

# Autumn 1

**EYFS Topic: Tell Me A Story!**

**KS1 Topic: This Is Me; This Is My World**

Shine Value:



AUTUMN 1 Overview	EYFS	YEAR 1	YEAR 2
	Tell Me a Story!	This is me; this is my world!	
WOW Event	Visit the Library	Local Walk including church visit	Visit from Mrs Slob Cucina
Geography	Weather, local environment maps	<b>LEARNING BUS:</b> Local area – Peterborough Maps (inc. emergency services) <b>FOREST SCHOOL:</b> Kites	Comparison non-European country Maps & aerial photos
Science	Senses, caring for the environment, daily weather patterns	Healthy body & food	<b>LEARNING BUS:</b> Healthy body & healthy mind
PSHE	School recipe Shine values Ourselves & our families Clean gang – washing hands	Healthy Lifestyles: Food, Senses & Body	Healthy Lifestyles: Exercise, food, sleep, mental health
Computing - KAPOW	Programming All About Instructions	Creating Media Digital imagery	Computing Systems and Networks Word Processing
DT	Creating with materials Junk modelling, loose parts play Make gingerbread men	Design & make a healthy vegetable kebab	<b>FOREST SCHOOL:</b> Den building Design & make healthy vegetable soup
Art: EYFS	Self portrait Paint Colour Monsters Transient art		
Music - KAPOW	Exploring Sounds	All about me: pulse & rhythm WCIT: Ocarinas	Traditional Western Stories Orchestra
RE	What happens when a baby is born? Christian Baptism	Places of Worship: Church	How should people treat each other?
Dance: KS1		Perform dances using simple movement patterns: Travelling Sports	Perform dances using simple movement patterns: Travelling In the City
Gym: EYFS	<b>PREMIER SPORTS</b> Movement		
Games: KS1		<b>PREMIER SPORTS</b> Fundamentals: travelling	<b>PREMIER SPORTS</b> Fundamentals: travelling
History			
Class shine times	Introduction to the Shine Values	Being me in my world Lonely, scared, angry	Being me in my world Bad-tempered, embarrassed, frustrated, jealous, brave

# UW/CL/Geography

## The Big Question

**EYFS:**  
What is the weather like today?

**YEAR 1:**  
What's on my doorstep?

**YEAR 2:**  
Where is the best place to live? (village, town or city)

## Vocabulary Progression

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

Senses, outdoors, indoors, garden, care, families, weather

**YEAR 1:**  
NC: Human and Physical Geography  
Use basic geographical vocabulary to refer to key human and physical features including:

City, town, village, street, local, address, season,

**YEAR 2:**  
NC: Human and Physical Geography  
Use basic geographical vocabulary to refer to key human and physical features, including:

Landmark, country, landscape, fields, compare

## Knowledge Progression

**EYFS:**  
Understanding the World  
The Natural World  
Explore the natural world around them

Introduce the gardening areas.

Investigate what happens to gingerbread if left in water.

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

Introduce the weather chart and observe daily and seasonal weather patterns

Understanding the World  
People, Culture and Communities  
Talk about members of their immediate family and community. Name and describe people who are familiar to them.

Engage in conversations about themselves and their families

**YEAR 1:**  
NC: Human and Physical Geography  
Identify seasonal and daily weather patterns in the United Kingdom (links with Science)

Know different types of weather and understand that weather changes

Recognise the changes across the four seasons

Observe and describe weather associated with the seasons and how day length varies

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.

Name key places in the local area and landmarks in Peterborough (cathedral, museum, Ferry Meadows)  
Know the purpose of each place

Know my address

NC: Geographical skills and field work  
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

Know that aerial photos are photographs taken from above.

Know a key is a code to identify places on a map

**YEAR 2:**  
NC: Geographical skills and field work  
Use world maps, atlases and globes to identify continents and oceans studied at this key stage.

Compare a city and village.

