


Severn Year B Scheme of Work - Foundation Subjects

Term	Subject + Total Sessions	Sessions Per Week	Key enquiry	Weekly objective	Key Words	Resources
ROLE PLAY AREA FOR TERM 1:			Things that are all around them: Hospital, firestation, school, art gallery, palace. Ensure all keywords are laminated and available for children within the role play area. Any dressing up that will support children to be in role, should also be available. Staff should support children within the role play area, modelling language and supporting play.			
1: What's in my world? Becoming... Scientists artists historians	Science (6)	1	The Environment	Progression	Environment Observe Observation Equipment Measuring Ice Research Melt classification Comparative test Identify Classify identify Sorting group Litter endangered Recycling groups Materials water Persuade data Gathering survey Recording	VOCABULARY LAMINATED AND UP ON WORKING WALL AND ROLE PLAY AREA. Ice Stop watch Small tuff tray Assortment of litter Different recycling components labels Science books Pencil pots Laptops/reading books based on rainforest animals Beakers/measuring jugs Bathroom sink/tap for carrying out experiment
			How can ice be melted by lunch?	<i>I can observe how long it takes to melt ice. To observe closely, using simple equipment</i>		
			Why sort my rubbish?	<i>I can sort litter into different recycling groups. To identify and classify.</i>		
			Why do we use so much energy?	<i>I can think of ways to persuade people to use less energy. To use observations and ideas to suggest answers to questions.</i>		
			Why have animals got different features	<i>I can classify animals into groups (rainforest animals) To identify and classify.</i>		
			Do we waste water?	<i>I can measure amounts of water. (leaving tap on whilst washing) To gather and record data to help answer questions.</i>		
			Can a question be answered in different ways?	<i>I can ask simple questions and understand that they can be answered in different ways. (Endangered animals.) To ask simple questions and recognising that they can be answered in different ways</i>		


	Art / Design (6)	1	Portraits	Progression	features portrait imitate line texture Picasso facial features tone form skin tone water colour pop art technique mixed media.	A4/A3 card Paints Paint pots Paintbrushes Pastels Chalks Charcoal Glue Different textured materials for applying paints Glue Tiles broken down for mosaic art
			Can I draw my face?	<i>I can draw my face as an egg shape and add the features of my face in the correct place. To develop a wide range of art and design techniques, such as using drawing to create a self-portrait.</i>		
			Who is Pablo Picasso?	<i>I can talk about the colours that Picasso used in his portraits. To know about the work of a range of artists, looking at the work of Pablo Picasso.</i>		
			What is collage?	<i>I can use collage to create my portrait. To know about the work of a range of artists, looking at the work of Pablo Picasso. I can talk about Picasso's abstract portraits.</i>		
			Can I jazz up my background?	<i>I can use water colours to create a background to my portrait. Paul Klee: To know about the work of a range of artists, looking at work by Paul Klee. I can talk about the work of Paul Klee.</i>		
			Who is Andy Warhol?	<i>I can create a pop art portrait. To develop a wide range of art and design techniques in using colour and pattern, when making a Pop Art portrait.</i>		
			What was Andy Warhol famous for?	<i>I can create a pop art portrait. To develop a wide range of art and design techniques in using colour and pattern, when making a Pop Art portrait.</i>		
	History (6)	1	The Gunpowder Plot	Progression	Gun powder Plot King James I Awareness Past Identify Similarities Differences Significant individuals Memory Significant Nationally Globally Event Guy Fawkes Stories Sources Key features Living memory National life Reflect Evaluate	Foundation books Stationary pots King James I resources (who is he?) Past events resources Short fact files on involved significant individuals Guy Fawkes fact file resources Guy Fawkes story/information sources National and global events of significance (before living memory) resources
			Who was King James I?	<i>I know who King James I was. To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past.</i>		
			Why burn the houses of Parliament	<i>I can describe the main events of the gunpowder plot. Find out about events beyond living memory that are significant nationally or globally and develop an understanding of significant individuals in the past.</i>		
			Who was Guy Fawkes?	<i>I know who Guy Fawkes was and the significance he has in history. To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events and develop an understanding of significant individuals in the past. To use research skills to find out what Guy Fawkes may have worn and looked like.</i>		
			What ended the plot?	<i>I can explain what ended the gunpowder plot. To find out about events beyond living memory that are significant nationally and globally. To sequence the key events of the Gunpowder Plot.</i>		
			Why is there a bonfire night?	<i>I can explain the impact that gunpowder plot has had on life today. To be taught about changes in living memory and where appropriate, these should be used to reveal aspects of change in national life and to find out about events beyond living memory and are significant nationally and globally.</i>		

