



Year Group	Term (Autumn/Spring/Summer)	Theme	Subject	Learning Objective	Key Skills	Key Vocab
EYFS	Summer	Traditional Tales	History	To know about the lives of the people around them and their roles in society.  To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  To know and be able to compare stories from the past (new and old).  To know that we get information about history from talking to people.	To be able to look at artefacts and comment on what they see. To compare characters from current times to characters from the past. To be able to recognise when a figures/character is from the past. To be able to answer 'how' and 'why' questions about their experiences and in response to events. To be able to develop their own explanations by connecting ideas and events.	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, new, old, past, present and future
EYFS	Summer	Traditional Tales	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 use everyday language to talk about positions and distance to solve problems.	Left, right, map, long, short.
EYFS	Summer	Traditional Tales	RE	To understand that people can follow different religions (Christian, Hindu, Sikh and Jewish). To be able to name where Muslims worship, is it similar to other religions? (We know that other religions have special buildings synagog, gurdwara and church). To understand that religious people, including Muslims, use stories to show their beliefs like The Crying Camel.  To understand that people of different religions wear different things. To understand that what is special to them may not be special to others and vice versa.	To be able to use religious keywords to describe similarities and differences between the main beliefs of the six major world religions. To be able to use religious keywords and facts to describe the important events in the lives of religious founders. To be able to use religious keywords to describe what the important symbols of each religion are. To be able to use religious keywords to describe a religious place of worship and a Sacred Scripture. To be able to describe what religious people do to show that they are committed to God. To be able to retell a religious story. To be able to recall and name different beliefs and practises about festivals and ways of life. To be able to describe some reasons why people belong to a particular religion. To be able to describe the different ways that religious people celebrate and practise their way of life and express their belief in God. To be able to recognise religious symbols. To be able to ask questions about faith communities in their school. To be able to ask questions about puzzling aspects of life. To be able to compare your answers with the answers that a religious person would give. To be able to ask questions about matters of right and wrong. To be able to answers that show understanding of moral and religious issues. To be able to identify what special things happen to them and others. To be able to identify what is special to them.	Celebrant, Happy Human, Humanism, Humanist, Science, The Golden Rule,  Allah, Islam, Mosque, Muslim, Prophet, Quran.
EYFS	Summer	Traditional Tales	Art	To know that pattern in art can be created by using basic lines and shapes (circle, square, straight, curved) and know that patterns can be repeated or positioned carefully (big, small, decreasing/increasing size). To know that artists such as Matisse, Pollock, Kandinsky and Mondrian use pattern in their artwork. To know artwork can come in the form of photographs.	To be able to create patterns using basic shapes. To be able to describe the patterns in theirs and artists artwork. To be able to choose different media to create pattern in their artwork. To be able to use a range of thick and thin lines, dots and swirls to create pattern. To be able to recognise artwork by Kandinsky, Matisse, Pollock or Mondrian. To be able to recreate artwork by an artist (Kandinsky, Pollock, Matisse or Mondrian). To be able to use ipads to take photographs of objects in the environment.	Aertist, pattern, digital art, computer, ipad, lines, shapes, repeated pattern, increasing/decreasing, artwork, media: pencils, wax crayon, paint, paper, scrunch, tear, collage, swirls, photograph

EYFS	Summer	Traditional Tales	Computing	To know how to deliver simple algorithms (instructions). To know how technology can be used creatively. To know how to use all technology safely.	To be able to give simple instructions to technology or to a code making robot. To be able to use a tablet or iPad creatively, exploring doodling, typing, painting and graphics. To be able to articulate a worry or concern when using technology.	Algorithm, instruction, technology, code.
EYFS	Summer	Traditional Tales	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. To know how plants and foods grow. To know where foods grow. To know what a recipe is and how to follow it.	To be able to design and label a structure. To be able to assemble junk modelling with a purpose in mind. To be able to build models using a variety of media that they can give meaning to. To be able to follow a recipe. To be able to weigh and combine ingredients together. To be able to name fruits and vegetables.	Sturdy, secure, 3D model, fixings, construction tools, safety, cutting, materials, recipe, ingredients, weighing, combining, media, structure
EYFS	Summer	Traditional Tales	Music	To know a large repertoire of songs. To know how to explore untuned instruments (percussion).	To be able to listen to and appreciate a wide variety of music of different genre. To be able to sing a wide variety of songs. To be able to explore untuned instruments, creating loud and quiet sounds. To be able to appraise untuned instruments, sharing why they like or dislike the sound using the 'because'.	Sing, song, melody, beginning/middle/end, genre, rhythm, beat, dynamics, because...
EYFS	Summer	Me and My Family	Science	To know the names of different farm animals, including cow, pig, chicken, sheep, goat, horse and duck.  To know the names of different wild animals including bats, deer, otters, foxes, rabbits and hares.  To know a habitat is where something lives.  To know the names of different habitats, including: field, trees, river, desert, forest, sea, mountain, Arctic and Antarctica, Swamp, woodland and Savana and rainforests.  To know the names of different animals from around the world, including: beaver, brown bear, red-eyed tree frog, toucan, sloth, African elephant, zebra, lion, tiger, hedgehog, birds, emperor penguin and polar bear.	To be able to describe animals and their habitats, using photos, role play, continuous provision, non-fiction texts and first hand experiences of the local area.  To compare different habitats and their animals using first hand experiences and through videos and photographs and classify using simple criteria, including 'lives in a tree', 'lives in the Arctic'.  To be able to observe similarities (Eat, sleep, think, communicate) and differences (Fur, number of legs, habitat) between humans and other types of animals.	Farm, animal, habitat
EYFS	Summer 1	Ball Skill Activities	PE	To know how to hold a ball. To know how to throw under and over arm. To know what a target is.	To be able to roll an ball towards a target. To begin to be able to control a ball either rolling or kicking. To be able to stop a ball using both feet or hands. To be able to throw a ball both underarm and overarm.	Ball, Underarm, Overarm, Roll, Stop, Kick, Target
EYFS	Summer 2	Games	PE	To know how to follow rules in a PE session. To know different ways to send a receive.	To participate in a basic and fun game. To follow simple rule within the game. To be able to make an attempt at sending and receiving a ball. To participate to increase fitness.	Game, Play, Instructions, Send, Receive
EYFS	Summer	Traditional Tales	Notes	Traditional Tales Texts: Little Red Hen Jack and the Beanstalk Goldilocks and the Three Bears Gingerbread man Three Little Pigs The true story of the Little Pigs Jack and the Baked Beanstalk The Ninjabread Man Beginning: Pizza making linked to the little red hen story Mix it up Middle: Enthralling ending: We will end our project with a trip to Salcey Forest During the summer term we will looking at traditional tales aswell as looking at some alternatives to the stories. The children will be re-telling the stories and writing their own alternative versions using text maps that we will create. We will discuss similarities and differences between stories and talk about which version we like and why. We will research bears and the different parts of the world where we will find bears. We will have a focus on designing and building sturdy structures, using particular joins or structural supports, recipes including bread and pizza recipes, making our own playdough and creating our own recipe book. To end our project we will be going to Salcey forest to build dens, find bugs and drink hot chocolate with Newton class.		