Know the advantages and disadvantages of living in a city or village

NC: Place Knowledge  
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Know how where we live differs to another country

Revisit Peterborough and compare with New York

## Skills Progression

**EYFS:**  
Understanding the World  
The Natural World  
Describe what they see, hear and feel whilst outside.

Explore senses to describe what we can see, hear, feel inside and outside

**YEAR 1:**  
NC: Geographical skills and fieldwork  
Use world maps, atlases and globes

Read simple maps

Use Google Maps to identify my street and landmarks in my local area and other areas of Peterborough

NC: Geographical skills and field work  
Devise a simple map; and use and construct basic symbols in a key

Locate places on a map using aerial photos/symbols of the local environment/Peterborough city

Draw a map of a familiar place in Peterborough

**YEAR 2:**  
NC: Geographical skills and fieldwork  
Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map  
Devise a simple map; and use and construct basic symbols in a key

Devise a map with a key

Use a map to give directions

# PSED/CL/Science/PSHE

## Vocabulary Progression

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

Senses, family, feelings

**YEAR 1:**  
NC: Scientific Language

Healthy, body, senses, fruit, vegetable, meat, sugar, fat, diet, season

**YEAR 2:**  
NC: Scientific Language

Protein, carbohydrate, vitamin, hygiene, exercise, physical health, mental health

## Knowledge Progression

**EYFS:**  
Personal, Social and Emotional Development  
Building Relationships  
 See themselves as a valuable individual.  
 Express their feelings and consider the feelings of others.

Know 'Our Recipe for a Fantastic School' using different scenarios and role play

Introduce our SHINE values

Embed classroom routines and expectations

Personal, Social and Emotional Development  
Managing Self

Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity
- healthy eating
- toothbrushing
- sensible amounts of 'screen time'
- having a good sleep routine

Link baking gingerbread men to brushing teeth/ healthy eating.

**YEAR 1:**  
NC: Animals including Humans  
 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (links with DT)

Know the names of the main body parts

Use senses to explore healthy foods

Know which foods are healthy

Know what sugar does to the body

Know how to make a clear and efficient call to emergency services if necessary

NC: Seasonal Changes  
 Observe changes across the 4 seasons  
 observe and describe weather associated with the seasons and how day length varies

Know the purpose of a weather station is to record daily weather

Describe weather conditions

**YEAR 2:**  
NC: Animals including Humans  
 Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Describe the basic needs of animals, including humans, for survival

NC: Animals including Humans  
 Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Know that it is important for humans to eat the right amounts of different types of food

Know that it is important for humans to exercise.

Know what it means to be hygienic.

Understand the link between physical health and mental health

## Skills Progression

**EYFS:**  
Personal, Social and Emotional Development  
Managing Self  
 - Personal hygiene  
 Build constructive and respectful relationships.

Using the 'Clean Gang' to learn how to wash and dry hands and clean teeth properly

Use 'Colour Monster' to know what it means to share. Turn take and share games with others (links with EAD)

**YEAR 1:**  
NC: Working Scientifically

Ask simple questions  
 Recognise that questions can be answered in different ways  
 Identify and classify

Observe, measure and record data about the weather, including day length, as the seasons change.

Sort food according to criteria

**YEAR 2:**  
NC: Working Scientifically  
 Observe closely, using simple equipment  
 Perform simple tests  
 Use observations and ideas to suggest answers to questions

Investigate how exercise effects the body

# UW/CL/Computing

## Vocabulary Progression

<p><b>EYFS:</b> <u>Communication and Language</u> <i>Learn new vocabulary</i> <i>Use new vocabulary through the day</i></p> <p>Listen, instructions, follow, prediction, algorithm</p>	<p><b>YEAR 1:</b> <u>NC: Computing Language</u></p> <p>Image, photograph, edit, save as</p>	<p><b>YEAR 2:</b> <u>NC: Computing Language</u></p> <p>Keyboard, spacebar, type, bold, copy, cut, delete</p>
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## Knowledge Progression