			What Have I Learnt?	<i>I can describe what I have learnt about the gunpowder plot. Reflect and evaluate what has been discovered about the Gunpowder Plot.</i>		
	PE (6)	1	Invasion Games	Progression	Running Jumping Throwing Catching Balance Agility Co-ordination Team games Simple tactics Attacking Defending Dribbling Defender Dodging Marking Shooting Protecting Target Teamwork Invasion game	Sports bibs Football Bean bags Balance boards Game activities instructions resources Whistle Stop watch Basketball Cones Skipping ropes
			Groovy Moving	<i>I can dribble a football. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i>		
			Race Into Space	<i>I can defend a ball. Participate in team games, developing simple tactics for attacking and defending.</i>		
			Flashy Passing	<i>I can throw and catch a ball. Master basic movements including running, jumping, throwing and catching,</i>		
			You Can't Catch Me!	<i>I can dodge and mark another player. Participate in team games, developing simple tactics for attacking and defending.</i>		
			Stop the Shot!	<i>I can defend a target. I can shoot at a target. Participate in team games, developing simple tactics for attacking and defending in the context of shooting at and protecting a target</i>		
			Game Time	<i>I can play in a team game using tactics I have developed. Participate in team games, developing simple tactics for attacking and defending.</i>		
	PSHE		It's my body	Progression	Body Business Private / Privacy Importance Respect Physical Contact Uncomfortable / Unsafe Healthy Active Asleep Clean minimise Support body Risks skin Dental Care safe Hygiene protect Germs routine Routine	Laptop / Presentation PSHE books Pencil pots Sticky notes Glue Scissors Physical activity flashcards Care bag and products for each child Dentist teeth model Toothbrushes Harmful images Safe images
			What is the PANTS rule?	<i>I know my body is my own. I understand the PANTS rule. To recognise that some things are private and the importance of respecting privacy.</i>		
			Why should I exercise?	<i>I know how to use physical activity to keep myself healthy. To know about how physical activity helps us to stay healthy; and ways to be physically active everyday.</i>		
			What effect does sugar have on me?	<i>I understand the effects of eating too much sugar. To know about foods that support good health and the risks of eating too much sugar, including dental care.</i>		
			How do germs spread?	<i>I understand how germs spread. To understand simple hygiene routines that can stop germs from spreading.</i>		
			How can I keep myself safe?	<i>I understand how to keep myself safe. To recognise risk in simple everyday situations and what action to take to minimise harm. To know about things that people can put into their body or on their skin; how these can affect how people feel.</i>		
			What effect does the sun have on my skin?	<i>I understand how to keep safe in the sun. To know how to keep safe in the sun and protect skin from sun damage.</i>		
ROLE PLAY AREA FOR TERM 2			All things habitat: Igloo, Antarctica, Half way through, switch to a desert for a different type of habitat.			

			<p>Ensure all keywords are laminated and available for children within the role play area. Any dressing up that will support children to be in role, should also be available. Staff should support children within the role play area, modelling language and supporting play.</p> 			
2: Why so cold? Becoming... scientists designers artists geographers critical thinkers team players	Science (6)	1	Habitats Living, dead or never alive? What's the purpose of habitats? Do habitats change around the world? Can habitats be small? What makes a good habitat? How do food chains help survival?	Progression <i>I know the difference between things that are living, dead and have never been alive. Explore and compare the differences between things that are living, dead and things things that have never been alive.</i> <i>I know what a habitat is and can identify some local habitats. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</i> <i>I can identify the habitats of different animals from around the world in hot and cold places. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</i> <i>I know that within larger habitats, there are micro-habitats. Identify and name a variety of plants and animals in their habitats, including micro-habitats.</i> <i>I can design my own microhabitat. Identify and name a variety of plants and animals in their habitats, including micro-habitats.</i> <i>I can create a simple food chain. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food by making a variety of food chains.</i>	Explore Compare Differences Living Dead Alive Life processes Observations Variety Plants Animals Habitats Inhabitants Microhabitats Identify Classify Sort Categories Minibeasts	VOCABULARY LAMINATED AND UP ON WORKING WALL AND ROLE PLAY AREA. Bugs/insects Flowering plants Observations resources Habitat resources Foundation books Stationery resources Magnifying glass Beakers Tuff trays
	Design (6)	1	Fabric Bunting What's good about the products I see? What can I use?	Progression <i>I can talk about the effective points in another design. Explore and evaluate a range of existing products in the context of evaluating bunting designs.</i> <i>I can use my prior knowledge to design my own bunting. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology in the context of using a basic graphics program to design a bunting flag.</i>	Explore Evaluate Products Bunting designs Bunting flag Generate Develop Model Communicate	Chrome books/laptops Paint software Cutting tools Fabric materials Arts and craft materials Cutting templates Sewing needles and threads Bunting templates

