

Class: Praa Sands 2 Year rolling curriculum map Year A Sept 2022- July 2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Virtues	<ul style="list-style-type: none"> ● Caring ● Helpfulness ● Cooperation 	<ul style="list-style-type: none"> ● Courage ● Kindness ● Reflection 	<ul style="list-style-type: none"> ● Cleanliness ● Fairness ● Friendliness 	<ul style="list-style-type: none"> ● Service ● Patience ● Respect 	<ul style="list-style-type: none"> ● Courtesy ● Forgiveness ● Determination 	<ul style="list-style-type: none"> ● Gratitude ● Honesty ● Reflection
Class Topic Theme	Dinosaurs	Celebrations	To the Rescue	Minibeast	Plants	Where shall we go?
English/Texts	Colour monster starts school. The dinosaur that pooped ... Harry and the bucketful of dinosaurs.	The enormous turnip. Pumpkin soup.	The lighthouse keeper's collection.	Bog Baby Mad about mini-beasts	Supertato	Oi! Get off our train. Grandad's island.
Science EYFS	<p><u>Working scientifically</u></p> <p>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.</p> <p><u>Animals, including humans</u></p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Identify, name, draw and label</p>	<p><u>Working scientifically</u></p> <p>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.</p> <p><u>Seasonal change</u></p> <p>Observe changes across the four</p>	<p><u>Working scientifically</u></p> <p>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.</p> <p><u>Everyday materials</u></p> <p>Distinguish between an object and the</p>	<p><u>Working scientifically</u></p> <p>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.</p> <p><u>Animals, including humans</u></p>	<p><u>Working scientifically</u></p> <p>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.</p> <p><u>Plants</u></p> <p>Identify and name a variety of common wild and garden</p>	<p><u>Seasonal change</u></p> <p>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Summer</p> <p><i>The Natural World</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p> <p><i>Know some similarities and</i></p>

	<p><i>the basic parts of the human body and say which part of the body is associated with each sense. Seasons Summer to Autumn</i></p> <p><i>PSED</i></p> <p><i>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing</i></p> <p><i>Understanding the World</i></p> <p><i>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</i></p>	<p><i>seasons. Observe and describe weather associated with the seasons and how day length varies. Autumn to Winter</i></p> <p><i>Understanding the World</i></p> <p><i>Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.</i></p>	<p><i>material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</i></p> <p><u>Seasonal change</u></p> <p><i>Observe changes across the four seasons (Winter) Observe and describe weather associated with the season Winter and how day length varies. Explore how some animals adapt in Winter</i></p> <p><i>Understanding the World</i></p> <p><i>Explore the natural world around them.</i></p> <p><i>Understand the effect of changing seasons on the natural world around them.</i></p> <p><i>The Natural World</i></p>	<p><i>Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)</i></p> <p><i>Understanding the World</i></p> <p><i>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.</i></p> <p><i>The Natural World</i></p> <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p>	<p><i>plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</i></p> <p><i>Understanding the World</i></p> <p><i>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</i></p> <p><i>The Natural World</i></p> <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p>	<p><i>differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</i></p>
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			<i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i>		
History <i>EYFS</i>	<p>Mary Anning</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p><i>Understanding the World</i></p> <p><i>Compare and contrast characters from stories, including figures from the past.</i></p> <p><i>Past and present</i></p> <p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p> <p><i>Understand the past through events and</i></p>		<p>Grace Darling</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Henry Trengrouse</p> <p>Significant historical events, people, places in their own locality.</p> <p><i>Understanding the World</i></p> <p><i>Compare and contrast characters from stories, including figures from the past.</i></p> <p><i>Past and present</i></p> <p><i>Talk about the lives of the people around them and</i></p>		<p>George Forrest</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p><i>Understanding the World</i></p> <p><i>Recognise some environments that are different to the one in which they live.</i></p> <p><i>Past and present</i></p> <p><i>Talk about the lives of the people around them and their roles in society.</i></p>

	<p><i>characters encountered in books read in class.</i></p> <p>Core concept</p> <p>Significance and diversity</p> <p>Chronological understanding</p>		<p><i>their roles in society.</i></p> <p><i>Understand the past through events and characters encountered in books read in class.</i></p> <p>Core concept</p> <p>Significance and diversity</p> <p>interpretation</p>		<p>Core concept</p> <p>Continuity, change and development</p> <p>Chronological understanding</p>	
<p>Geography <i>EYFS</i></p>		<p><u>Geographical skills and fieldwork</u></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct</p>		<p><u>Locational Knowledge</u></p> <p>Name and locate the world's seven continents and five oceans.</p> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European</p>		<p><u>Locational Knowledge</u></p> <p>Name and locate the world's seven continents and five oceans.</p> <p><u>Geographical skills and fieldwork</u></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage.</p>

