



Year Group	Term (Autumn/Spring/Summer)	Theme	Subject	Key Knowledge	Key Skills	Key Vocab
EYFS	Spring	Animals Across the Globe	History	To know about similarities and differences between themselves and others. To know about similarities and differences between families. To recognise the difference between past and present in their own and others' lives. To describe an event or family member from their past that is important to them and explain why it is important to remember this. To know and recount episodes from others past, saying why it happened. To use stories to encourage children to distinguish between fact and fiction.	To be able to match objects to people of different ages. To be able to use stories to distinguish between fact and fiction. To be able to organise events from their life in an order. To talk about some of the things they have observed, question why things happen and give explanations.	Memory, life, year, baby, adult, life span, decade, century, ancient, modern, long ago, timeline, date order, similar, different, because, important, living memory, remembers, 1960s, toys, materials, wood, plastic, simple mechanical inventions, homes, houses, grandparents' time, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact
EYFS	Spring	Animals Across the Globe	Geography	To know that other children don't always enjoy the same things, and are sensitive to this. To know about similarities and differences between themselves and others and among families, communities and traditions.	To be able to discuss similarities and differences in relation to places, objects, materials and living things (The World - ELG). To be able to make observations of the environment and explain why some things occur and talk about changes. To be able to make observations of animals and plants and explain why some things occur, and talk about these changes.	Photos, animals, plants, leaf, stem, flower, season, weather.
EYFS	Spring	Animals Across the Globe	RE	To be able to compare religious symbols to those of the Sikhs To be know the story of The milk and Jasmine flower To know about the festivals of Parkash/or Sikh New Year and compare to the Hindu festival of Holi  To understand the differences between a Jewish wedding and other weddings To know the Tora is the Jewish holy book and compare it to other holy books To understand why Easter is important to Christians and how it is remembered To understand we have a Christian church in our village and they will be preparing for Easter	Be able to use religious keywords to describe similarities and differences between the main beliefs of the six major world religions Be able to use religious keywords and facts to describe the important events in the lives of religious founders Be able to use religious keywords to describe what the important symbols of each religion are Be able to use religious keywords to describe a religious place of worship and a Sacred Scripture Be able to describe what religious people do to show that they are committed to God Be able to retell a religious story Be able to recall and name different beliefs and practises about festivals and ways of life Be able to describe some reasons why people belong to a particular religion. Be able to describe the different ways that religious people celebrate and practise their way of life and express their belief in God. Be able to compare one aspect of their own experiences in life so far with those of others Be able to describe what their influences in life are and compare and contrast these with the influences that other people have in their lives Be able to recognise religious symbols Be able to ask questions about faith communities in their school Be able to ask questions about puzzling aspects of life. Be able to compare your answers with the answers that a religious person would give. Be able to ask questions about matters of right and wrong Be able to answers that show understanding of moral and religious issues Be able to identify what special things happen to them and others Be able to identify what is special to them	Guru, Seva, Khalsa, Acceptance, Equality, Family life, Five K's Forgiveness, Gurdwara, Kaur, Meditation, Nishan Sahib, One Creator (Ek Oankar), Respect, Sharing, Sikh, Sikhism (Sikhi), Singh, Ten Gurus, Truth, Turban.  Hanukah, weddings, Synagogue: Ark, Kippah, Tallit, Torah Scrolls, Yad, Shabbat: Kosher Two Candles, Challah, Wine, Jewish Life: Chanukah, Covenant, Dreidel, Maccabees, One God (YHWH), Purim, Rosh Hashanah, Shofar

