

Spring 1

EYFS Topic: Let's Explore

KS1 Topic: Carnival of the Animals

Shine Value:



SPRING 1 Overview	EYFS	YEAR 1	YEAR 2
	Let's Explore!	Carnival of the Animals	
WOW Event	Learning Bus	Learning Bus	
Science	<p>LEARNING BUS: Garden insects/lifecycle of a butterfly (Augmented reality cards)</p> <p>Water pollution Name plants/garden insects/pond animals Healthy food</p>	<p>FOREST SCHOOL: bird feeders, bird spotting LEARNING BUS: Mammal Safari (VR headsets) Animals including humans Mammals, fish & birds Carnivores, herbivores & omnivores</p>	<p>FOREST SCHOOL: bug hotels, bird watch, park game LEARNING BUS: Animals in their habitats (VR headsets) Animals including humans 5 animal groups & habitats Animals & plants Food chains</p>
Computing - KAPOW	Programming: Programming BeeBots	Programming: Algorithms unplugged	Programming: Algorithms and debugging
Geography	London/school environment	Features of physical environment Climate & weather FOCUS - UK	Features of physical environment Climate & weather FOCUS – COMPARISON UK & COUNTRY STUDIED
Art	Clay fish Draw animals/insects/plants outside	Artist focus: Benin Art	Artist focus: Clarice Cliffe
History			
DT	Junk modelling – London buildings		
RE	Creation story: Christian	Creations stories: Christian & Muslim	Creation stories: Hinduism & Sikhism
PSHE	Resilience, apologising & forgiveness Manage own needs – cleaning teeth/bedtime routines Garden safety/water	Healthy friendships: what makes a good friend? Importance of friendships	Healthy Friendships: what makes a good friend? Conflict resolution
Dance			
Gym	PREMIER SPORTS Balancing	PREMIER SPORTS Jumping	PREMIER SPORTS Jumping
Games		Multi skills	Multi skills
Music - KAPOW	<i>Music & Movement</i>	Animals Dynamic & tempo	DIS Planning Investigating tempo, timbre, dynamics, duration & pitch

UW/CL/Science

The Big Question

EYFS:
Where is the Naughty Bus now?

YEAR 1:
What is a mammal?

YEAR 2:
Why don't animals wear clothes?

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.

Garden, pond, insect, fish, caterpillar, butterfly, plants, grass, float, sink

YEAR 1:
NC: scientific language

mammal, fur, warm blooded, bird, fish, habitat, survive

YEAR 2:
NC: scientific language

reptile, amphibian, scales, fur, feathers, climate

Knowledge Progression

EYFS:
Understanding the World
The Natural World
Describe what they see, hear and feel whilst outside.
Explore the natural world around them.
Begin to understand the need to respect and care for the natural environment and all living things.

Take Naughty Bus outside into school grounds/Learning Bus. Begin to explore and name plants and mini beasts that he sees on his adventures (local environment)

Know what a caterpillar needs to survive and how it changes.

Understand the terms floating and sinking

Know about the effects of pollution on the rivers and ponds and animals that live in them.

YEAR 1:
NC: Animals including humans
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

Know that animals are not all the same (focus on mammals, fish and birds).

Know that animals share some characteristics eg number of legs, arms, habitats, food.

Understand that humans are mammals

NC: Animals including humans
Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Name a variety of common animals that are carnivores, herbivores and omnivores.

Know that living things can be put into groups

YEAR 2:
NC: Living things and their 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

Know that animals live in different areas/climates.

Know that animals live in a habitats suited to their needs

Skills Progression

EYFS:
Understanding the World
The Natural World

Make observations and express their views of the environment.
Identify which objects float and which objects sink in water

YEAR 1:
NC: Working Scientifically

Ask simple questions and recognising that they can be answered in different ways Identify and classify
Gather and record data to help in answer questions.