		<p>basic symbols in a key.</p> <p><i>Understanding the world</i></p> <p><i>Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</i></p> <p>Core concept</p> <p>Place</p> <p>Interconnections</p>		<p>country. South America</p> <p><u>Human and physical knowledge</u></p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p><i>Understanding the world</i></p> <p><i>Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</i></p> <p><i>The Natural World</i></p> <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <p>Core concept</p> <p>Human and physical geography</p>		<p>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.</p> <p><i>People, Culture and communities</i></p> <p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> <p><i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when</i></p>
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						<p>appropriate) maps.</p> <p>Core concept</p> <p>Place</p> <p>Interconnections</p>
<p>Art & Design EYFS</p>	<p>Drawing: Make your mark Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.</p> <p>Expressive arts and design</p> <p><i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i></p> <p>Creating with Materials</p> <p><i>Safely use and explore a variety of materials and techniques, experimenting with</i></p>			<p>Sculpture and 3D: Paper play Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.</p> <p>Creating with Materials</p> <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function.</i></p>	<p>Painting and mixed media: Colour splash Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.</p> <p>Creating with Materials</p> <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture.</i></p> <p><i>Share their creations, explaining the process they have used.</i></p>	

	<p><i>design, texture, form and function.</i></p> <p><i>Share their creations, explaining the process they have used.</i></p>			<p><i>Share their creations, explaining the process they have used.</i></p>	
<p>DT EYFS</p>		<p>Dips and Dippers</p> <p>Explain the food groups and know they have to eat a balance of foods to have a healthy and varied diet. Design a new product that is appealing to themselves and others. Explore and evaluate existing products.</p> <p>PSED</p> <p><i>Know and talk about the different factors that support their overall health and wellbeing: healthy eating.</i></p> <p>Creating with Materials</p> <p><i>Safely use and explore a variety of materials, tools and techniques.</i></p> <p><i>Share their creations, explaining the process they have used.</i></p>	<p>Pirate Paddy's packed lunch problems.</p> <p>Explore an existing product and describe its problems and positives; Draw a design and describe it; Build strong structures; Test their own product and suggest improvements.</p> <p>Creating with Materials</p> <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with form and function.</i></p> <p><i>Share their creations, explaining the process they have used.</i></p>		<p>Textiles Puppets</p> <p>Exploring different ways of joining fabrics before creating their own hand puppets Children work to develop their technical skills of cutting, gluing, stapling and pinning.</p> <p>Creating with Materials</p> <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Share their creations, explaining the process they have used.</i></p>

Music	<i>ME! R</i>	<i>Christmas songs</i>	<i>Rhythm in the way we walk 1</i>	<i>Everyone R</i>	<i>Round and Round 1</i>	<i>Big Bear Funk R</i>
RE	<i>What do Christians think that God is like?</i>	<i>Why is Christmas important to Christians?</i>	<i>What is the good news that Christians believe Jesus brings?</i>	<i>Why does Easter matter to Christians?</i>	Who is a Muslim and how do they live?	Who is a Muslim and how do they live?
Computing (NCLC)	Walking with Dinosaurs (Y1)	Little Computers (EYFS)	Junior Explorers (EYFS)	We are all Connected (Y1)	A is for Algorithm (EYFS)	App Attack - Games Design (Y1)
PE (Complete PE)	Feet 1 (EYFS Ball skills) + Dinosaurs (EYFS Dance)	Hands 1 (EYFS Ball skills) + High, Low, Over, Under (EYFS Gymnastics)	Nursery Rhymes (EYFS Dance) + Jumping 1 (Y1)	Games For Understanding (EYFS) + Feet 1 (Year 1 Ball skills)	Swimming + Games For Understanding (Year 1)	Swimming + Hands 1 (Year 1 Ball Skills)
PSHE	Aiming High (LITWW)	Safety First (Health and Wellbeing)	Digital Wellbeing (Relationships)	Team (Relationships)	Think Positive (Health and Well-being)	Diverse Britain (LITWW)
Additional resources, book links, possible trips etc.		Farm trip	Maritime Museum	Pond dipping	Trebah gardens	Beach trip

