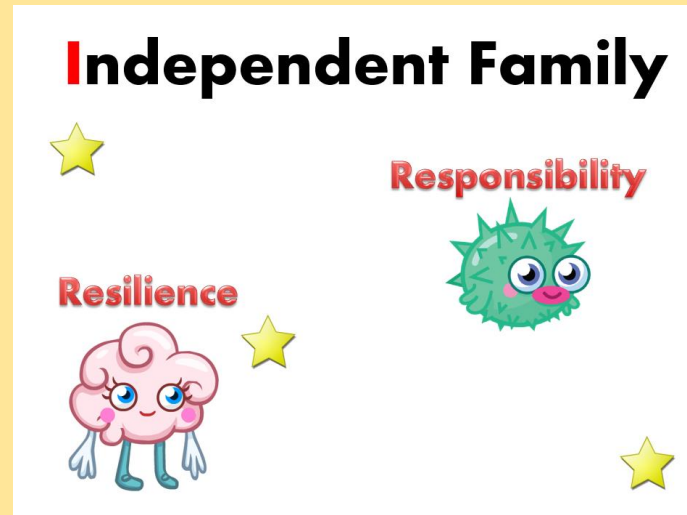


# Spring 2

**EYFS Topic: All Aboard!**  
**KS1 Topic: Time Travellers!**

Shine Value:



SPRING 2 Overview	EYFS	YEAR 1	YEAR 2
	All Aboard!	Time Travellers	
Wow event	In school event: Pirate Day	In school event; Castle Day <b>FOREST SCHOOL:</b> Medieval jewelry	In school event: Castle Day <b>FOREST SCHOOL:</b> make bows & arrows/target practice
History	Pirates of the past	Life inside a castle Compare daily life now with Medieval times	Who lives in a castle Kings, queens, knights, peasants
Science	name and identify sea creatures Floating and sinking	Everyday materials Scientist focus: Charle Mackintosh Waterproof	Uses of everyday materials: Scientist focus: Dr Robert Hook Elasticity
Computing	Digital Literacy	Digital Literacy	Digital Literacy
Geography	Explore maps, globes and images from different parts of the world. Land and oceans Create maps		
DT	Design and make boats that float telescopes		
Art	Mixed media sea creatures		
RE	Who is special to me? Jesus, Muhammed (pbuh), Guru Nanak	Who do Christians say Jesus was? Easter Story	What happens when we die?
PSHE	Other people's perspectives	Keeping Safe: some parts are not for sharing	Keeping Safe: some secrets should never be kept
Dance	Pirate dances		
Gym		Rolling	Rolling
Games	<b>PREMIER SPORTS</b> Multiskills: ball skills	<b>PREMIER SPORTS</b> Net and wall	<b>PREMIER SPORTS</b> Net and wall
Music - KAPOW	Transport Exploring sounds		

# UW/CL/History

## The Big Question

**EYFS:**  
What was it like to be a pirate?

**YEAR 1:**  
What was life like inside a castle?

**YEAR 2:**  
Who lived in a castle and why?

## Vocabulary Progression

**EYFS:**  
Communication and Language  
Learn new vocabulary  
Use new vocabulary through the day  
Articulate their ideas and thoughts in well-formed sentences.  
Pirate, skull and crossbones, barrel, captain, crew

**YEAR 1:**  
NC: historical language  
castle, tower, now, past, compare

**YEAR 2:**  
NC: historical language  
castle, knight, peasant, attack, defend

## Knowledge Progression

**EYFS:**  
Understanding The World  
Compare and contrast characters from stories, including figures from the past.

Know that pirates existed in the past. Identify similarities and differences in the forms of transport they used, the food they ate and the tools that they used when comparing with now.

Compare how we found the way in the past (compass) with how we find our way today (Sat Nav, phone Apps).