YEAR 2:
NC: Working Scientifically

Ask simple questions and recognising that they can be answered in different ways Identify and classify
Gather and record data to help in answer questions.
Use their observations and ideas to suggest answers to questions

PSED/CL/Computing

Vocabulary Progression

EYFS:
Communication and Language
 Learn new vocabulary
 Use new vocabulary through the day

Forwards, backwards, turn, arrow

YEAR 1:
NC: Computing Language

Algorithm, bug, decompose, debug, device, directions

YEAR 2:
NC: Computing Language

Bug, clear, correct, data, debug, decompose, error, loop, predict

Knowledge Progression

EYFS:
Personal, Social and Emotional Development
 ELG: Managing self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

KAPOW
Programming 2: Programming BeeBots

Know that an algorithm is a set of instructions to carry out a task, in a specific order

YEAR 1:
NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
Create and debug simple programs

KAPOW
Programming 1: Algorithms unplugged

Understand that an algorithm is when instructions are put in an exact order.
 Understand that decomposition means breaking a problem into manageable chunks and that it is important in computing.
 Understand that decomposition means breaking a problem into manageable chunks and that it is important in computing.
 Know that we call errors in an algorithm 'bugs' and fixing these 'debugging'.

YEAR 2:
NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
Create and debug simple programs
Use logical reasoning to predict the behaviour of simple programs'

KAPOW
Programming 1: Algorithms and debugging

Understand what machine learning is and how it enables computers to make predictions.
 Know that loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times
 Know that abstraction is the removing of unnecessary detail to help solve a problem

Skills Progression

EYFS:
Personal, Social and Emotional Development
 ELG: Managing self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Follow a simple set of instructions
 Follow an algorithm as part of an unplugged game
 Experiment with programming a Bee-Bot/Blue-Bot and to learn how to give simple commands
 Debug instructions, with the help of an adult, when things go wrong

YEAR 1:
NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
Create and debug simple programs

Recognise that some devices are input devices and others are output devices.
 Learn that decomposition means breaking a problem down into smaller parts.
 Use decomposition to solve unplugged challenges.
 Develop the skills associated with sequencing in unplugged activities.
 Follow a basic set of instructions.
 Assemble instructions into a simple algorithm.
 Learn to debug instructions when things go wrong.
 Learn to debug an algorithm in an unplugged scenario

YEAR 2:
NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
Create and debug simple programs
Use logical reasoning to predict the behaviour of simple programs'

Articulate what decomposition is.
 Decompose a game to predict the algorithms used to create it.
 Create a clear and precise algorithm.
 Learn that programs execute by following precise instructions.
 Incorporate loops within algorithms.
 Use logical thinking to explore software, predicting, testing and explaining what it does.
 Use an algorithm to write a basic computer program.
 Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts.

UW/CL/Geography

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.

London, buildings, tall, journey, map

YEAR 1:
NC: Human and physical geography
 Use basic geographical vocabulary to refer to key physical features, including: season and weather.

Season, hill, river, sea, soil, forest

YEAR 2:
NC: Human and physical geography
 Use basic geographical vocabulary to refer to key physical features, including: season and weather.

climate, North Pole, South Pole, equator, vegetation, mountain, ocean

Knowledge Progression

EYFS:
Understanding the World
The Natural World
 Draw information from a simple map.

Know the name of the road the school is located on.
 Use Google Maps to look at aerial views of the school setting/London,

YEAR 1:
NC: Human and physical geography
 Identify seasonal and daily weather patterns in the United Kingdom

Know the features of each season in the UK

Know that animals live in different habitats in order to survive

YEAR 2:
NC: Human and physical geography
 Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Know that animals live in different areas/climates.

Know that animals live in a habitats/climates suited to their needs

Know what the equator is, and the affect is has on climate/weather

Skills Progression

EYFS:
Understanding the World
The Natural World

Comment on what is noticed, recognising buildings, open space, roads and other simple features on a map/aerial views

Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with (Naughty Bus)

YEAR 1:
NC: Geographical skills and fieldwork
 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.

Collect and analyse data

YEAR 2:
NC: Geographical skills and fieldwork
 Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
 Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
 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.

Interpret a range of sources of geographical information, including maps, diagrams, globes

Communicate geographical information in a variety of ways, including through technology and writing

EAD/Art

Vocabulary Progression

EYFS:
Communication and Language
 Learn new vocabulary
 Use new vocabulary through the day

Clay, stick, cut, push, print, mix, pattern

YEAR 1:
NC: Art Language

clay, push, squeeze, twist, evaluate

YEAR 2:
NC: D&T Language

clay, sculpture, shape, nature, evaluate

Knowledge Progression

EYFS:
Expressive Arts and Design
 Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Understand how to manipulate clay to create patterned clay fish

Use Aqua scopes to look into the water. Draw/paint observations

YEAR 1:
NC: 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.