<p><b>EYFS:</b> <u>Communication and Language</u> <i>Understand how to listen carefully and why listening is important</i> <i>Articulate their ideas and thoughts in well-formed sentences.</i> <i>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</i> <i>Describe events in some detail.</i></p> <p><b>KAPOW</b> <b>Programming 1: All About Instructions</b></p> <p>Know that an algorithm is a set of instructions to carry out a task, in a specific order (hand washing - link to PSED)</p> <p>Learn how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary</p>	<p><b>YEAR 1:</b> <i>NC: use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <p><b>KAPOW</b> <b>Creating Media: Digital imagery</b></p> <p>Explain how to take clear photos.</p> <p>Understand that holding the camera or device still and considering angles and light are important to take good pictures.</p> <p>Know that you can edit, crop and filter photographs</p>	<p><i>NC: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p> <p>Know how to search safely for images online.</p>	<p><b>YEAR 2:</b> <i>NC: use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <p><b>KAPOW</b> <b>Computing Systems and Networks: Word Processing</b></p> <p>Know that touch typing is the fastest way to type.</p> <p>Know that I can make text a different style, size and colour.</p> <p>To know that "copy and paste" is a quick way of duplicating text.</p>	<p><i>NC: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p> <p>Understand what online information is.</p>
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## Skills Progression

<p><b>EYFS:</b> <u>Communication and Language</u> <i>Understand how to listen carefully and why listening is important</i> <i>Articulate their ideas and thoughts in well-formed sentences.</i> <i>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</i> <i>Describe events in some detail.</i></p> <p>Follow instructions as part of practical activities and games Give instructions (dressing up)</p> <p>Make predictions</p>	<p><b>YEAR 1:</b> <i>NC: use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <p>Take photos using a device (iPad/Pic Collage)</p> <p>Edit photos by cropping, filtering and resizing.</p> <p>Organise images on the page, orientating where necessary.</p>	<p><i>NC: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p> <p>Search for and import images from the internet.</p> <p>Explain what to do if something makes them uncomfortable online.</p>	<p><b>YEAR 2:</b> <i>NC: use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <p>Develop confidence with the keyboard and the basics of touch typing.</p> <p>Develop word processing skills, including altering text, copying and pasting and using keyboard shortcuts.</p> <p>Search for appropriate images to use in a document.</p>	<p><i>NC: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p> <p>Identifying whether information is safe or unsafe to be shared online.</p>
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# EAD/D&T

## Vocabulary Progression

<p><b>EYFS:</b> <b><u>Communication and Language</u></b> <i>Learn new vocabulary</i> <i>Use new vocabulary through the day</i></p> <p>Paint, stick, join, turn, scissors, glue, safe</p>	<p><b>YEAR 1:</b> <b><u>NC: D&amp;T Language</u></b></p> <p>Design, evaluate, knife, skewer, claw grip</p>	<p><b>YEAR 2:</b> <b><u>NC: D&amp;T Language</u></b></p> <p>Design, evaluate, peeler, claw grip, bridge hold</p>
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## Knowledge Progression

