

Historical, Geographical and Social understanding

- To create simple representations of events, people and objects *
- Talk about past and present events in their own lives and the lives of family members
- Talk about similarities and differences between themselves and others, and among families, communities and traditions
- Talk about the features of their own environment and how other environments may vary.
- To show care and concern for living things and the environment *
- Make observations of animals and plants.

Scientific and Technological understanding

- Safely use a variety of materials, tools and techniques
- Construct with a purpose in mind (using a variety of resources)*
- Use what they have learnt about media and materials in original ways, thinking about users and purposes
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories
- Talk about similarities and differences in relation to places, objects, materials and living things.
- Explain why some things occur, how things work * and talk about changes.

Understanding the Arts

- To choose particular colours for a purpose
- Sing songs and experiment with ways of changing them
- Make music and experiment with ways of changing it
- Experiment with colour, design, texture, form and function (e.g. playdough, collage, painting and colour-mixing, clay, charcoal, pastels, fabrics, junk-modelling, printing, joining materials)
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories
- Begin to use a range of materials to create shapes - apply techniques to observational drawing
- Begin to draw people using knowledge of shapes
- Begin to understand scale - big and small
- Create collages using a range of materials

PE

- Jumps off an object and lands appropriately *
- Negotiates space successfully, adjusting speed and direction and avoiding obstacles *
- Travels over, under, through balancing and climbing equipment *
- Show good control in large movements (jumping, running, skipping, leaping, climbing, objects- bouncing, kicking, pushing, patting)
- Show good control in small movements (body patterns, actions to songs)
- Move confidently in a range of ways, safely negotiating space (running, skipping, jumping, tip-toeing) *Gymnastics*
- Begin to use anticlockwise movements and retrace vertical lines *
- To know how to stay safe when tackling new challenges *
- Know and talk about ways to stay healthy and safe
- *Cricket / striking / fielding*

Computing

- Knows how to operate simple equipment.
- Knows that information can be retrieved from computers.
- Completes a simple program on a computer
- Uses ICT hardware to interact with age-appropriate computer software
- Children begin to understand the need to stay safe when using technology.

PHSE

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| New beginnings |
| Going for goals |
| Relationships |
| Good to be me |
| Getting on and falling out |
| Changes |
| Saying no to bullying |