Class: Praa Sands 2 Year rolling curriculum map Year B Sept 2023-July 2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Virtues	<ul style="list-style-type: none"> Caring Helpfulness Cooperation 	<ul style="list-style-type: none"> Courage Kindness Reflection 	<ul style="list-style-type: none"> Cleanliness Fairness Friendliness 	<ul style="list-style-type: none"> Service Patience Respect 	<ul style="list-style-type: none"> Courtesy Forgiveness Determination 	<ul style="list-style-type: none"> Gratitude Honesty Reflection
Class Topic Theme	This is me	Diwali	Fire Rescue	Frozen Planet	Plants	The Sea
English/Texts	Pete the cat The Little Red Hen	Owl babies Hibernation hotel	Vlad and the Great fire of London Toby and the Great Fire of London	Lost and found	Jack and the beanstalk Jim and the beanstalk	Commotion in the ocean The pirates next door
Science <i>EYFS</i>	<u>Working scientifically</u> Asking simple questions and recognising that they can be answered in	<u>Working scientifically</u> Asking simple questions and	<u>Working scientifically</u> Asking simple questions and recognising that they	<u>Working scientifically</u> Asking simple questions and recognising that they	<u>Working scientifically</u> Asking simple questions and recognising that they	<u>Seasonal change</u> Observe changes across the four seasons. Observe

	<p>different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help in answering questions.</p> <p><u>Animals, including humans</u></p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><i>PSED</i></p> <p><i>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing</i></p> <p><i>Understanding the World</i></p> <p><i>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing</i></p>	<p>recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.</p> <p><u>Seasonal change</u></p> <p>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Winter</p> <p><i>Understanding the World</i></p> <p><i>Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.</i></p>	<p>can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help in answering questions.</p> <p><u>Everyday materials</u></p> <p>Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><i>Understanding the World</i></p>	<p>can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help in answering questions.</p> <p><u>Animals, including humans</u></p> <p>Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)</p> <p><i>Understanding the World</i></p> <p><i>Explore the natural world around them. Describe what they</i></p>	<p>can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help in answering questions.</p> <p><u>Plants</u></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><i>Understanding the World</i></p> <p><i>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</i></p> <p><i>The Natural World</i></p>	<p>and describe weather associated with the seasons and how day length varies. Summer</p> <p><i>The Natural World</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p>
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	<i>seasons on the natural world around them.</i>		<p><i>Explore the natural world around them.</i></p> <p><i>Understand the effect of changing seasons on the natural world around them.</i></p> <p><i>The Natural World</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p>	<p><i>see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.</i></p> <p><i>The Natural World</i></p> <p><i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</i></p>	<p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p>	
<p>History <i>EYFS</i></p>		<p>Guy Fawkes</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Remembrance</p> <p>Significant historical events.</p>	<p>The Great Fire of London</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p><i>The Natural World</i></p> <p><i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their</i></p>			<p>Seaside holidays in the past</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><i>Understanding the World</i></p> <p><i>Comment on images of familiar situations in the past.</i></p>

		<p><i>Understanding the World</i></p> <p><i>Comment on images of familiar situations in the past.</i></p> <p><i>Compare and contrast characters from stories, including figures from the past.</i></p> <p><i>Past and present</i></p> <p><i>Talk about the lives of the people around them and their roles in society.</i></p> <p>Core concept</p> <p>Significance and diversity</p> <p>Cause and consequence</p>	<p><i>experiences and what has been read in class.</i></p> <p><i>Past and Present</i></p> <p><i>Understand the past through events and characters encountered in books read in class.</i></p> <p>Core concept</p> <p>Cause and consequence</p> <p>Chronological understanding</p>			<p><i>The Natural World</i></p> <p><i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</i></p> <p>Core concept</p> <p>Change, continuity and development</p> <p>Interpretation</p>
<p>Geography <i>EYFS</i></p>	<p><u>Human and physical knowledge</u></p> <p>Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic</p>			<p><u>Locational Knowledge</u></p> <p>Name and locate the world's seven continents and five oceans.</p> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and</p>	<p><u>Locational Knowledge</u></p> <p>Name and locate the world's seven continents and five oceans.</p> <p><u>Geographical skills and fieldwork</u></p> <p>Use simple compass directions (North,</p>	