<p><b>EYFS:</b> <b><u>Expressive Arts and Design</u></b> <b><u>Creating with Materials</u></b> <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p>Know different techniques for joining materials, such as how to use adhesive tape and different sorts of glue – junk modelling/woodwork</p> <p>Explore a range of materials for construction including loose parts</p> <p>Paint own 'Colour Monsters'</p> <p>Mix ingredients and bake Gingerbread men</p> <p>Design and make gingerbread men (transient art)</p>	<p><b>YEAR 1:</b> <b><u>NC: Design</u></b> <i>Design purposeful, functional, appealing products for themselves and other users based on design criteria</i> <b>Generate, develop, model and communicate their ideas through talking (links with Science/PSHE)</b></p> <p>Understand where food comes from.</p> <p>Know which ingredients are healthy</p>	<p><b>NC: <u>Make</u></b> <i>Select from and use a range of tools and equipment to perform practical tasks (cutting)</i> <b>Select from and use a wide range of ingredients, according to their characteristics</b></p> <p>Know the name of a range of tools and equipment to perform practical tasks (knife, skewer)</p>	<p><b>NC: <u>Evaluate</u></b> <i>Explore and evaluate a range of existing products</i> <b>Evaluate their ideas and products against design criteria</b></p> <p>Explore a range of healthy ingredients</p>	<p><b>YEAR 2:</b> <b><u>NC: Design</u></b> <i>Design purposeful, functional, appealing products for themselves and other users based on design criteria</i> <b>Generate, develop, model and communicate their ideas through talking (links with Science/PSHE)</b></p> <p>Choose ingredients based on taste, colour, texture and appeal</p>	<p><b>NC: <u>Make</u></b> <i>Select from and use a range of tools and equipment to perform practical tasks (cutting)</i> <b>Select from and use a wide range of ingredients, according to their characteristics</b></p> <p>Know the name of a range of tools and equipment and methods to perform practical tasks (peeler, knife)</p>	<p><b>NC: <u>Evaluate</u></b> <i>Explore and evaluate a range of existing products</i> <b>Evaluate their ideas and products against design criteria</b></p> <p>Explore a range of healthy snacks</p>
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## Skills Progression

<p><b>EYFS:</b> <b><u>Expressive Arts and Design</u></b> <b><u>Creating with Materials</u></b> <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i> <i>Create collaboratively, sharing ideas, resources and skills.</i></p> <p>Use a range of materials and tools with care and precision.</p> <p>Work together to develop and realise creative ideas (links with PSED) and independently</p> <p>Find solutions to problems as they arise</p> <p>Notice colours, shapes, textures and smells in the natural world.</p>	<p><b>YEAR 1:</b> <b><u>NC: Design</u></b> <i>Design purposeful, functional, appealing products for themselves and other users based on design criteria</i> <b>Generate, develop, model and communicate their ideas through talking.</b></p> <p>Use the basic principles of a healthy and varied diet to design a healthy snack- Vegetable kebabs</p>	<p><b>NC: <u>Make</u></b> <i>Select from and use a range of tools and equipment to perform practical tasks (cutting)</i> <b>Select from and use a wide range of ingredients, according to their characteristics</b></p> <p>Use knives, skewers and the claw grip to cut vegetables for vegetable kebabs</p>	<p><b>NC: <u>Evaluate</u></b> <i>Explore and evaluate a range of existing products</i> <b>Evaluate their ideas and products against design criteria</b></p> <p>Evaluate a healthy snack from criteria</p>	<p><b>YEAR 2:</b> <b><u>NC: Design</u></b> <i>Design purposeful, functional, appealing products for themselves and other users based on design criteria</i> <b>Generate, develop, model and communicate their ideas through talking.</b></p> <p>Use the basic principles of a healthy and varied diet to design a to make a vegetable soup in Forest School</p>	<p><b>NC: <u>Make</u></b> <i>Select from and use a range of tools and equipment to perform practical tasks (cutting)</i> <b>Select from and use a wide range of ingredients, according to their characteristics</b></p> <p>Use a peeler and knife safely using the claw grip and bridge hold.</p>	<p><b>NC: <u>Evaluate</u></b> <i>Explore and evaluate a range of existing products</i> <b>Evaluate their ideas and products against design criteria</b></p> <p>Evaluate a healthy snack from criteria</p>
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# EAD/CL/Music

## Vocabulary Progression

**EYFS:**  
**Communication and Language**  
 Use musical vocabulary when describing sounds

Clap, snap, tap, stomp, beat, rub, pat, tempo, instrument

**YEAR 1:**  
**NC: Music Language**

rhythm, pulse

**YEAR 2:**  
**NC: Music Language**

Orchestra, strings, woodwind, brass, percussion, timbre, dynamics, tempo

## Knowledge Progression

**EYFS:**  
**Communication and Language**  
*Understand how to listen carefully and why listening is important*  
**Expressive Arts and Design**  
**Being Imaginative**  
*Listen attentively, move to and talk about music, expressing their feelings and responses*

