and subtract 1 and 2-digit numbers up to 20</p> <p>Know the days of the week and months of the year</p> <p>Tell the time to the hour and half past</p> <p>Represent multiplication using concrete objects and pictorial representations</p> <p>Represent division using concrete objects and pictorial representations</p> <p>Recognise and know the value of different denominations of coins and notes</p>

<b>Science</b>	<b>Animals including Humans:</b> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).</li> <li>Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.</li> </ul>	
<b>EYFS Understanding the world</b>	<b>From Seeds and Eggs</b> <ul style="list-style-type: none"> <li>Describe how animals and plants grow and change</li> <li>Know some similarities and differences between the natural world around them and contrasting environments</li> </ul> <b>Homes around the World</b> <ul style="list-style-type: none"> <li>Know some similarities and differences between the natural world around them and contrasting environments</li> <li>Recognise some environments that are different to the one in which they live</li> <li>Recognise similarities and differences between life in this country and life in other countries</li> </ul>	
<b>RE</b>	God/Creation: <a href="#">Why is the word God so important to Christians?</a> <ul style="list-style-type: none"> <li>The word God is a name.</li> <li>Christians believe God is the creator of the universe.</li> <li>Christians believe God made our wonderful world and so we should look after it.</li> </ul>	
<b>History</b>	Taught in Autumn and Spring Term	
<b>Geography</b>	UK countries – focus on locality <ul style="list-style-type: none"> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	
<b>Art</b>	<b>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</b>	
	Rubbings Print with variety of objects Print with block colours	Create patterns Develop impressed images Relief printing
	<b>Pattern ( paint, pencil, textiles, clay, printing)</b>	
	Repeating patterns Irregular painting patterns Simple symmetry	Awareness and discussion of patterns Repeating patterns Symmetry
<b>PE</b>	Summer 1: Athletics, Fielding and Striking and Welly Walk	
	Summer 2: Swimming	

<b>Music</b>	<b>Musical Stories (Goldilocks and the Three Bears)</b> <ul style="list-style-type: none"> <li>•To talk about how music makes you feel</li> <li>•To move in time to music changing movements to match the tempo, dynamics or pitch</li> <li>•To instruments to represent characters in stories</li> <li>• To compose and perform music to represent a story, using different instruments to represent moods or characters</li> <li>•To play music with a group of other musicians</li> </ul>	<b>Timbre and rhythmic patterns (Goldilocks and the Three Bears)</b> <ul style="list-style-type: none"> <li>•To use different voices for different characters</li> <li>•To select suitable instrumental sounds to represent a character (timbre and texture)</li> <li>•To compose and play a rhythm</li> <li>•To recognise how timbre is used to represent characters</li> <li>•To listen with concentration to a piece of music</li> <li>•To compose and perform music to represent a story using different instruments to represent moods or characters using rhythmic patterns</li> <li>•To play with a group of other musicians</li> </ul>
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<b>PSHE</b>	<p>Physical Health and Mental well being:</p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</li> <li>• Recognise the importance of fruit and vegetables in their daily diet;</li> <li>• Recognise the importance of regular hygiene routines;</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• Understand how diseases can spread</li> <li>• Recognise and use simple strategies for preventing the spread of diseases.</li> <li>• Recognise that exercise and sleep are important parts of a healthy lifestyle.</li> <li>• Understand that medicines can sometimes make people feel better when they're ill;</li> <li>• Explain simple issues of safety and responsibility about medicines and their use.</li> <li>• Basic First Aid</li> </ul> <p>Growing changing and our emotions</p> <ul style="list-style-type: none"> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• Recognise how others might be feeling by reading body language/facial expressions;</li> <li>• Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</li> <li>• Identify a range of feelings;</li> <li>• Identify how feelings might make us behave:</li> <li>• Recognise the range of feelings that are associated with loss.</li> <li>• Recognise that learning a new skill requires practice and the opportunity to fail, safely;</li> <li>• About growing and changing from young to old and how people's needs change.</li> </ul> <p>Online Safety</p> <ul style="list-style-type: none"> <li>• I select from a list of apps, games and websites that a trusted adult gives me</li> <li>• I use links to websites to find information</li> <li>• I am careful about the icons I click or tap when I use technology devices</li> <li>• I use devices for the time I am allowed and tell you what else I like doing</li> </ul>		
<b>DT</b>	<table border="1"> <tr> <td data-bbox="418 1695 911 1989"> <p><b>Sewing (link to Goldilocks and the three Bears)</b></p> <ul style="list-style-type: none"> <li>• Make a puppet to support story telling</li> <li>• Design and cut out a pattern</li> <li>• Use a sewing machine with support</li> <li>• Use a running stitch to connect pieces of material</li> <li>• Sew on buttons</li> </ul> </td><td data-bbox="911 1695 1417 1989"> <p><b>Mechanisms - axles and wheels</b></p> <ul style="list-style-type: none"> <li>• To understand how wheels move</li> <li>• To explore and use mechanisms in their products</li> <li>• To design and make a moving vehicle</li> </ul> </td></tr> </table>	<p><b>Sewing (link to Goldilocks and the three Bears)</b></p> <ul style="list-style-type: none"> <li>• Make a puppet to support story telling</li> <li>• Design and cut out a pattern</li> <li>• Use a sewing machine with support</li> <li>• Use a running stitch to connect pieces of material</li> <li>• Sew on buttons</li> </ul>	<p><b>Mechanisms - axles and wheels</b></p> <ul style="list-style-type: none"> <li>• To understand how wheels move</li> <li>• To explore and use mechanisms in their products</li> <li>• To design and make a moving vehicle</li> </ul>
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<b>Computing</b>	<b>Introduction to data</b> <ul style="list-style-type: none"> <li>•Sort and categorise objects</li> <li>•Make groups using different criteria</li> <li>• To explain how objects have been sorted</li> <li>•To explore and understand and the concept of branch databases</li> </ul>	<b>Introduction to data</b> <ul style="list-style-type: none"> <li>•To represent data in different ways including using technology</li> <li>•To collect, record and sort data</li> </ul>
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