			What will help me in my making?	<i>I know what equipment I need to start making my bunting. Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping and finishing) in the context of cutting a template and using it to shape a piece of fabric.</i>	Talking Drawing Template Basic graphic program Mock-ups Information Communication technology Tools Cutting Shaping Fabric Materials Joining Finishing Design criteria	Stationary pots
			Can I stitch?	<i>I can use a running stitch to join my fabric. Select from and use a range of tools and equipment to perform practical tasks (for example joining) in the context of using running stitch to join fabric.</i>		
			What fabric?	<i>I can choose the correct fabric and components for my bunting. Select from and use a wide range of materials and components, including textiles, according to their characteristics in the context of selecting materials to join to fabric bunting.</i>		
			How can I join bits together?	<i>I can use different techniques to join my fabrics. Select from and use a wide range of tools and equipment to perform practical tasks (for example joining and finishing) in the context of joining fabrics using different techniques. Evaluate their ideas and products against a design criteria in the context of evaluating the bunting flag.</i>		
	Geography (6)	1	Antarctica	Progression	Antarctica Antarctic Arctic Arctic circle equator North pole South pole climate climate change similarities differences weather patterns	Atlases Globes Pictures of Antarctica Role play resources Animals that live in Antarctica Survival kits for Antarctica Arctic photos Animals that live in the Arctic Inquiry books
			What can we find out about the location of the UK and Antarctica?	<i>I can locate the UK and Antarctica on a world map and find the best route between the two. To locate different areas on a world map. To use simple compass directions and directional language.</i>		
			What is it like in Antarctica?	<i>I know where the equator is located and how this affects climate. To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South poles.</i>		
			What lives in Antarctica?	<i>I can investigate the animals that live in Antarctica. To present facts about Antarctica.</i>		
			What differences are there between the Arctic and Antarctic?	<i>I know the similarities and differences between the Arctic and Antarctic. To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i>		
			What in the world is changing?	<i>To understand what climate change is and how this is affecting parts of our world. To begin to understand what climate change is.</i>		
			What can we do to help limit climate change?	<i>I understand what we can do to help climate change, in our everyday lives. To understand that climate change is affecting the polar regions. To find ways of making changes to help limit climate change.</i>		
	PE (6)	1	Attacking and Defending	Progression	Team games Tactics Attacking	Football Instructions resources Whistle
			Where's the space?	<i>I can use space effectively. To master basic movements and apply these in a range</i>		

				<i>of activities.</i>	Defending Space Attacking players Defending players Skills	Stop watch Basketball Cones
			How can I get the ball?	I can mark another player. <i>To master basic movements and apply these in a range of activities. To participate in team games, developing simple tactics for attacking and defending.</i>		
			Can I defend my space?	I can defend a space. <i>To master basic movements and apply these in a range of activities. To participate in team games, developing simple tactics for attacking and defending.</i>		
			Why pass the ball?	I can pass to another player. <i>To master basic movements and apply these in a range of activities. To participate in team games, developing simple tactics for attacking and defending.</i>		
			Does passing help win a game?	I can pass a ball to another player. <i>To master basic movements and apply these in a range of activities. To participate in team games, developing simple tactics for attacking and defending.</i>		
			Can I show good teamwork?	I can use my skills in a team game. <i>To master basic movements and apply these in a range of activities. To participate in team games.</i>		
	PSHE		Others and I	Progression	Diverse School Community Neighbourhood Country British People Proud Situations Different Kind / Unkind Roles Caring Environment Talk Share Responsibilities	Coloured Pens and pencils Glue Scissors Large sheets of paper Pencil pots Sticky notes Map of Britain and British Isles Kind/unkind behaviour flash cards
			Why do I need to follow rules?	I can explain the importance of rules. <i>To understand what rules are, why they are needed, and why different rules are needed for different situations. To know about the different groups they belong to.</i>		
			What happens when there is difficult behaviour?	I know the effects of negative behaviour. <i>To understand about what is kind and unkind behaviour, and how this can affect others. To understand about the different roles and responsibilities people have in their community.</i>		
			Are we all the same?	I understand that we all have different needs. <i>To know how people and other living things have different needs; about the responsibilities of caring for them. To understand about things they can do to help look after their environment.</i>		
			What is important to me?	I can talk about things that are important to me. <i>To know how to talk about and share their opinions on things that matter to them. To recognise the ways they are the same as, and different to, other people.</i>		
			How am I different to others?	I can explain how I am similar and different to others. <i>To recognise the ways in which they are the same and different to others. To know how people and other living things have different needs.</i>		
			What does it mean to be a British citizen?	I can explain what it means to be a British citizen. <i>To know how to talk about and share their opinions on things that matter to them. To be able to talk about being British and living in the British Isles.</i>		