**KAPOW**  
**Exploring Sounds**

Listen to the sounds of different percussion instruments and name the instrument used

Identify and describe familiar nature sounds and differentiate between them

Know how to use our bodies to make sounds

**YEAR 1:**  
***NC: Use voices expressively and creatively by singing songs***

**KAPOW**  
**Pulse and Rhythm: All about Me**

Learn a variety of songs

***NC: Experiment with, create and select sounds***

Know that rhythm means a pattern of long and short notes

Know that pulse is the regular beat that goes through music

Understand that the pulse of music can get faster or slower

Know a piece of music can have more than one section (verse, chorus)

**YEAR 2:**  
***NC: Experiment with, create and select sounds using inter-related dimensions of Music – Pulse and Rhythm***  
***Play tuned and untuned instruments musically***

**KAPOW**  
**Orchestral Instruments: Western Stories**

Know that instruments can be used to create 'real life' sound effects

Know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece

Know that stringed instruments, make a sound when their strings vibrate.

Know brass instruments is played by vibrating your lips against the mouthpiece.

Know some tuned instruments have higher and lower range of pitches

## Skills Progression

**EYFS:**  
**Expressive Arts and Design**  
**Being Imaginative**  
***Explore and engage in music making and dance, performing solo or in groups***

Use voices to imitate natural sounds

Use body percussion to make sounds

Explore the sounds of different instruments

Experiment with tempo and dynamic when playing instruments

Sing and chant familiar and new rhymes and songs

**YEAR 1:**  
***NC: Use voices expressively and creatively by singing songs***

Sing short songs from memory, maintaining the shape of the melody and keeping in time

Listen and respond to other performers by playing as part of a group

WCIT: Ocarinas

***NC: Experiment with, create and select sounds***

Recognise and understand the difference between pulse and rhythm

Maintain the pulse using tuned and untuned instruments

***NC: Experiment with, create and select sounds using inter-related dimensions of Music – Pulse and Rhythm***  
***Play tuned and untuned instruments musically***

Recognise timbre changes in music listened to

Recognise instruments when listening to music

Choose appropriate dynamics, tempo and timbre for a piece of music

Explain what is happening in the music relating to emotion

Perform confidently appropriate instrument sounds

Suggest improvements to own and other's work

# UW/CL/RE

## The Big Question

**EYFS:**  
**What happens when a baby is born?**  
 (Christian baptism)

**YEAR 1:**  
**What makes a place special for Christians?**  
 (church building)

**YEAR 2:**  
**How should people treat each other?**  
 (Harvest, Sukkot, Zakat )

## Vocabulary Progression

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

Baptism, church, Christian

**YEAR 1:**  
**AT1: To become familiar with key words and vocabulary**

Christian, alter, communion, font, pupil, lectern, community

**YEAR 2:**  
**AT1 Begin to use key words and vocabulary**

Compassion, respect, charity, faith

## Knowledge Progression

**EYFS:**  
Understanding the World  
People, Culture and Communities  
 Understand that some places are special to members of their community.  
 Recognise that people have different beliefs and celebrate special times in different ways.

Know what happens when a baby is born (Christian Baptism)

Name and explain the purpose of places of worship and places of local importance to the community - draw on children's own experiences where possible.

Possible visit Rev Simon

**YEAR 1:**  
**AT1: To begin to name different beliefs and practices of Christianity**  
 Show how different people celebrate aspects of religion.

Identify the features of a church (alter, font, lectern, pulpit) - visit to a local church

Know what happens in a church

**YEAR 2:**  
**AT1 Begin to understand what it looks like to be a person of faith**  
 Name the different beliefs and practices of Christianity, Islam and Judaism

Know that all religions treat each other with respect and compassion

Know how different faiths say thank you

Know charity means to give: Link to church and harvest

## Skills Progression

**EYFS:**  
Understanding the World  
People, Culture and Communities  
 Understand that some places are special to members of their community.  
 Recognise that people have different beliefs and celebrate special times in different ways.