EYFS	Spring	Animals Across the Globe	Art	<p>To know that there are different medias that can be used in art work</p> <p>To know utensils to use for different purposes</p> <p>To know and describe basic shapes and lines (circle, square, straight, curved)</p> <p>To know colour names and how to select the correct colour for purpose</p> <p>To know which primary colours can be mixed to create secondary colours</p> <p>To know that combining media can change the effect.</p> <p>To know techniques for moulding and assembling</p> <p>To know the different types of joins and choose the most effective method</p> <p>To know that a pattern can be repeated or can be shapes positioned carefully (Symmetry, decreasing, size)</p> <p>To know and name famous artists and/or their work.</p>	<p><b>Drawing:</b> To make marks on paper</p> <p>To give meaning to marks on paper</p> <p>Explore different brush types</p> <p>Draw/paint people with basic limbs</p> <p>Draw people and objects with hands, paws, fingers, feet, eyebrows, hair and whiskers</p> <p>Observation drawing and then add details using fine brushes</p> <p>Draw or paint bodies of appropriate size and proportion</p> <p><b>Colour:</b> To name colours</p> <p>To use particular colours for a purpose</p> <p>Explore the primary colours</p> <p>Explore mixing colour using liquid and powder paint</p> <p>Explore which primary colours make which secondary colours</p> <p>Add white and black to colours to alter their shades</p> <p><b>Texture</b></p> <p>To explore textures</p> <p>To describe textures</p> <p>To suggest purpose of textures</p> <p>To use texture for a purpose</p> <p>To use basic tools to create texture (fork, pins, playdough tools)</p> <p>To use hands to create textures</p> <p>To be able to scrunch, squeeze, tear and fold materials</p> <p><b>3D Form</b></p> <p>Know how to fix things together with tape and glue</p> <p>To join paper with techniques such as concertina folding, hole punches, staples and flaps</p> <p>Join and assembly objects together with purpose in mind</p> <p>Sculpt using pressing, patting techniques</p> <p>To combine media and materials together and explain why.</p> <p>Join malleable media together to create 3D models</p> <p><b>Printing</b></p> <p>To make imprints in materials (using wellies, playdough, soil, sand, paint, foam)</p> <p>Print with utensils</p> <p>Explain different patterns and shapes made by utensils</p> <p>Print with a purpose in mind using different printing tools/shapes</p> <p><b>Pattern</b></p> <p>Use shape and line (Square circle, spiral, irregular, lines dots, curves)</p> <p>To recreate patterns using selected media</p> <p>Create patterns with objects</p> <p>Use chosen media to create patterns</p> <p>Look at famous artists and how they create pattern. (Matisse, Pollocks, Kandisky Mondrian)</p> <p>Textiles / Collage</p> <p>To thread using laces</p> <p>To weave using string</p> <p>To use a running stitch</p> <p>To layer material/fabric</p> <p>Use scissors to make snips in paper</p> <p>Tear materials for a purpose</p> <p>Use scissors correctly to make deliberate cuts</p>	<p>Pencil, wax. chalk, ink, pen, brushes, paint, pastels, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, fingers, hands, vegetables, card, wood, string, lino, clay, painted, printed, rubbed, imprinted, card, equipment, glue, masking tape, newspaper, paper, safely, scissors, Sellotape, stencil, tools, control, crayon, draw, felt tip, line, pen, pencil, wax crayon, colour mixing, darkening, lightening, easel, paint paintbrush, painting palette, sponge, cardboard, impress, pattern, print, printing, printmaker, repeated pattern, rubbing, sponge, string, surfaces, 3D, attach, clay, dough, junk modelling, join, mould, quill. Sculpt, sculptures, collage, cut, join, overlap, scrunch, tear, catalogue</p>
EYFS	Spring	Animals Across the Globe	Computing	<p>To know how to use technology to story tell, such as BeeBots, sound buttons or the Interactive Whiteboard.</p> <p>To know what a keyboard and mouse is.</p> <p>To know how to use all technology safely.</p>	<p>To be able to use the technology creatively and safely to tell stories, such as BeeBots, sound buttons, iPads and the Interactive Whiteboard.</p> <p>To be able to become familiar with a range of input devices, such as a keyboard and mouse.</p> <p>To be able to articulate a worry or concern when using technology.</p>	

EYFS	Spring	Animals Across the Globe	DT and Cooking and Nutrition	To know which tool to use for purpose To know how to use tools safely To know how to fix materials together using glue and tape To know how to fix construction toys, junk modelling and malleable materials together	Hold and use scissors safely and appropriately Select the correct tool for the purpose Join malleable materials together to create 3D models Join construction toys together to make 3D models Choose the correct fixing to make models secure and sturdy	Sturdy, secure, 3D model, fixings, construction tools, safety, cutting, materials
EYFS	Spring	Animals Across the Globe	Music	To know some new songs. To know how to share likes and dislikes of music, using the word 'because'.	To be able to learn and sing new songs. To be able to make up songs during play. To be able to share likes and dislikes of music and performances, using 'because'.	Rhyme, rhythm, descriptive words: light, heavy, bright, hollow, dull, warm, smooth, scratchy, tempo: fast and slow, dynamics: loud and soft.
EYFS	Spring	Animals Across the Globe	Science	Explore the natural world around them, making observations; Look at conkers, leaves, acorns and pinecones.	<i>Observing closely, using simple equipment Pupils might work scientifically by: Observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Children could plant seeds; Label parts of a plant, Use magnifying glasses, Record growth.</i>	object, material, hard, soft, stretchy, shiny, dull, rough, smooth, bendy, waterproof, absorbent, transparent, opaque, properties
EYFS	Spring	Animals Across the Globe	NOTES	<p>Texts: Lost and found, blue penguin, hooray for fish, the lighthouse keepers lunch, surprising shark.</p> <p>Beginning: We will begin with the text Lost and found, where the children will discover a lost penguin and some other clues.</p> <p>Mix it up Middle: We will move onto the lighthouse keepers lunch, where a basket of food will be found and a letter from the lighthouse keeper. A visit from a firefighter to talk about water safety.</p> <p>Enthralling Ending: We will end our project with a trip to the zoo.</p> <p>During the term we will be looking at animals from across the globe, starting with animals that live in cold climates. We will find out facts about these animals and classify them according to their features. The children will experiment with different substances to melt ice. We will then look at different birds and look at their similarities and differences. We will then create some penguin paintings to include details and the correct features. We will read the Lighthouse Keepers Lunch and discuss healthy eating, making our own lunch to eat. We will then look at how we can transport the lunch to the lighthouse safely and securely, experimenting with different materials and pulley systems. The overarching question will be, what is a habitat and which habitat belongs to which animal?</p>		