

Summer term 1 and 2 – 2021 – 2022  
Topic: If you go down to the woods...

Subject	National Curriculum Programme of Study	Key Knowledge	Vocabulary
<u>English</u>	<p><u>EYFS</u> – The children will be listening to various woodland themed stories such as 'Little Red Riding Hood', 'Owl Babies', 'The Gruffalo', 'Superworm' and 'Stickman'. The children will be able to locate the front and back cover and understand why stories have a blurb on the back. The children will also be able to say what the role of an author and illustrator is. The children will be considering the characters' feelings and thoughts within the stories and be able to recreate their own stories.</p> <p>The children will be creating reports about woodland animals and listening to poems about minibeasts. When writing, they will be focusing on breaking a sentence into words and using their phonic knowledge to write sounds in each word. They will recognise that a sentence has spaces between words and will use a full stop at the end of each sentence. Children will also begin to use a capital letter to start their sentences.</p> <p><u>Year 1 and 2</u> – The children will be exploring the story 'Owl Babies', taking on the role of the Mother Owl and recounting her action, thoughts and feelings as she leaves the nest. They will also be using the story of 'Little Red Riding Hood' to create their own version, changing characters but keeping the structure of the story. They will also explore the story of 'Greta and the Giants', looking at the use of language in a variety of contexts including signs and posters. 'The text 'Bog Baby' will support their ability to make good choices with vocabulary and create some fabulous descriptive writing. The children will be creating reports about woodland animals and listening to poems about minibeasts.</p> <p><u>Year 1</u> – consistently use a full stop to end a sentence and begin to use a capital letter more consistently to start a sentence, including the use of capital letters for names of people and places, form all letters correctly and show evidence of letter size, use 'and' to join 2 sentences, begin to use ! and ? more</p> <p><u>Year 2</u> – consistent use of a full stop and capital letter <u>in every sentence</u>, including for names, appropriate use of an exclamation and question mark and apostrophes, evidence of consistently in letter size and spacing, use of adjectives to add interest to writing, use of a variety of conjunctions to join sentences e.g. because, so, when, if, but.</p>		
<u>Maths</u>	<p><u>EYFS</u> – The children will continue to build on numbers to 20 and know that, for example, 17 is 10+7. They will be able to compare amounts saying which number is bigger or smaller. Children will continue to play addition and subtraction games such as 10 green bottles and be able to record the matching calculation. We will be consolidating our learning of 2D and 3D shape names and their properties and also revisiting measuring length, height and capacity. Finally, the children will be introduced to doubling and halving. We will use various maths stories to enhance the children's learning such as 'Tangram Cat' and 'Mouse Counts'</p> <p><u>Year 1</u> – Begin to measure mass, length, height and capacity, begin to use vocabulary of grams, centimetres, metres, litres, solve problems associated with measures e.g. My plant is 21cm. It grows 10cm, name and describe 2D and 3D shapes using appropriate language, add and subtract numbers within 20 using smaller facts, rather than counting on in 1s, use the 10s frame to bridge over 10 when adding e.g. 8+4 (8 + 2 = 10 + 2 = 12), use positional and directional vocabulary</p> <p><u>Year 2</u> – Measure mass, length, height and capacity using appropriate units of measurement, use vocabulary of grams, kilograms, centimetres, metres, millilitres and litres, compare measurements using greater/less than symbols, solve problems using addition, subtraction, multiplication and division, name and describe 2D and 3D shapes using appropriate language (side, corner, vertex, edge, face), add and subtract using efficient methods including knowledge of smaller facts and bridging through 10 (imagining on 10s frame) e.g. 67 + 8 = 67 + 3 = 70 + 5 = 75, use positional and directional vocabulary, including whole, half and quarter turns and clockwise and anticlockwise.</p>		