**YEAR 1:**  
**AT2: Begin to talk about and find meanings behind different beliefs and practices.**  
 Ask or respond to questions about what individuals and faith communities do.

Say why going to church is important to a Christian

**AT2: Talk about and find meaning behind different beliefs and practices.**  
 Express own ideas, opinions and talk about their work creatively using a range of medium.

Talk about the reasons people of faith give and how they say thank you



# PD/PE

## Vocabulary Progression

<p><b>EYFS:</b> <b><u>Communication and Language</u></b> Commenting on what they are interested in or doing</p> <p>Space, movement, safe</p>	<p><b>YEAR 1:</b></p> <p><b>Dance:</b> Freeze, travel, celebrate, stretch, sequence</p> <p><b>Fundamentals:</b> forwards, backwards, speed, travel</p>	<p><b>YEAR 2:</b></p> <p><b>Dance:</b> Shape, pathway, pace, action, unison</p> <p><b>Fundamentals:</b> dribble, pathway, pace, avoid</p>
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## Knowledge Progression

<p><b>EYFS:</b> <b><u>Fundamental movement unit – Sporty Superheroes</u></b> By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.</p> <p>Can find a safe space in the hall ready for moving.</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>	<p><b>YEAR 1:</b> <b><u>Dance (taught by DIS)</u></b> <b>NC:</b> <b><i>Perform dances using simple movement patterns.</i></b></p> <p>Know the importance of stretching.</p> <p>Can travel in different ways.</p> <p>Can perform freeze frames and hold them for a set amount of time.</p> <p>Can sequence simple movements together.</p>	<p><b>Fundamentals (Sports Coach)</b> <b>NC: 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</b></p> <p><b>Participate in team games</b></p> <p>Understand rules to be safe Know how to move in different ways with an object Move in different ways: sidestepping, skipping, running etc.</p>	<p><b>YEAR 2:</b> <b><u>Dance (taught by DIS)</u></b> <b>NC:</b> <b><i>Perform dances using simple movement patterns.</i></b></p> <p>Make different shapes using bodies.</p> <p>Create different pathways when travelling.</p> <p>Change the pace of movements.</p> <p>Combine actions together to create a movement phrase to show a journey.</p>	<p><b>Fundamentals (Sports Coach)</b> <b>NC: 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</b></p> <p><b>Participate in team games, developing simple tactics for attacking and defending</b></p> <p>Understand rules to be safe Know why we need to move away from the defender quickly.</p> <p>Introduce avoid/chase</p>
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## Skills Progression

<p><b>EYFS:</b> <b>Physical Development</b></p> <p>Develop core strength, stability, balance, spatial awareness, co-ordination, and agility.</p>	<p><b>YEAR 1:</b> <b>NC:</b> <b><i>Perform dances using simple movement patterns.</i></b></p> <p>Create a sequence of movements to represent a sport.</p>	<p><b>NC:</b> <b>NC: 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</b></p> <p>Travel in different directions and in and out of one another. Move in different ways with an object such as a static ball.</p> <p>Play team games</p>	<p><b>YEAR 2:</b> <b>NC:</b> <b><i>Perform dances using simple movement patterns.</i></b></p> <p>Combine actions together into a short movement phrase.</p>	<p><b>NC: 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</b></p> <p>Travel in different directions, using different pathways and change pace. Move in different ways with an object that is not static – dribbling/bouncing.</p> <p>Play team games using learnt skills</p>
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# Assessment & Evidence

Y1: I can say where I live.