The Art of Benin

Know that the people of Benin made different types of art

Know that Benin art used clay, wood, metal and leather

Benin art was of people, animals and Gods

Understand that Benin art represented life in Benin

YEAR 2:
NC: 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.

Clarice Cliffe
Clay pots using natural materials

Know that Clarice Cliffe was a ceramic artist.

Know that Clarice Cliffe was inspired by shapes and nature

Understand that her artwork inspires designers today

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 junk modelling to create ponds

Mix colours to create pictures of the garden/plants and insects

YEAR 1:
NC: Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Produce creative work, exploring their ideas and recording their experiences

Explore and develop painting and sculpture techniques

Evaluate and analyse creative works using the language of art, craft and design

YEAR 2:
NC: Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Produce creative work, exploring their ideas and recording their experience

Become proficient in painting and sculpture technique

Evaluate and analyse creative works using the language of art, craft and design

EAD/CL/Music

Vocabulary Progression

<p>EYFS: <u>Communication and Language</u> Use musical vocabulary when describing sounds</p> <p>Clap, snap, tap, stomp, beat, rub, pat, tempo, instrument</p>	<p>YEAR 1: <u>NC: Music Language</u></p> <p>fast, slow, quiet, dynamics, tempo, musical composition</p>	<p>YEAR 2: <u>NC: Music Language</u></p> <p>piano, forte, tempo, pitch, staccato, legato, presto, adagio, dynamics</p>
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Knowledge Progression

<p>EYFS: <u>Communication and Language</u> <i>Understand how to listen carefully and why listening is important</i></p> <p><u>Expressive Arts and Design</u> <i>Listen attentively, move to and talk about music, expressing their feelings and responses</i></p> <p>KAPOW Music & Movement</p> <p>Know the beat is like a heart beat, a steady beat underlying the music Know tempo means fast or slow Know music can make you feel different emotions Know that body movement can respond to the beat or tempo in a piece of music</p>	<p>YEAR 1: NC: Use their voices expressively and creatively by singing songs Combine sounds using the inter-related dimensions of music – Duration.</p> <p>KAPOW Classic Music: dynamics and tempo : Animals</p> <p>Understand that sounds can be adapted to change their mood, e.g. through dynamics or tempo. Know that sounds can help tell a story Know that tempo is the speed of the music. Know that dynamics means how loud or soft a sound is.</p>	<p>YEAR 2: NC: Use their voices expressively and creatively by singing songs. Play tuned (ocarinas) and untuned instruments musically.</p> <p>Investigating Timbre, Tempo, Duration, Pitch & Dynamics</p> <p>To be aware that music can be used to create and reflect moods and feelings To understand what is meant by pitch (high and low) and tempo (fast and slow) Understand the terms piano and forte (soft/loud) and use them correctly Understand the terms staccato, legato (short/smooth) Understand the terms presto, adagio (fast/slow)</p>
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Skills Progression

<p>EYFS: <u>Expressive Arts and Design</u> <i>Explore and engage in music making and dance, performing solo or in groups</i></p> <p>KAPOW Music & Movement</p> <p>Copy a beat Follow a steady beat Identify the tempo of the music Respond to the tempo, moving in time to the music Move in a way that represents how they see each animal Learn an animal song and perform it as a group.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>YEAR 1: NC: Use their voices expressively and creatively by singing songs Combine sounds using the inter-related dimensions of music – Duration.</p> <p>Recognise basic tempo, dynamic and pitch changes. Describe the character, mood, or 'story' of music they listen to Describe the differences between two pieces of music. Express a basic opinion about music (like/dislike). Listen to and repeating short, simple rhythmic patterns. Select and creating short sequences of sound with voices or instruments to represent a given idea or character. Combine instrumental and vocal sounds within a given structure. Choose dynamics, tempo and timbre for a piece of music.</p>	<p>YEAR 2: NC: Use their voices expressively and creatively by singing songs. Play tuned (ocarinas) and untuned instruments musically.</p> <p>NC: Experiment with, create and select sounds using inter-related dimensions of Music – Pulse and Rhythm Play tuned and untuned instruments musically</p> <p>Identify and respond to changes in pitch and tempo Play instruments with care and control to reflect changes in pitch and tempo Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music Evaluate a piece of music</p>
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UW/CL/RE

The Big Question

EYFS:

How did the world begin?