ROLE PLAY AREA FOR TERM 3			<p>All things dinosaur: A Jurassic park or the Jurassic coast of Mary Anning. This should allow children to become palaeontologists. Lots of sand trays with things buried and brushes to use to 'excavate.'</p> <p>Ensure all keywords are laminated and available for children within the role play area. Any dressing up that will support children to be in role, should also be available. Staff should support children within the role play area, modelling language and supporting play.</p> 			
3: Were the dinosaurs real? Becoming... Scientists artists historians palaeontologists Critical thinkers	Science (6)	1	Animals Including Humans Do all babies grow up? What is a lifecycle? Why so many different animals? What does everyone eat? Are we all built the same? What parts of our body help us?	Progression <i>I know that animals produce offspring and they grow into adults. Notice that animals, including humans, have offspring which grow into adults.</i> <i>I can describe the lifecycle of a butterfly. Notice that animals, including humans, have offspring which grow into adults.</i> <i>I know that there are different types of animals. Identify and name a variety of common animals. including fish, amphibians, reptiles, birds and mammals</i> <i>I can categorise animals into carnivores, herbivores and omnivores. Identify and name a variety of common animals that are carnivores, omnivores and herbivores.</i> <i>I know that animals have different structures. Describe and compare the structure of a variety of common animals. (Fish, amphibians, reptiles, birds, mammals.)</i> <i>I know the main parts of the human body. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense.</i>	Animal offspring Humans Adults Young animals Gathering Recording Data Grow Observations Compare Stages Human life cycle Describe Basic needs Survival Exercise Healthy eating Hygiene	VOCABULARY LAMINATED AND UP ON WORKING WALL AND ROLE PLAY AREA Foundation books Stationary pots Young animals and adults resources Questionnaire resources Lifecycle skeleton of animals (Wiltshire resource library) Human body with labels added (Wiltshire resource library)
	Art / Design (6)	1	Dinosaur mania. How can I create a pattern? Who drew the dinosaurs?	Progression <i>I can use print making to create a pattern. (Children make a dinosaur print on a polystyrene block. They then create repeating patterns with it.) To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i> <i>I can create a picture in the style of Dmitry Bogdanov. Learn about the work of a range of artists, and making links to their own work.</i>	Artists Craft makers Designers Differences Similarities Disciplines	Art pictures by Dmitry Bogdanov Stationary pots Arts and crafts supplies A4/A3 paper/card Fossils Dinosaur Dinosaur templates


			What is a fossil?	<i>I can create an observation sketch of a fossil. To use drawing to develop and share ideas, experiences and imagination.</i>		
			How can I make my dinosaur move?	<i>I can make a moving dinosaur picture, using a lever. (spilt pin) Explore and use mechanisms (levers) in their products.</i>		
			How can I see my dinosaur?	<i>I can make a pop up dinosaur using a slider. (Dinosaur hatching out of an egg using a slider to push up and pull down.) Explore and use mechanisms (sliders) in their products.</i>		
			What went well?	<i>I can evaluate my ideas. Evaluate their ideas against design criteria.</i>		
	History (6)	1	Mary Anning	Progression	past present history historical changes Mary Anning paleontologist events fossils excavate compare fossil collector Ichthyosaur	Stories from the past Photos of Mary Anning Key events to order Timeline Inquiry books pencils Photos
			What does the past tell us?	<i>I can ask and answer questions by looking at parts of stories and sources. Changes within living memory.</i>		
			Who was in the past?	<i>I know who Mary Anning was. To know about significant historical events, people and places</i>		
			What was life like in the past?	<i>I know about the life of Mary Anning. To know about significant historical events, people and places</i>		
			What events happened that helps us today?	<i>I can talk about key events in the life of Mary Anning. To know about events beyond living memory that are significant nationally or globally.</i>		
			How is life different?	<i>I can compare what life is like now, to what life was like then. To know changes in living memory that will reveal aspects of change to national life.</i>		
			What do fossils tell us?	<i>I can create my own fossil. (plaster of paris or salt dough) To know about significant historical events, people and places.</i>		
	PE (6)	1	Circuit Training	Progression	Balance Co-ordination Direction Jumping Control Accuracy Combining Skill Performance Movement Success Achieve	Bean bags Balance boards Game activities instructions resources Whistle Stop watch Basketball Goal nets Sports bibs Cones Skipping ropes
			Why do I need to change direction?	<i>I can change my direction at speed. To develop balance and co-ordination by controlling changes of direction. To master basic movements and apply these in a range of activities.</i>		
			Can I control my landing?	<i>I can jump and land in a controlled way. To develop balance and co-ordination in the context of jumping. To master basic movements and apply these in a range of activities.</i>		
			Why do I need to control my movements?	<i>I can control my movements. To develop balance and co-ordination. To master basic movements showing control and accuracy and apply these in a range of activities.</i>		