Y1: I know the features of a village and city

Y1: I know the purpose of key places in Peterborough

**Y2: I know the advantages and disadvantages of living in a city/village**

**Y2: I can compare where I live to another country**

Y1: I can read simple maps

Y1: I can recognise landmarks using aerial views

**Y1/Y2: I can devise a simple map**

**Y2: I can use a map to give directions**

Y1: I can describe the weather and how the day length varies associated with the seasons

Y1: I can take clear photos

**Y2: I can make text a different style, size and colour**

Y1: I can name each sense and the associated body part

Y1: I can say which foods are healthy

**Y2: I know what animals need to survive**

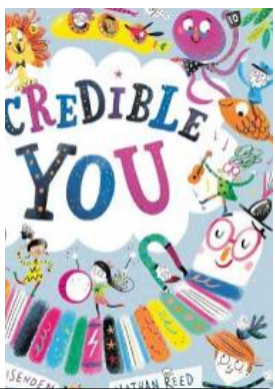
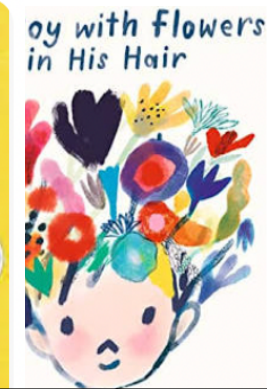
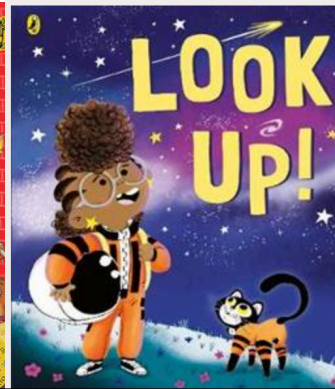
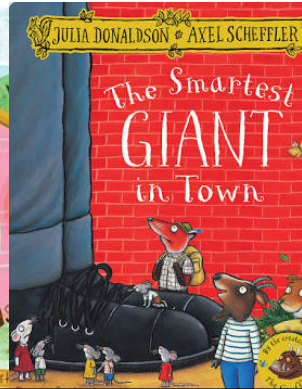
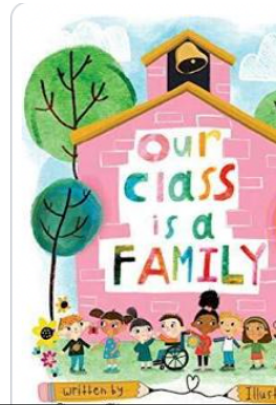
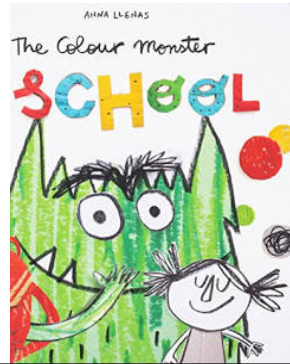
**Y2: I know what humans need to be healthy**

❖ Double page spread

❖ Design and create a healthy snack

❖ Pic College presentation

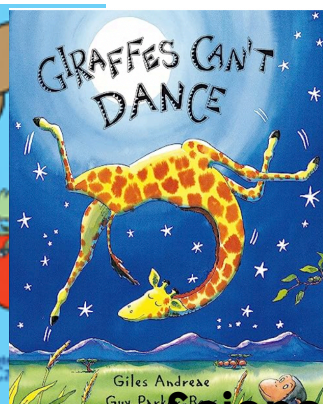
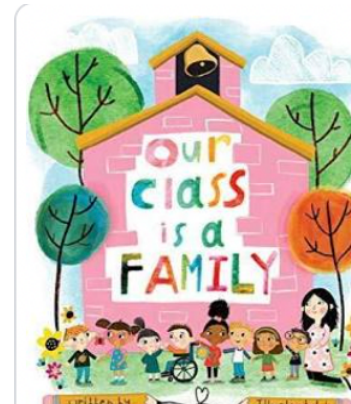
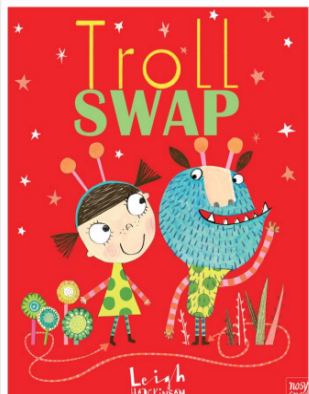
# Key Texts



Literacy

EYFS

PSED



English

Geography

KS1

/DT/PSHE

Science