<p><b>Science</b></p>	<p>EYFS - Explore the natural world around them, making observations and drawing pictures of animals and plants. (UW – TNW – ELG)  EYFS - 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. (UW – TNW – ELG)</p> <p><b>Science - Working Scientifically</b>  - Observe closely, using simple equipment  - Perform simple tests  - Identify and classify  - Ask simple questions and recognising that they can be answered in different ways  - Use their observations and ideas to suggest answers to questions  - Gather and record data to help in answering questions.</p> <p><b>Science - Animals including humans</b>  Y1 - Identify and name a variety of common animals including fish, amphibians, reptiles, birds + mammals  Y1 - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)  Y2 - Notice that animals, including humans, have offspring which grow into adults  Y2 - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p><b>Science - Living things and their habitats</b>  Y2 - Explore and compare the differences between things that are living, dead, and things that have never been alive  Y2 - 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  Y2 - Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p><b>Science - Plants</b>  Y1 - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p>	<p><b>EYFS</b> –. They will explore different animals that live in the woods, exploring how they move, where they live and key features of that animal. They will begin to understand that animals can be classified in different ways e.g. mammals, reptiles, birds and fish. They will explore how some animals are the same or different.</p> <p><b>KS1</b> – The children will develop their understanding of how to classify animals e.g. mammal, bird, fish, amphibian, reptile. They will be able to explain why they are a particular type of animal and will be introduced to the words 'vertebrate and invertebrate.' They will understand what defines an insect. They will understand the difference between living, never been alive, and no longer living and will be able to explain how we know something is living e.g. it breathes, reproduces, eats and drinks, grows. They will explore the lifecycle of an animal and understand this as a continuing process.</p>	<p>classify, mammal, bird, reptile, fish, amphibian, vertebrate, invertebrate, insect, habitat, alive, living, reproduce, breathe, grow, lifecycle, backbone, skeleton, offspring, evergreen, deciduous</p>
<p><b>Geography</b></p>	<p>EYFS - Explore the natural world around them, making observations and drawing pictures of animals and plants. (UW – TNW – ELG)  EYFS - 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. (UW – TNW – ELG)  EYFS - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UW – PCC – ELG).  EYFS - 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 appropriate) maps. (UW – PCC – ELG).</p> <p><b>Geography - Locational knowledge</b>  - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Geography - Human and physical geography</b>  - 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 geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port + shop</p> <p><b>Geography - Geographical skills and fieldwork</b>  - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</p>	<p><b>EYFS</b> - They will find out about the United Kingdom and which countries it comprises of. They will begin to understand that the U.K. is an island with sea all around it. They will find out where forests are in the U.K and compare these to rainforests.</p> <p><b>Year 1 and 2</b> – The children will understand that the U.K. comprises of 4 countries. They will know the capital cities of each and the names of the surrounding seas. They will locate major forests and will then compare these habitats with rainforests, appreciating the differences in climate, animals and plants. They will use geographical vocabulary to describe the location of animal habitats and will create their own maps of a woodland, using a key and compass points.</p>	<p>United Kingdom, England, Northern Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Belfast, English Channel, North Sea, Irish Sea, forest, wood, rainforest, map, north, south, east, west, ocean, sea, key, evergreen, deciduous, footpath, stile, café, car park, bridleway, underground,</p>

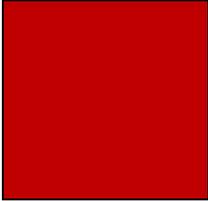
- Recognise basic human and physical features
- Devise a simple map; and use and construct basic symbols in a key
- Use simple compass directions (NSEW) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

**Geography - 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

overground,  
habitat, National  
Park, cycle path,

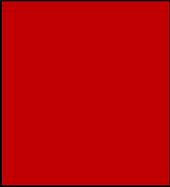
<p><b>Computing</b></p>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>- Create and debug simple programs</li> <li>- Use logical reasoning to predict the behaviour of simple programs</li> <li>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<p><b>EYFS</b> – They will be exploring programmable toys as part of their technology work this term, being introduced to Beebot (our programmable bee) which requires instructions to make him move. They will further develop their use of directional language such as forwards, backwards, turn and will program him to move around. They will also use controls on the keyboard to move an object around the computer screen.</p> <p><b>Year 1</b> – The children will be programming Beebot and recording sets of instructions (using language such as forwards/backwards, left/right). They will begin to visualise and input more than one instruction at a time. They will also complete programming on the computers/lpads, directing Beebot around a course. They will be using their word processing skills to create an insert to their Father's day card.</p> <p><b>Year 2</b> – The children will be programming Probot and recording sets of instructions (using language such as forwards/backwards, ¼/ ½ turn, left/right, clockwise/anticlockwise). They will be recording their instructions in written form before inputting them and will begin to use their knowledge of a right angle as 90 degrees as part of this. They will program Probot to draw different shapes. They will be using their word processing skills to create an insert to their Father's day card.</p>	<p>forwards, backwards, left, right, half turn, quarter turn, whole turn, degrees, clockwise, anticlockwise, repeat, angle</p>
<p><b>P.E</b></p>	<p><b>EYFS</b> – Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p><b>EYFS</b> - Progress towards a more fluent style of moving, with developing control and grace.</p> <p><b>EYFS</b> - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p><b>EYFS</b> - Combine different movements with ease and fluency.</p> <p><b>EYFS</b> - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p><b>EYFS</b> - Develop overall body-strength, balance, co-ordination and agility.</p> <p><b>Physical Education</b></p> <p>KS1 - 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</p> <p>KS1 - Participate in team games, developing simple tactics for attacking and defending</p>	<p><b>EYFS</b> – In the first half term, the children will be focusing on developing fundamental movement skills: balance, spatial awareness, shapes, jumping, and skipping. In the second half term, the children will develop an understanding of the Olympics., developing their running, jumping, and throwing skills. They will apply each skill into different activities/games and work together to encourage and support each other to do their best. They will also develop their understanding of different rules and know how to handle winning and losing.</p> <p><b>Year 1 and 2</b> – In the first half term, the children will be understanding and developing their racket skills including ball control and striking. They will both use a tennis racket and a cricket bat and get a feel of how it is used. They will develop their tracking skills in fielding the ball from certain distances and demonstrate different throwing techniques to aim at various targets. The children will also be focusing on preparing for sports day by knowing the different types of events. They will be working on developing their running, balance and control, accuracy in throwing, going over obstacles and using their feet to control a ball, developing their football skills. In the second half term, the children will gain an understanding of orienteering and how it is used. They will be given opportunities to work with others to develop their teamwork and communication. They will understand how a map works and work together to follow different routes. They will look into cone orienteering,</p>	<p>balance, spatial awareness, shape, jump, skip, run, throw, catch, aim, target, hand eye coordination, rules, win, lose, teamwork, control, striking, fielding, attack, defend, orienteering, route, obstacle, symbol, key, invasion, tactics</p>