			Why might my body need to show two movements?	<i>I can combine two movements. To develop balance and co-ordination. To master basic movements and apply these in a range of activities by combining more than one skill.</i>		
			How do I feel when I succeed?	<i>I can complete a circuit of activities. To develop balance and co-ordination. To master basic movements and apply these in a range of activities, trying to improve upon own performance.</i>		
			Can I beat my score?	<i>I can improve my performance. To develop balance and co-ordination. To master basic movements and apply these in a range of activities, trying to improve upon previous performance by watching and learning from others.</i>		
	PSHE		Name: Safety first		Wellbeing Internet Online / Offline Safe Personal Information Communicating True / False Digital Device Roles Age Restrictions Private Trusted Adult Pretending Kindness Respect Hurt / Hurtful Actions	Laptop / presentation Large sugar paper Coloured pens Coloured pencils Small pieces of paper Work book Pencil pots Glue Scissors Sticky notes Whiteboards and pens
			How can I keep myself safe?	<i>I know the risks in everyday situations and how to keep myself safe from harm. To recognise risk in simple everyday situations and what action to take to minimise harm</i>		
			What risks are in my home?	<i>I understand how to keep myself safe at home. (fire, cleaning products etc). To learn about how to keep safe at home (including around electrical appliances) and fire safety</i>		
			What harm can the sun do?	<i>I understand the importance of keeping safe in the sun and how to do this. To understand how to keep safe in the sun and protect skin from sun damage.</i>		
			Do I need to keep safe when out and about?	<i>I understand about stranger danger. To learn how to respond safely to adults they don't know.</i>		
			How can I respect privacy?	<i>I understand that some things are private and the importance of respecting privacy. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</i>		
			Who helps keep me safe?	<i>I can identify the people who help to keep me safe. To identify the people whose job it is to help keep us safe</i>		
	ROLE PLAY AREA TERM 4		All things travel: A time machine, a transport museum, train station, bus station. Ensure all keywords are laminated and available for children within the role play area. Any dressing up that will support children to be in role, should also be available. Staff should support children within the role play area, modelling language and supporting play.			




4: How did people travel? Becoming... Historians scientists designers inventors bankers	Science (6)	1	What transport? How can I move my car? Can I transport these people across the water? What affects the speed? Does force affect speed? What can I test? What makes plane fly?	Progression <i>I can use a balloon to power a car and make it move. Observe closely, using simple equipment</i> <i>I can test a boat for strength and size to transport a figure across a stretch of water. Performing simple tests.</i> <i>I understand how different materials can affect the speed at which a train travels (friction) Using their observations and ideas to suggest answers to questions.</i> <i>I understand that the force that I apply to a car can affect the speed. Gathering and recording data to help in answering questions.</i> <i>I can design my own experiment that will test the speed of a car. Gathering and recording data to help in answering questions.</i> <i>I can investigate different designs of paper aeroplanes and what makes them fly. Observing closely, using simple equipment. Perform simple tests.</i>	Force Push Pull proel observe power equipment speed affect air resistance water resistance thrust gather record	VOCABULARY LAMINATED AND UP ON WORKING WALL AND ROLE PLAY AREA Balloons Toy cars Toy boat Container to hold water (paddling pool) Ramps Different materials (corrugated card, smooth material, sandpaper etc) paper aeroplanes Inquiry books
	Art / Design (6)	1	Making a moving fire engine How do fire engines work? How do vehicles move? What materials will work? How can I create a great fire engine? How can I join different parts? Can I make my fire engine even better?	Progression <i>I can explore modern fire engines. Explore and evaluate a range of existing products.</i> <i>I can investigate the purpose of wheels, axle and a chassis. (explore how to attach chassis to the axle. Explore and evaluate a range of existing products.</i> <i>I can investigate ways to create the body of my fire engine. Select from and use a range of tools and equipment to perform practical tasks. (for cutting, shaping, joining and finishing.)</i> <i>I can design my own fire engine. Generate, develop, model and communicate their ideas through talking, drawing, templates and mock ups.</i> <i>I am able to make my fire engine, based on my design. Select from and use a wide range of materials and components, including construction materials.</i> <i>I can evaluate my finished product. Evaluate their ideas and products, against design criteria.</i>	Evaluate explore investigate purpose axle wheel chassis select tools materials components rods design product effectiveness.	Visit to fire station Pictures of a modern Fire engine A range of wheels Wooden rods Cardboard boxes Glue Paper Colouring pens Paint Inquiry books Evaluation sheet