**YEAR 1:**  
**NC: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life**  
**NC: Events beyond living memory that are significant nationally or globally.**

Compare daily life now with Medieval times (routines, games, clothes, communication)

**YEAR 2:**  
**NC: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life**

Understand that the past is represented in a variety of ways

Identify the features of a castle and know the purpose of each feature

**NC: Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.**

Know what life was like as a knight, queen and peasant in Medieval times.

Know Mary Queen of Scots was originally buried in Peterborough Cathedral

## Skills Progression

**EYFS:**  
Understanding The World  
Compare and contrast characters from stories, including figures from the past.

Identify things from the past.  
Understand and use vocabulary such as: why, because, find out, .  
Answer how and why questions about experiences and in response to stories or events.

**YEAR 1:**  
**NC: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life**  
**Events beyond living memory that are significant nationally or globally.**

Order events and objects into a sequence.  
Identify things from the past and present  
Ask and answer questions about the past.  
Use different sources eg books, computers and artefacts.

**YEAR 2:**  
**NC: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life**  
**Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.**

Investigate clues that are left behind from the past  
Order events and objects into a sequence  
Ask and answer questions about the past.  
Talk about historical people in their own locality  
Research using a range of sources

# UW/Geography

## Vocabulary Progression

EYFS:

**Communication and Language**

***Learn new vocabulary***

***Use new vocabulary through the day***

***Connect one idea or action to another using a range of connectives***

Map, globe, country, compass, island, land, ocean

## Knowledge Progression

EYFS:

**Understanding the World**

**The Natural World**

***Draw information from a simple map.***

Follow a map of the outdoor area and clues to find treasure

Look at a globe and a map of the world. Identify land and water.  
Identify an island

Investigate a compass. Explore how do we find our way these days?

**Understanding the World**

**The Natural World**

***Recognise some similarities and differences between life in this country and life in other countries.***

***Recognise some environments that are different to the one in which they live.***

Explore books, pictures and objects from different countries.

Look at photographs and objects from the home cultures of the children

**Geography is a focus in EYFS in Spring 2  
Geography is taught in Summer 1 in KS1**

## Skills Progression

EYFS:

**Understanding the World**

**The Natural World**

***Draw information from a simple map.***

***Recognise some similarities and differences between life in this country and life in other countries.***

***Recognise some environments that are different to the one in which they live.***

Ask and answer questions: why is a map flat and a globe a sphere?

Compare land and oceans including the size

Look at the size of the oceans compared to land.

Label a world map with children's names of places they have been/ their relatives live

# UW/CL/Science

## The Big Question

**EYFS:**  
Investigation: which materials float and which materials sink?

**YEAR 1:**  
Investigation: What is the best material for a home?

**YEAR 2:**  
Investigation: What is the best material for a cannonball?

## Vocabulary Progression

**EYFS:**  
Communication and Language  
Learn new vocabulary  
Use new vocabulary through the day  
Articulate their ideas and thoughts in well-formed sentences.  
Ask questions to find out more and to check they understand what has been said to them.  
Float, sink, investigate, shape, feel, predict

**YEAR 1:**  
NC: Scientific Language  
natural, soft, hard, smooth, rough, bendy, waterproof

**YEAR 2:**  
NC: Scientific Language  
stretchy, bendy, absorbent, elastic

## Knowledge Progression

**EYFS:**  
Understanding the World  
The Natural World  
Understand the effect of changing seasons on the natural world around them.

Understanding the World  
The Natural World  
Explore the natural world around them.

Explore under the sea and the sea creatures that live there

Identify which objects float and which objects sink in water

Know what the terms float and sink mean

Observe daily and seasonal weather patterns  
Notice Winter changes into Spring, blossom and buds on trees, daffodils and other early flowers.

**YEAR 1:**  
NC: Everyday Materials  
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  
Distinguish between an object and the material from which it is made.

Identify a variety of everyday materials used now, and in the past

Know the best material for a roof

NC: Everyday Materials  
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.