creating obstacle courses in their groups and understand how to use a key that represents information by using symbols. The children will also gain an understanding of attacking and defending and learning how to use simple tactics to support themselves. They will get opportunities to play different invasion games that use these skills to develop them and put it into practice.



<p><b>R.E</b></p>	<p>EYFS - Understand that some places are special to members of their community. (UW:P,C,C Reception)  EYFS - Recognise that people have different beliefs and celebrate special times in different ways. (UW:P,C,C Reception)  EYFS - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (UW:P,C,C ELG)</p> <p>KS1 – Know that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad  KS1 - Recognise that Muslims do not draw Allah or Muhammad  KS1 - Talk about some simple ideas about Muslim beliefs about God  KS1 - Retell a story about the life of Prophet Muhammad  KS1 - Ask some questions about God that are hard to answer and offer some ideas of their own  KS1 - Identify some ways Muslims pray, and worship  KS1 - Recognise some objects used by Muslims and suggest why they are important  KS1 - Identify some ways in which Muslims mark Ramadan and celebrate Eid-ul-fitr  KS1 - Identify how Ramadan and Eid might make Muslims feel</p>	<p><u>EYFS and KS1</u> - The children will be finding out what it means to be a Muslim, what Muslims wear, where and how they worship and what they believe. The children will explore a number of associated artefacts. They will explore what Ramadan is and the festival of Eid.</p>	<p>Muslim, Islam, worship, pray, Allah, Muhammad, Eid, Ramadan, fast, daylight, celebrate, mosque, minibar, Iman, Arabic school, call to prayer, minaret, dome, washing (wudu),</p>
<p><b>Art</b></p>	<p>EYFS - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EA&amp;D – CWM – ELG).  EYFS - Begin to show accuracy and care when drawing. (PD – FMS – ELG).  EYFS - Explore colour and colour-mixing. (EA&amp;D – 3 – 4 year olds).  EYFS - Talk about the lives of the people around them and their roles in society. (UW – P&amp;P – ELG).  EYFS - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW – P&amp;P – ELG).</p> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>- Use a range of materials creatively to design and make products</li> <li>- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>- Know 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.</li> </ul>	<p><u>EYFS</u> –. They will learn to use colours for a purpose and will be shown how to add white paint to make a colour lighter, using this to mix different shades of green. They will find out about the artist Henri Rousseau and George Seurat. The children will use sponges as well as different sized brushes to paint. They will also make a 3D tree structure, combining a variety of materials.</p> <p><u>Year 1 and 2</u> – The children will be exploring colour mixing and will use this knowledge to paint pictures in the style of Henri Rousseau. They will explore pointillism and the work of Seurat. They will make a 3D tree structure, combining materials to achieve a good effect and using their knowledge of trees to support them with the art work. They will use wool to weave a flower, recognizing that some art work takes time.</p>	<p>artist, painting, effect, texture, shape, pointillism, George Seurat, primary colours, Henri Rousseau, brush, grip, mix, combine, light, dark, shade, weave, wool, under and over, textiles,</p>
<p><b>Music</b></p>	<p>EYFS - Listen with increased attention to sounds. (EA+D:BI+E 3-4)  EYFS - Respond to what they have heard, expressing their thoughts and feelings. (EA+D:BI+E 3-4)  EYFS - Create their own songs or improvise a song around one they know. (EA+D:BI+E 3-4)  EYFS - Play instruments with increasing control to express their feelings and ideas. (EA+D:BI+E 3-4)  EYFS - Watch and talk about dance and performance art, expressing their feelings and responses. (EA+D:BI+E Reception)  EYFS - Explore and engage in music making and dance, performing solo or in groups. (EA+D:BI+E Reception)</p>	<p><u>EYFS and KS1</u> - The children will be exploring how to make patterns with sounds and organize sounds to create a structure. They will listen to music and consider the structure. They will learn the terms 'verse' and 'chorus' and will create their own piece of music using a structure of a 'busy and chilled phrase'</p>	<p>instrument, call and response, structure, lyrics, technology, perform, tuned, untuned, verse, chorus, rhythm, patterns, alter, layer sounds,</p>