	History	1	Magical Mapping	Progression	Holiday travel history past aeroplane motor car steam train Geogre Stevenson inventor transport boat long boat station railway vehicle flight Wright brothers Vikings moon rocket space	Transport pictures over time Train pictures Steam train pictures Early motor car pictures Fact file about The Wright brothers Viking longboat model (Wiltshire resource library)
			How did people travel in the past?	<i>I know how basic transport has changed over time. To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past.</i>		
			How have trains changed travel?	<i>I know how the invention of trains, changed travel. To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements. (George Stevenson.)</i>		
			What did cars used to be like?	<i>I can explore the invention of motor cars To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past.</i>		
			Who invented planes?	<i>I can find out about the first flight and the part the Wright brothers played in this. To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</i>		
			How did people in the distant past travel?	<i>I can investigate why the Vikings may have chosen longboats to travel. To develop an awareness of the past, through finding out about changes within living memory - Viking travel</i>		
			Have we landed on the moon?	<i>I can talk about the first landing on the moon. Events that are beyond living memory that are significant nationally and globally.</i>		
	PE (6)	1	Dance (Toys)	Progression	Perform Dance Movement patterns Living memory National life Speed Weight Size Formations Stimuli Rhythm Duet Synchronise	Dance song resources Sports Hall
			What effect does changing a movement make?	<i>I can change the shape of my movements. To perform dances using simple movement patterns.</i>		
			Should I speed up?	<i>I can change the speed of my movement in relation to a change in the music. To perform dances using simple movement patterns.</i>		
			How does music affect my movement?	<i>I can move in response to music. To perform dances using simple movement patterns.</i>		
			What's a rhythm?	<i>I can dance with rhythm. To perform dances using simple movement patterns that respond to rhythm.</i>		
			What effect does dancing with others have?	<i>I can mirror patterns of movement with a partner. To perform dances using simple movement patterns .</i>		
			Can I perform to others?	<i>I can perform a short dance routine with a partner. To perform dances using simple movement patterns.</i>		
	PSHE		Money matters	Progression	Money	Inquiry books

			What does money look like?	To be able to explain the different forms money comes in. What money is, forms that money comes in and that money comes from different sources.	Different / Difference Explain Save Spend Want Need Shopping Choices Keeping Track Important	Pencil pots Colouring pencils Plastic role play money Sticky notes Shopping list Real money Shopping list
			Where does money come from?	To be able to explain where money comes from. To know that money comes from different sources and that jobs help people earn money.		
			How can I keep my money safe?	To be able to explain how to keep money safe and why this is important. To know that money needs to be looked after and talk about different ways to do this.		
			How do I know how much I spend?	To be able to explain choices I have about spending money and why it is important to keep track of what I spend. That people make different choices about how to save and spend money.		
			What do I want and what do I need?	To be able to explain the difference between things we want and things we need. To know about the difference between want and need.		
			What happens when I spend money?	To be able to explain what happens when we go shopping. That people make different choices about what to save and spend.		
ROLE PLAY AREA TERM 5:			All things in the wider world: Weather reporter, a travel agents, garden centre. Ensure all keywords are laminated and available for children within the role play area. Any dressing up that will support children to be in role, should also be available. Staff should support children within the role play area, modelling language and supporting play.			
						
5: What's in the wider world? Becoming... scientists investigators	Science (6)	1	Plants and survival	Progression	Plants Adaptations Food chain Sources plants common plants wild plants garden plants leaf trunk bud stem blossom branch flower warmth bulb food petal sunlight survival water change.	VOCABULARY LAMINATED AND UP ON WORKING WALL AND ROLE PLAY AREA. A range fo seeds A range of plants Plant pots Compost Water Flowering plants Inquiry books
			How do plants grow?	I know what a plant needs to grow. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy		
			What happens to this seed?	I can draw a diagram to show how a seed and bulb grow into a mature plant. Observe and describe how seeds and bulbs grow into plants		
			What different plants are around me?	I can name different types of common plants. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.		
			Do plants have different parts?	I can name the main parts of a flowering plant. Identify and describe the basic variety of common flowering plants, including trees.		
			Do plants die?	I can describe how plants change through the year. Use observations and ideas to suggest answers to questions.		