Describe the physical properties of everyday materials

Sort materials by their physical properties

Know that a material that is waterproof keeps water out.

Know which materials are waterproof

**YEAR 2:**  
NC: Uses of everyday materials  
Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Know the suitability of properties for different objects

Understand which materials can be changed through squashing, squeezing, twisting, etc.

Know the best material for a cannonball

NC: Uses of everyday materials  
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Identify which materials can be changed by squeezing, squashing, twisting, etc.

Know which materials stretch the furthest

Suggest the best material to be used for a sling shot

Suggest the best material to be used as a cannon ball.

**Scientist focus: Charles Macintosh** Know that Macintosh was a chemist that invented waterproof material

**Scientist focus: Dr Robert Hook** Know that Dr Hook discovered the law of elasticity

## Skills Progression

**EYFS:**  
Make observations of what is noticed  
Ask and answer questions  
Make predictions

**YEAR 1:**  
NC: Working Scientifically  
Ask simple questions  
Recognise that they can be answered in different ways  
Identify and classify

**YEAR 2:**  
NC: Working Scientifically  
Observe closely, using simple equipment  
Perform simple tests  
Identify and classify  
Gather and record data to help in answer questions.  
Use observations and ideas to suggest answers to questions

# EAD/DT/Art

## Vocabulary Progression

EYFS:

**Communication and Language**

*Learn new vocabulary*

*Use new vocabulary through the day*

*Connect one idea or action to another using a range of connectives*

Cut, stick, tape, pull, push, on, below, next to, above, layer

## Knowledge Progression

EYFS:

**Expressive Arts and Design**

*Explore, use and refine a variety of artistic effects to express their ideas and feelings.*

Use junk modelling to create telescopes, flags, boats,

Use paint/collage to create Mother's Day cards/underwater creatures/pirate and parrots

**Due to a short half term DT will be taught in Summer 1,  
Art will be taught in Summer 2 in KS1**

## Skills Progression

EYFS:

**Expressive Arts and Design**

*Return to and build on their previous learning, refining ideas and developing their ability to represent them.*

*Create collaboratively, sharing ideas, resources and skills.*

Use a range of tools, equipment and media to create artwork

# EAD/CL/Music

## Vocabulary Progression

**EYFS:**

**Communication and Language**

Use musical vocabulary when describing sounds

Car, boat, train, sound, fast, slow, slower, stopping, faster

## Knowledge Progression

**EYFS:**

**Expressive Arts and Design**

*Listen attentively, move to and talk about music, expressing their feelings and responses*

**KAPOW: Transport**

Differentiate between the sounds of different types of vehicles

Know the difference between fast and slow

Interpret symbols to reflect a car journey

Transport journey

**Due to a short half term music will be accessed through singing shine times and class songs in KS1**

## Skills Progression

**EYFS:**

**Expressive Arts and Design**

*Explore and engage in music making and dance, performing solo or in groups*

**KAPOW: Transport**

Sing the song with a sense of pulse – Pirate songs

Create appropriate sounds to represent different vehicles

Create appropriate movements to represent different vehicles

Movements reflect the music

Movements reflect the tempo of a piece of music

Demonstrate simple rhythms on an instrument

# UW/CL/RE

## The Big Question

<p><b>EYFS:</b> <b>Who is special to me?</b></p>	<p><b>YEAR 1:</b> <b>Who do Christians say Jesus was?</b> (inc. Easter Story)</p>	<p><b>YEAR 2:</b> <b>Ultimate Questions: What happens when we die?</b> Focus on Christianity and Islam</p>
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## Vocabulary Progression