Look at the creation story from the Bible.

YEAR 1:

Why is the world special?

Explore Christian & Islam Creation stories

YEAR 2:

Why is the world special?

Explore creation stories inc. Hinduism and Sikhism

Vocabulary Progression

EYFS:

Communication and Language

Learn new vocabulary

Use new vocabulary through the day

day, night, light, dak, world

YEAR 1:

AT1: Begin to use key words and vocabulary

creation, special, world, day, God

YEAR 2:

AT1: Begin to use key words and vocabulary

creation, special, earth, heaven, universe, responsible

Knowledge Progression

EYFS:

Understanding the World

People, Culture and Communities

Recognise that people have different beliefs and celebrate special times in different ways

Know that Christians believe that God created the world.

Begin to know why God created the sun, moon, stars, animals, water, plant and humans

YEAR 1:

AT1: Retell some of the religious and moral stories from the Bible and at least one other religious text or special books.

Know where life began according to different religions

Understand why the creation is important to people of faith.

YEAR 2:

AT1: Retell some of the religious and moral stories from the Bible and at least one other religious text or special books.

Know where life began according to different religions

Use key words with meaning

Understand why the creation is important to people of faith

Understand how to be responsible for the world

Skills Progression

EYFS:

Understanding the World

People, Culture and Communities

Recognise that people have different beliefs and celebrate special times in different ways.

Ask and answer questions

YEAR 1:

AT2: Suggest meanings of some religious and moral stories.

Talk about and find meanings behind different beliefs and practices.

Express own ideas, opinions and talk about their work creatively using a range of different medium.

Ask and respond to questions about what individuals and faith communities do.

Compare creations (Christian/Islam)

AT2: Suggest meanings of some religious and moral stories.

Talk about and find meanings behind different beliefs and practices.

Express own ideas, opinions and talk about their work creatively using a range of different medium.

Ask and respond to questions about what individuals and faith communities do.

Compare creations (Hinduism/Sikhism)

PD/PE

Vocabulary Progression

<p>EYFS: <u>Communication and Language</u></p> <p><u>Gymnastics - jumping:</u> jump, land, bent knees, low, high</p>	<p>YEAR 1:</p> <p><u>Games - Multiskills:</u> dribble, kicking, hitting, grip</p> <p><u>Gymnastics - Jumping:</u> take off, power, landing, shapes, tuck</p>	<p>YEAR 2:</p> <p><u>Games - Multiskills:</u> co-ordination, strike, power</p> <p><u>Gymnastics - jumping:</u> leap, turn, twist, flight, straddle</p>
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Knowledge Progression

<p>EYFS: <u>Gymnastics – jumping</u> DM: Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Know how to jump off apparatus safely.</p> <p>Know the difference between different jumps (star, rocket)</p>	<p>YEAR 1: <u>NC: Games - Multiskills</u> 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</p> <p>Know the fundamentals of how to dribble a ball and the technique of keeping it on the ground.</p> <p>Know how to grip and hold a tennis racket</p>	<p>NC: NC: Gymnastics - jumping (Sports Coach) NC: Develop balance, agility and co-ordination</p> <p>Know how to take off and land safely.</p> <p>Know how to move the body to create different shapes on formation of shapes.</p> <p>Know the difference between different jumps (tuck, bunny hop)</p>	<p>YEAR 2: <u>NC: Games - Multiskills</u> 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</p> <p>Know how to hold and use a uni-hoc to dribble and strike</p>	<p>NC: NC: Gymnastics - jumping (Sports Coach) NC: Develop balance, agility and co-ordination</p> <p>Understand the importance of taking off and landing safely</p> <p>Know the difference between different jumps (tuck, rocket, star), leaps and turns</p> <p>Know that power is important for momentum when jumping</p>
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Skills Progression