Designers			How do I survive?	<i>I know what I need to survive and can link this to plant survival. Find out about and describe the basic needs humans, for survival.</i>	root evergreen	
Geographers						
British citizens	Art / Design (6)	1	Fabricate	Progression	Fabricate Paper weaving Materials Design Product Artist Craft makers Decorating Woven Placemat Batik coaster Design techniques Dyeing	A range of different materials Arts and craft supplies Instruction resources Dyeing ink A range of materials to weave with
			Why use weaving?	<i>I can create a weaving pattern. To use a range of materials creatively to design and make products, in the context of weaving a paper placemat. To learn about the work of a range of artists and craft makers, making links to their own work.</i>		
			What tools can I use?	<i>I can improve my design by adding to it. To use a range of materials creatively to design and make products, in the context of decorating a woven placemat.</i>		
			What product?	<i>I can use weaving to make a product. To use a range of materials creatively to design and make products.</i>		
			What is a batik?	<i>I can design my own batik thinking about it's purpose. To use a range of materials creatively to design and make products.</i>		
			Can I make a batik?	<i>I can create a batik for a purpose. To use a range of materials creatively to design and make products.</i>		
			How do you dye material?	<i>I can dye material. To develop a wide range of art and design techniques, in the context of using batik. To use a range of materials creatively to design and make products.</i>		
	Geography	1	What a wonderful world	Progression	Locate Location Continents Oceans World maps Atlas Globes Countries Geography World Journey lines Hot areas Cold areas Equator North Pole South Pole Europe UK Aerial photographs Landmarks	Foundation books Stationary pots World maps Atlas' Globes Seven continents resources Five oceans resources Case study on Europe resource Aerial photographs
			What's a continent?	<i>I can use maps to locate the continents of the world and name them. To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage in the context of the geography of the world.</i>		
			How many oceans are there?	<i>I can use a map to locate the 5 oceans of the world and name them. To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and on oceans at this key stage.</i>		
			What makes up the UK?	<i>I can use a map to locate the 4 countries of the UK and their capital cities. To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage</i>		
			Why so hot? Why so cold?	<i>I know why some areas of the world are hot and some areas are cold. To locate hot and cold areas of the world in relation to the equator and the North and South poles.</i>		
			Why the change in weather?	<i>I know that the weather changes in the UK and why this happens. To identify seasonal and daily weather patterns in the United Kingdom.</i>		

			What's near and far?	I can use North, East, South and West in order to describe countries of the world on a map. (in relation to other points.) Use simple compass directions and locational and directional language (near, far, left and right) to describe the location of features on a map.	Human features Physical features	
	PE	1	Target games	Progression	Running Jumping Throwing Catching Balance Agility Co-ordination Skills Stationary target Moving target Underarm throw	Balls Targets Cones Beanbags Whistle Mats
			Can we roll in different ways?	I can roll a ball in a number of different ways. To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.		
			How can I hit a target?	I can throw a ball at a target using underarm. To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.		
			Can I hit a moving target?	I can aim a ball at a moving target. To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.		
			Can I throw in a different way?	I can develop my throwing skills to include overarm. To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.		
			Where will this ball go?	I can kick a ball accurately. To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.		
			Why do I need teamwork?	I can play a team game, developing the skills that I have learnt. To participate in team games, developing simple tactics for attacking and defending.		
	PSHE (6)	1	Understanding feelings.	Progression	Team Roles Love and Care Same / Different Listening Kind / Unkind Bullying Teasing Brilliant Good Choices Strengths Weaknesses Likes Dislikes Behaviour Cooperatively Hurtful Behaviour	Examples of team symbols Kindness cards Glue Inquiry books Pencil pots Colouring pencils Clipboards Whiteboard and pens
			How important are others in my life?	I understand about the different roles of people in my life. To understand about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.		
			How do I treat others?	I know how to show respect. To know about how to treat themselves and others with respect; how to be polite and courteous.		
			Am I always kind?	I understand the difference between kind and unkind behaviour. To understand what is kind and unkind behaviour, and how this can affect others.		
			What happens if I am unhappy?	I know how to get help when I am unhappy. To be able to ask for help if a friendship is making them feel unhappy.		
			What am I good at?	I recognise things that I am good at. To be able to identify what they are good at, what they like and dislike. To understand that everyone has different strengths.		
			What do I like and dislike?	I understand what I like and dislike. To be able to identify what they are good at, what they like and dislike and be able to communicate this to others.		

ROLE PLAY AREA FOR TERM 6			<p>All things beach: A beach, the lighthouse keepers lunch.</p> <p>Ensure all keywords are laminated and available for children within the role play area. Any dressing up that will support children to be in role, should also be available. Staff should support children within the role play area, modelling language and supporting play.</p> 			
6: What's at the beach? Becoming... scientists designers investigators geographers historians	Science (6)	1	Uses of Everyday Materials	Progression	Identify Compare Suitability Variety Everyday materials	VOCABULARY LAMINATED AND UP ON WORKING WALL AND ROLE PLAY AREA A range of different materials Waterproof materials Magnetic materials Materials that can float and sink Building materials
			What's the use?	<i>I can identify materials around me. (material hunt) Identify between an object and the material in which it is made. Sort objects according to their properties.</i>	Wood Metal Plastic Glass Brick Rock Paper record Cardboard data Local area Gather	
			What's it good for?	<i>I can compare different materials for suitability. To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i>		
			Is it waterproof?	<i>I can investigate waterproof materials (lighthouse keepers lunch) To perform simple tests to ask questions.</i>		
			Does it sink?	<i>I can investigate which materials can float and sink? (lighthouse keepers lunch) To perform simple tests to ask questions.</i>		
			What's the strongest?	<i>I can choose materials to build a house for the three little pigs. To perform simple tests to ask questions.</i>		
			What am I?	<i>I can guess a material based on given properties. (Game) To describe the simple physical properties of a variety of everyday materials</i>		
	Design (6)	1	Lighthouse keepers lunch - pulleys and levers	Progression	Explore Evaluate Products Basket Transport Lunch box Materials Characteristics	Lunch boxes Baskets Different materials from the week before Cutting tools Glue Cellotape
			Why Not Keep the Basket?	<i>I can explore what a lever and pulley is. To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i>		
			Evaluating Lunchboxes	<i>I can make a lever and pulley system https://nustem.uk/activity/levers-pulleys-and-gears-key-stages-1-2/ To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i>		