<p><b>EYFS:</b> <u>Communication and Language</u> <i>Learn new vocabulary</i> <i>Use new vocabulary through the day</i> <i>Articulate their ideas and thoughts in well-formed sentences.</i> <i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p>Special, Jesus, Muhammed, Guru Nanak</p>	<p><b>YEAR 1:</b> <b>AT1: Become familiar with key words and vocabulary.</b></p> <p>bible, teacher, leader, Easter, Christian, special, Jesus</p>	<p><b>YEAR 2:</b> <b>AT1 Begin to use key words and vocabulary</b></p> <p>loss, ceremony, grief, funeral</p>
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## Knowledge Progression

<p><b>EYFS:</b> <u>Understanding the World</u> <u>People, Culture and Communities</u> <b>Recognise that people have different beliefs and celebrate special times in different ways.</b></p> <p>Know why Jesus, Muhammed (pbuh) and Guru Nanak are special to people of faith</p>	<p><b>YEAR 1:</b> <b>AT1: Respond and order some of the religious and moral stories from the Bible.</b> <b>Begin to name the different beliefs and practices of Christianity.</b></p> <p>Understand who is special to them and others. Know that Christians learn about Jesus in the Bible. Know that a Christian is a follower of Christ. Know that Christians view Jesus was a teacher and a leader. Know the qualities of a teacher and a leader.</p>	<p><b>YEAR 2:</b> <b>AT1 Begin to understand what it looks like to be a person of faith.</b> <b>Name the different beliefs and practices of Christianity and Islam.</b></p> <p>Understand that different religions and cultures have different beliefs about what happens when we die. Know that for Christians, funerals give an opportunity to gain encouragement and strength as they celebrate their belief in life after death. Know that for Muslims, funerals give relatives and friends time to show their grief (sadness) as they believe it helps them to get over their loss. Name what might happen at a Christian funeral service Name what might happen at a Muslim funeral service</p>
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## Skills Progression

<p><b>EYFS:</b> <u>Understanding the World</u> <u>People, Culture and Communities</u> <b>Recognise that people have different beliefs and celebrate special times in different ways.</b></p> <p>Answer how and why questions about experiences and in response to stories or events.</p>	<p><b>YEAR 1:</b> <b>AT2: Begin to talk about and find meanings behind different beliefs and practices.</b> <b>Ask or respond to questions about what individuals and faith communities do.</b> <b>Begin to suggest meaning of some religious and moral stories.</b></p> <p>Reflect on the importance of Easter for Christians.</p>	<p><b>AT2: Ask and respond to questions about what individuals and faith communities do.</b> <b>Talk about and find meanings behind different beliefs and practices.</b> <b>Express own ideas, opinions and talk about their work creatively using a range of different medium.</b> <b>Express their own ideas creatively.</b></p> <p>Compare the similarities and differences in Christian and Islamic burial ceremonies</p>
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# PD/PE

## Vocabulary Progression

<p><b>EYFS:</b> <b><u>Communication and Language</u></b></p> <p>Throw, catch, aim, target</p>	<p><b>YEAR 1:</b></p> <p><b><u>Net and wall:</u></b> pass, racket</p> <p><b><u>Gym:</u></b> strong body, roll, rock, change</p>	<p><b>YEAR 2:</b></p> <p><b><u>Net and wall:</u></b> court, serv e, forehand, backhand</p> <p><b><u>Gym:</u></b> core, transition, tension</p>
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## Knowledge Progression

<p><b>EYFS:</b> <b><i>Multi skills: ball skills</i></b> <b><i>Further develop and refine a range of ball skills including: throwing, catching, aiming.</i></b></p> <p>Know how to roll, throw catch a ball Know what it means to pass, kick and dribble a ball</p>	<p><b>YEAR 1:</b> <b><u>Games – Net and Wall (Premier Sports coach)</u></b> <b><i>NC: Master basic movements including running, jumping as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></b> Recap how to hold and balance a ball using a tennis racket</p>	<p><b><u>Gymnastics - rolling</u></b> <b><i>NC: Develop balance, agility and co-ordination</i></b></p> <p>Explain how to create an egg and pencil roll</p>	<p><b>YEAR 2:</b> <b><u>Games – Net and Wall (Premier Sports coach)</u></b> <b><i>NC: Master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></b></p> <p>Introduce a serv e and the principles needed to perform a serv e</p>	<p><b><u>Gymnastics - rolling</u></b> <b><i>NC: Develop balance, agility and co-ordination</i></b></p> <p>Understand how body tension can improve a roll</p>
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## Skills Progression