<p>EYFS: <u>Gymnastics – jumping</u> DM: Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Jump: hopping landing on 1 foot and jumping landing on 2 feet. Discussing safety elements such as bent knees, use of arms to help etc.</p> <p>Create shapes in jumps (star and rocket)</p> <p>Create a sequence of balances that lead into a jump</p> <p>Jump off apparatus.</p> <p>Balance and then jump off the apparatus</p>	<p>YEAR 1: 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</p> <p>Dribble a ball</p> <p>Kick a ball at a target</p> <p>Balance a ball on the tennis racket</p> <p>Use a tennis racket to bounce a ball</p> <p>Use a tennis racket to hit a ball (on the floor)</p>	<p>NC: Develop balance, agility and co-ordination</p> <p>Jump (bunny hop, tuck)</p> <p>Create different shape formations using the body</p> <p>Creating and performing a sequence including balancing and jumping on the floor.</p> <p>Create and perform a sequence on the apparatus with balancing and jumping</p>	<p>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</p> <p>Dribble and strike a ball</p> <p>Use the uni-hocs to dribble the ball.</p> <p>Use the uni-hocs to strike a ball.</p> <p>Use the uni-hocs to strike and receive.</p> <p>Play small games involving use of uni-hocs.</p>	<p>NC: Develop balance, agility and co-ordination</p> <p>Take off and land focusing on making different shapes including rocket, star, tuck (previously taught)</p> <p>Straddle jump in flight</p> <p>Jump and turn halfway and whole way round.</p> <p>Leap - taking off on one foot and landing on one foot.</p> <p>Create and perform a sequence on the floor and apparatus</p>
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PSED/PSHE

Vocabulary Progression

EYFS:
Communication and Language

Lonely, scared, angry, cross, sorry

YEAR 1:
NC: emotional vocabulary

Mental Wellbeing: healthy friendships

friend, respect, trust, kindness, safe, healthy, happy

YEAR 2:
NC: emotional vocabulary

Mental Wellbeing: healthy friendships

friendship, forgiveness, uncomfortable, unhappy, conflict

Knowledge Progression

EYFS:
Link to Literacy (Naughty Bus):

Know that it is important to follow the rules

Begin to understand the importance of apologising/ forgiveness after an apology

Know how to help others if they are feeling lonely and scared

Know that a good bedtime routine is important for good sleep and being healthy

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

Know how important friendships are in making us feel happy and secure, and how people choose and make friends.

'What are friends for?'

Understand the characteristics of friendships, including mutual respect, truthfulness, kindness, trust, sharing interests and experiences.

'What friends do best'

Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

'Playing in the park'

Recognise when a friendship is making them feel unhappy or uncomfortable.

Rainbow Fish

Know how to seek help or advice from others, if needed.

YEAR 2:
NC: *Caring Friendships, what makes a good friend?*

Understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened

Know that resorting to violence is never right. (Conflicts)

'Will you forgive me?'

Recognise when a friendship is making them feel unhappy or uncomfortable,

Know how to manage challenging situations in a friendship and how to seek help or advice from others, if needed.

'Is it right to fight?'

Skills Progression

EYFS:
Talk about how they are feeling.

Label different emotions.

Express their feelings and consider the feelings of others.

Manage their own needs - Personal hygiene

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

Say what a healthy friendship looks like

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

Explain the difference between a healthy and unhealthy friendship

Use strategies to resolve arguments in friendships

Assessment & Evidence

Y1: I can identify characteristics of an animal

Y1: I can name a variety of common animals that are carnivores, herbivores and omnivores.

Y2: I can group animals defined by their characteristics

Y2: I know that an animal lives in a habitat that is suitable to its needs.

Y2: I know plants and animals depend on each other

Y1: I can identify key human and physical features in the local environment

Y1: I can identify weather patterns in the UK

Y2: I can identify climate and weather patterns in relation to the equator and North and South Poles.