			Exploring Materials	<i>I can design a basket that will hold a piece of fruit. To design purposeful, functional, appealing products for themselves and other users based on design criteria</i>	Equipment Design criteria Evaluate	Design criteria resources Pulleys fruit Evaluation sheets Inquiry books
			Making the Lunchbox	<i>I can make a basket that will hold a piece of fruit. To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i>		
			Testing the Lunchbox	<i>I can test the strength of my basket on my pulley. To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i>		
			Improving the Lunch Box	<i>I can evaluate my design. To evaluate their ideas and products against design criteria</i>		
	Humanities	1	Beside the Sea	Progression	Geographical vocabulary Costal Seaside Location Maps Atlas Globe United Kingdom Continents Human features Physical features Aerial photographs Landmarks seasonal Characteristics Country direction Capital cities Past Routes Present Compass St. Ives Cornwall Cornwall	Inquiry books Stationery pots Maps Atlases Globes Whiteboards Whiteboard pens Clipboards
			Where are Our Seasides?	<i>I can use a map to locate 5 of the UK's seaside towns. To use basic geographical vocabulary. To use maps, atlases and globes.</i>		
			Are all our seaside natural?	<i>I can spot some physical and human features of the seaside. To use basic geographical vocabulary to refer to human and physical features.</i>		
			Seasides Past and Present	<i>I can look at how our seaside have changed over time. To compare aspects of life in different periods.</i>		
			Let's Explore a Seaside Town	<i>I can create a map of St Ives. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</i>		
			Islands Everywhere	<i>I can identify the main islands off the UK. To use maps, atlases and globes.</i>		
			Who Can See the Sea?	<i>I can use my knowledge to create a map of my own seaside town. To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</i>		
	PE (6)	1	Gymnastics (Under the Sea)	Progression	Balance Agility Co-ordination Body Partner Roll Control Jump Apparatus	Balance boards Agility resources Apparatus Gymnastic resources
			Balancing	<i>I can hold a balance. To develop balance, agility and co-ordination when balancing on different parts of the body. To perform and improve upon balances on different parts of the body</i>		
			Partner Balances	<i>I can create a balance with a partner. To develop balance, agility and co-ordination by performing balances with a partner. To create matching balances with a partner.</i>		

			Rolling	<i>I can show different ways to roll. To develop balance, agility and co-ordination when rolling. To roll in different ways while showing control.</i>	Sequence Gymnastic	
			Jumping	<i>I can jump in a variety of ways. To develop balance, agility and co-ordination when jumping. To jump safely in a variety of ways, including on and off apparatus</i>		
			Building Sequences Part 1	<i>I can create a short sequence of movement. To develop balance, agility and co-ordination by combining movements to create a sequence. To combine a selection of movements to create a gymnastic sequence.</i>		
			Building Sequences Part 2	<i>I can create a coordinated sequence of movement. To develop balance, agility and co-ordination by working with a partner to create a sequence. To work with a partner to create a matching sequence.</i>		
	PSHE (6)	1	Growing Up	Progression	Private Important Respect Privacy Underwear Genitalia Vulva Vagina worried Penis unsafe Testicles unique Growing unhappy Changing loss Young death Old family. Physical contact Uncomfortable Unsafe	Foundation books Stationery pots Safe and unsafe worry cards Resisting pressure resources Correct vocabulary resources Different families resources
			What are the different parts of my body called?	<i>I know the different parts of my body. To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicle)</i>		
			Is all physical contact caring?	<i>I know that some contact can make me feel uncomfortable. To understand how to respond if physical contact makes them feel uncomfortable.</i>		
			What makes me special?	<i>I know that we all have unique qualities. To recognise the ways in which we are all unique.</i>		
			Who's in my family?	<i>I know that families come in many forms. To learn about different types of families including those that may be different to their own.</i>		
			What do I need?	<i>I understand that my needs change as I get older. To learn about growing and changing from young to old and how people's needs changes. To learn about preparing to move to a new class/year group.</i>		
			What might change as I get older?	<i>I understand that life can change and this can include loss. To learn about change and loss (including death); to identify feelings associated with this.</i>		