<p><b>EYFS:</b> <b><i>Multi skills: ball skills</i></b> <b><i>Further develop and refine a range of ball skills including: throwing, catching, aiming.</i></b></p> <p>Can catch a ball. Can throw a ball. Can aim at a target.</p>	<p><b>YEAR 1:</b> <b><i>NC: Master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></b> Pass an object between one another and over a net Hit the ball on the mov e- the ball is moving Hit the ball into a targeted area using rackets Hit the ball between each other using rackets.</p>	<p><b><i>NC: Develop balance, agility and co-ordination</i></b></p> <p>Create an egg roll Create a pencil roll Sequence rolls Create a sequence of a roll and a balance Create and perform a sequence of a roll, a balance and a jump</p>	<p><b><i>NC: Master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></b></p> <p>Use co-ordination to balance a ball on the racket Perform a forehand strike Perform a backhand strike Strike a ball over a net</p>	<p><b><i>NC: Develop balance, agility and co-ordination</i></b></p> <p>Consider body tension when performing rolls Sequence rolls Create a sequence of a roll and a balance Create and perform a sequence of a roll, a balance and a jump Use apparatus to sequence a roll, balance and jump</p>
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# PSED/PSHE

## Vocabulary Progression

**EYFS:**  
**Communication and Language**

teamwork, cooperation, respect, belongings, property

**YEAR 1:**  
**NC: emotional vocabulary**

**Keeping safe: being safe**

safe, unsafe, friendship, body, pants

**YEAR 2:**  
**NC: emotional vocabulary**

**Keeping safe: being safe**

safe, secret, trust, body, feelings

## Knowledge Progression

**EYFS:**  
Link to Literacy (The Pirates are Coming!)

Class Communities:  
Work as a team to follow clues to find the treasure on the map.  
Revisit the Shine Value: cooperation

Know what it means to have respect.

Say how we can show respect to others  
Say how we can show respect for property

**YEAR 1:**  
**NC: *Being safe: some parts are not for sharing***

What sorts of boundaries are appropriate in friendships with peers and others?  
'What are friends for?'

That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (pants rule)  
'Some parts are not for sharing'

Know how to stay safe in the sun

**YEAR 2:**  
**NC: *Being safe: some secrets should never be kept***

How to recognise and report feelings of being unsafe or feeling bad about any adult. how to ask for advice or help for themselves or others, and to keep trying until they are heard.

'Some secrets should never be kept'  
<https://www.youtube.com/watch?v=4YjJ1MreZqs>

How to report concerns or abuse, and the vocabulary and confidence needed to do so. This will include a cross curricular link to Science for scientific names of body parts.

## Skills Progression

**EYFS:**  
***Think about the perspectives of others.***  
***Identify and moderate their own feelings socially and emotionally.***  
***Show resilience and perseverance in the face of challenge.***  
***Build constructive and respectful relationships.***

**YEAR 1:**  
**NC: *Caring Friendships, what makes a good friend?***

Recognise feelings and emotions  
Use emotional vocabulary to explain how they feel  
Listen to, reflect on and respect other people's views and feelings  
Share opinions on things that matter to them

**NC: *Caring Friendships, what makes a good friend?***

Recognise feelings and emotions  
Use emotional vocabulary to explain how they feel  
Listen to, reflect on and respect other people's views and feelings  
Share opinions on things that matter to them