Y2: I can identify key human and physical features in the countries studied

Y1: Explore and develop sculpture techniques by using tools to create patterns and shapes

Y1: Compare the work of different artists and make links to own artwork

Y2: Use shape, lines and patterns and form to sculpt using clay

Y2: Evaluate and analyse creative works using the language of art, craft and design

Y1: I understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

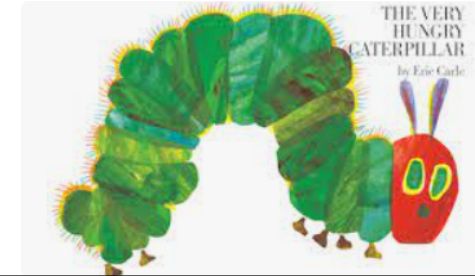
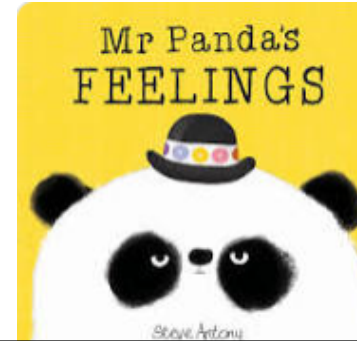
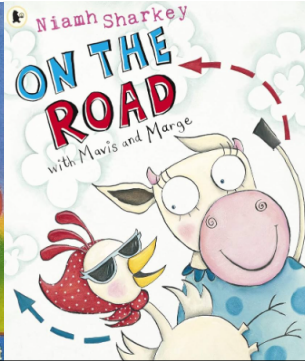
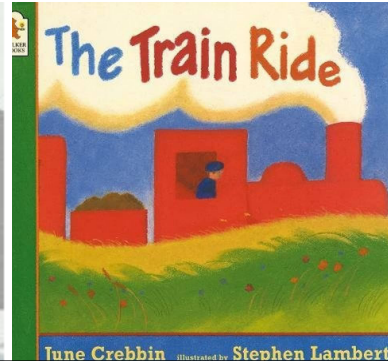
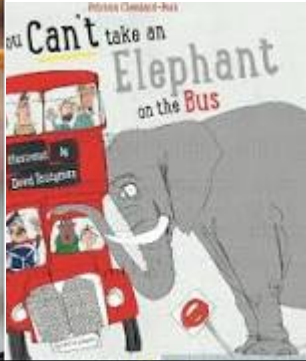
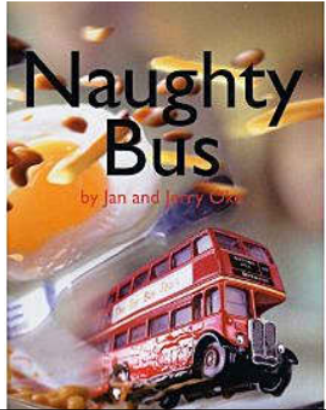
Y1: I can create and debug simple programs

Y2: I can use applications and devices (including VR headsets) in order to communicate ideas, work, messages and demonstrate control

Y2: Use an algorithm to write a basic computer program.

- ❖ Double page spread
- ❖ iPad APP presentations
- ❖ Non Chronological report (Year 1)
- ❖ Clay sculptures (Art)

Key Texts

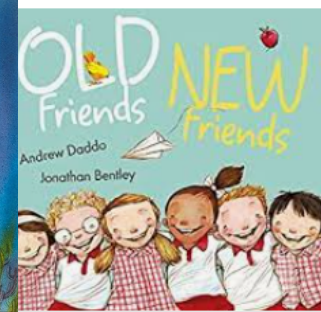
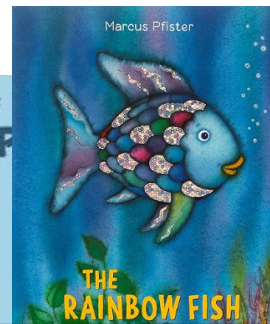
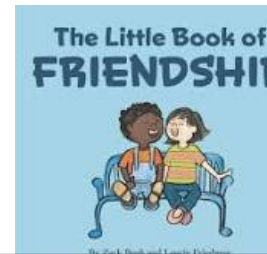
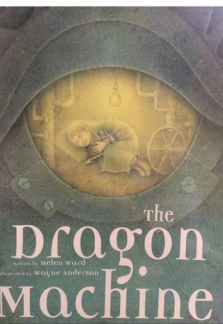


Literacy

EYFS

PSED

UW



English

RE

KS1

PSHE