	<p>geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Geographical skills and fieldwork</u></p> <p>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.</p> <p><i>Understanding the world</i></p> <p><i>Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</i></p> <p>Core concept</p> <p>Human and physical geography</p>			<p>differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. Arctic and Antarctica</p> <p><u>Human and physical knowledge</u></p> <p>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.</p> <p><i>People, Culture and communities</i></p> <p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> <p><i>Explain some similarities and differences between life in this country and life in other countries,</i></p>	<p>South, East, 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.</p> <p><i>The Natural World</i></p> <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <p><i>People, Culture and communities</i></p> <p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> <p>Core concept</p> <p>Place</p> <p>Interconnections</p>	
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				<p><i>drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</i></p> <p>Core concept</p> <p>Place</p> <p>Physical geography</p>	
<p>Art & Design <i>EYFS</i></p>		<p>Nature sculptures To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of creating observational drawings of natural materials. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work in the context of learning about the artist Andy Goldsworthy.</p>		<p>Colour Chaos Mix a range of secondary and tertiary colours. Mix shades. Mix tints. Decide if colours are warm or cool.</p> <p>Children will learn about the artist Ted Harrison and create their own arctic landscapes using paint and torn paper.</p> <p>Creating with Materials <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, form and function.</i></p>	<p>Fabricate Create their own loom from paper. Weave materials into a loom, alternating between over and under. Consider their choices of colours and materials when making and decorating a product. Suggest why artists and crafts makers might have decorated their artworks or products. Design several options for a product before selecting the best and explaining their choice. Use wax to transfer a design to fabric. Use a paintbrush to apply dye to their wax-</p>

		<p>Creating with Materials</p> <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Share their creations, explaining the process they have used.</i></p>		<p><i>Share their creations, explaining the process they have used.</i></p>		<p>resist coaster to change the colour of the fabric.</p> <p>Creating with Materials</p> <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Share their creations, explaining the process they have used.</i></p>
<p>DT EYFS</p>	<p>Constructing windmills Designing, decorating and building a windmill for their hen client to live in, developing an understanding of different types of windmill, how they work and their key features.</p> <p>Creating with Materials</p> <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with design, texture, form and function.</i></p>	<p>Diwali recipes Diva lamps</p>	<p>Junk modeling</p> <p>Pupils plan and select tools and materials to make a vehicle.</p> <p>Pupils follow their plan to build their junk model. Children evaluate their model.</p> <p>Creating with Materials</p> <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,</i></p>		<p>Food Fruit and vegetables Handling and exploring fruits and vegetables and learning how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make a design packaging for.</p> <p>PSED</p> <p><i>Know and talk about the different factors that support their overall health and</i></p>	

	<i>Share their creations, explaining the process they have used.</i>		<i>texture, form and function.</i> <i>Share their creations, explaining the process they have used.</i>		<i>wellbeing: healthy eating.</i> Creating with Materials <i>Safely use and explore a variety of materials, tools and techniques.</i> <i>Share their creations, explaining the process they have used.</i>	
Music	Hey You! 1	Christmas songs	My Stories (F)	In the Groove 1	Our world R	Your Imagination R
Computing (NCLC)	Let's Celebrate (EYFS)	Art Attack (EYFS)	Fantastic Tales (EYFS)	Pictures Tell a Thousand Words (Y1)	Our Local Area (Y1)	Ready, Steady, Go! (Y1)
RE	Why is God important to Christians? F	Why is Christmas special to Christians? (F)	Being Special - where do we belong? (traditions e.g. marriage, baptism) (F)	Why is Easter important to Christians? (F)	Who do Christians believe made the world?1	Which places are special and why? (Christians and Muslims) 1
PE (Complete PE)	Hands 2 (EYFS Ball Skills) + Ourselves (EYFS Dance)	Moving (EYFS Gymnastics) + Walking 1 (EYFS)	Jumping 1 (EYFS) + Hands 2 (Year 1 Ball Skills)	Rackets, Bats & Balls (Y1) + Wide, Narrow, Curled (Y1 Gymnastics)	Swimming + Running 1 (Y1)	Swimming + Team Building (Y1)
PSHE	Aiming High (LITWW)	Safety First (Health and Wellbeing)	Digital Wellbeing (Relationships)	Team (Relationships)	Think Positive (Health and Wellbeing)	Diverse Britain (LITWW)
Additional resources, book links, possible trips etc.	Visit from Grandparents.		Visit from Fire engine	Seal sanctuary	Lost gardens of Heligan	Beach trip