# Assessment & Evidence

Y1: I can identify objects and events from the past

Y1: I can compare the past with now

Y1: I can say how people lived in Medieval times

**Y2: I can identify the features of a castle and know their purpose**

**Y2: I can say what life was like for peasants, knights, Lords, Kings and Queens in Medieval Times**

**Y2: I know why the past is significant for today**

Y1: I can identify everyday materials

Y1: I can describe the properties of every-day materials

**Y1/Y2: I can group and compare materials based on their properties**

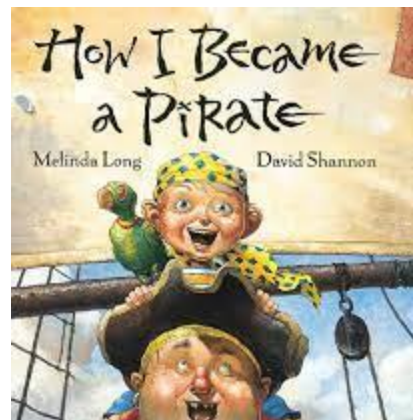
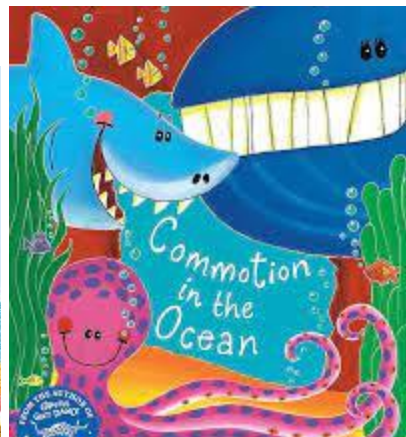
**Y2: I know the suitability of every-day materials**

**Y2: I know how solid shapes can change from bending, squashing and stretching**

Y1/**Y2**: I can use technology purposefully to create, save, organise, and retrieve digital content

- ❖ Double page spread
- ❖ Pic Collage presentation

# Key Texts

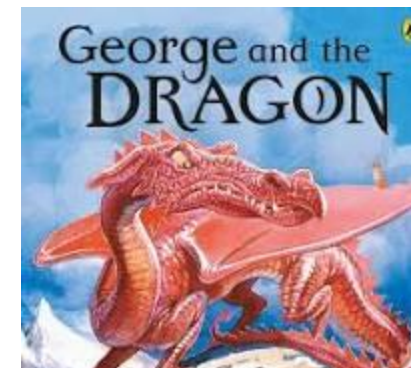
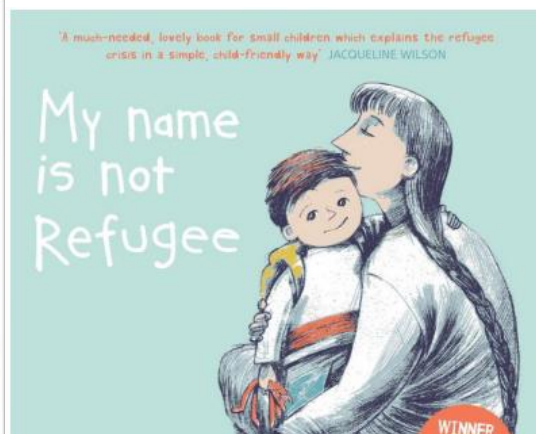
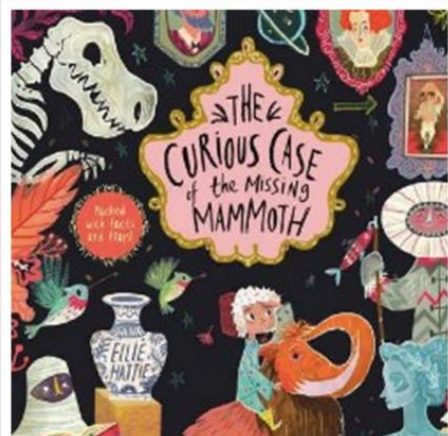


Literacy

EYFS

PSED

UW



English

KS1

RE

History