**Music**

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

body percussion,  
graphical score,  
rehearse,  
perform,  
composition

EYFS – Express their feelings and consider the feelings of others. (PSED:Reception)  
 EYFS - Think about the perspectives of others. (PSED:Reception)  
 EYFS - Manage their own needs. - personal hygiene (PSED:Reception)  
 EYFS - 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 - being a safe pedestrian (PSED:Reception)  
 - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (PSED:MS ELG)

**PSHE**

1a Recognise what they like and dislike, what is fair and unfair, and what is right and wrong  
 1b Share their opinions on things that matter to them and explain their views  
 1c Recognise, name and deal with their feelings in a positive way  
 1d Think about themselves, learn from their experiences and recognise what they are good at  
 1e How to set simple goals.  
 2c Recognise choices they can make, and recognise the difference between right and wrong  
 2d Agree and follow rules for their group and classroom, and understand how rules help them  
 2e Realise that people and other living things have needs, +that they have responsibilities to meet them  
 3a Know how to make simple choices that improve their health and wellbeing  
 3d Know about the process of growing from young to old and how people's needs change  
 4d Know that family+friends should care for each other  
 5b Feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]  
 5d Make real choices [e.g. between healthy options in school meals, what to watch on television/games to play, how to spend and save money sensibly]  
 5f Develop relationships through work and play [e.g. by sharing equipment with others in

EYFS Pupils will be exploring –

Keeping Safe (Term 1)

- What do I think I have to keep safe from?
- How do I know if something is safe or unsafe?
- Do I understand simple safety rules for when I am at home, school and out and about?
- Can I say 'No!' if I feel unsure about something and it does not feel safe or good?
- Can I ask for help and tell people who care for me if I am worried or upset?
- Who are the people who help to keep me safe?
- What goes on to and into my body, who puts it there and why do people use medicines?
- What are the safety rules relating to medicines and who helps me with these?

Healthy lifestyles (term 2)

- What things can I do when I feel good and healthy?
- What can't I do when I am feeling ill or not so healthy?
- What can I do to help keep my body healthy?
- Do I understand why food, drink, rest and sleep are good for us?
- Do I understand what exercise is and why it is good for us

Year 1 and 2 Pupils will be exploring –

Personal Safety (Term 1)

- Can I identify different feelings and tell others how I feel? MW
- Which school/classroom rules are about helping people to feel safe? BS
- Can I name my own Early Warning Signs? BS
- How do I know which adults and friends I can trust? CF
- Who could I talk with if I have a worry or need to ask for help? BS
- What could I do if a friend or someone in my family isn't kind to me? BS
- Can I identify private body parts and say 'no' to unwanted touch? BS
- What could I do if I feel worried about a secret? BS
- What could I do if something worries or upsets me when I am online? BS

Relationships and Sex Education (Term 1)

- How do babies change and grow? (Statutory NC Science Y2)
- How have I changed since I was a baby? (Statutory NC Science Y2)
- What's growing in that bump? (Sex Education/NC Science)
- What do babies and children need from their families? FP
- Which stable, caring relationships are at the heart of families I know? FP
- What are my responsibilities now I'm growing up? CAB

Managing change (Term 2)

- How are my achievements, skills and responsibilities changing and what else might change?
- How might people feel during times of loss and change? MW
  - How do friendships change? CF
  - What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? MW
  - How might people feel when they lose a special possession?
  - When can I make choices about changes?

safe, unsafe, rules, out of reach, help, support, medicines, dangerous,

healthy, fit, exercise, diet, balanced, nutritious, calcium, energy, sleep, repair, weight,

emotions, feelings, safe, trust, share, private, worry,

grow, change, develop, baby, love, care, stability, respect, responsibility, loss, death, change, calm, mental health,

	<p>a group task]  5h Ask for help [for example, from family and friends, midday supervisors, older pupils, the police].</p>		
<p><u>French</u></p>	<p>No programme of study for EYFS and KS1</p>	<p>The children will be learning the vocabulary associated with woodland animals through games and songs and will begin to know the names of colours in French.</p>	<p>le blaireau, la chauve-souris, l'ours, l'oiseau, le renard, le hibou, le lapin, l'écureuil, grand, petit, rouge, noir, blanc, jaune, vert, bleu, orange, gris, c'est de quelle couleur? 'Ou est...? 'Comment il s'appelle?</p>