










St Peter's Church of England Primary School

Faith, Family, Future







EYFS PROGRESSION OF KNOWLEDGE

2024-2025

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Dinosaurs 	Transport 	We are Scientists 	Animals 	Natural Art 	The Seaside 
<u>Prime Areas</u>						
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Personal, Social and Emotional Development	<ul style="list-style-type: none"> -Know special things about themselves -Know that some people are different from themselves - Know how happiness and sadness can be expressed -Know that hands can be used kindly and unkindly -Know that being kind is good -Know they have a right to learn and play, safely and happily 	<ul style="list-style-type: none"> -Know what being proud means and that people can be proud of different things -Know that people can be good at different things -Know what being unique means -Know that families can be different -Know that people have different homes and why they are important to them -Know different ways of making friends 	<ul style="list-style-type: none"> -Know what a challenge is -It is important to keep trying -Know what a goal is -How to set goals and work towards them Know which words are kind -Talk about some jobs that they might like to do when they are older -Know that they must work hard now in order to be able to achieve the job they want when they are older 	<ul style="list-style-type: none"> -Know the names for some parts of their body -Know what the word 'healthy' means -Know some things that they need to do to keep healthy Know that they need to exercise to keep healthy -Know how to help themselves go to sleep and that sleep is good for them -Know when and how to wash their hands properly -Know what to do if they get lost 	<ul style="list-style-type: none"> -Know what a family is -Know that different people in a family have different responsibilities (jobs) -Know some of the characteristics of healthy and safe friendship -Know that friends sometimes fall out -Know some ways to mend a friendship -Know that unkind words can never be taken back and 	<ul style="list-style-type: none"> -Know the names and functions of some parts of the body (see vocabulary list) -Know that we grow from baby to adult -Know who to talk to if they are feeling worried -Know that sharing how they feel can help solve a worry -Know that remembering happy times can help us move on

	<p>-It is important to share resources and take turns in order to get on with others.</p> <p>-Some feelings make them feel good and some not so good. It is important to be able to indicate feelings.</p> <p>-Everybody is an individual and has things that they can do well and things that they need to get better at.</p>	<p>-Know different ways to stand up for myself</p> <p>-Know the names of some emotions such as happy, sad, frightened, angry</p> <p>-Know that they don't have to be 'the same as' to be a friend</p> <p>-Know why having friends is important</p> <p>-Know some qualities of a positive friendship</p> <p>-Everyone is different and special. There might be things that make them similar to or different from others, including their appearance or things that they like to do.</p> <p>-Some everyday items can cause harm if not used properly. It is important to listen to adults and follow rules to keep them safe. It is important</p>	<p>-Know when they have achieved a goal</p> <p>-It is important to share resources and take turns in order to get on with others.</p> <p>-Everyone is different and special. There might be things that make them similar to or different from others, including their appearance or things that they like to do.</p>	<p>-Know how to say No to strangers</p> <p>-Brushing teeth twice daily and avoiding sugary drinks and snacks help keeps teeth healthy.</p> <p>-Sugar can cause tooth decay.</p> <p>It is important to brush your teeth twice a day.</p> <p>-There are healthy and unhealthy foods. Fruit and vegetables are an important part of a healthy diet.</p> <p>-We need to eat at least five portions of fruit and vegetables a day.</p> <p>-Healthy lifestyle choices include eating fruit and vegetables, drinking water, limiting sugary snacks, regular exercise, a good sleep routine, sensible amounts of screen time and good hygiene.</p> <p>-Rules keep us safe when using equipment. Safety rules include always</p>	<p>they can hurt</p> <p>-Know how to use Jigsaw's Calm Me to help when feeling angry</p> <p>-Know some reasons why others get angry</p> <p>-Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers.</p> <p>-Grandparents are your parents' parents.</p> <p>All families are unique. They can be of different sizes and have different values, beliefs and traditions. Our families give us our heritage.</p> <p>-Everybody is an individual and has things that they can do well and things that they need to get better at.</p>	<p>-A captain is the person who is in charge of a ship.</p> <p>-It is important to share resources and take turns in order to get on with others.</p> <p>-Wearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage.</p> <p>-Things that they do or say can upset and hurt others. It is unacceptable to hurt someone and, if they do, they need to find a way to make things better.</p>
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		<p>to tell a trusted adult if they are hurt or feel sad, scared or worried. -A machine is a man-made device. Machines use power to make them move or perform an action. -It is important to share resources and take turns in order to get on with others.</p>		<p>listening carefully and following simple instructions, using equipment only for the tasks they are designed for and washing hands before touching food.</p>		
<p>Communication and Language</p>	<ul style="list-style-type: none"> - Begin to ask simple questions - Talk about what they already know about Dinosaurs and share this with both adults and children. -Use the correct vocabulary when talking about and naming different Dinosaurs. -Use new vocabulary that has been learnt. 	<ul style="list-style-type: none"> -Question words include who, why, what, when, where and how. -A mechanic is a skilled worker who repairs and maintains vehicle engines and other machinery. -A machine is a man-made device. Machines use power to make them move or perform an action. - That there are different types of transport and use 	<ul style="list-style-type: none"> - Use the range of vocabulary when describing an experiment. -Discuss what makes an experiment safe. - Question how an outcome of an experiment has happened. -Talk about an experiment and how to carry it out. -Use taught vocabulary when discussing what has been learnt. 	<ul style="list-style-type: none"> -Zoos are places that have collections of wild animals for study, conservation and public display. -Endangered animals are at risk of dying out. -Question words include who, why, what, when, where and how. -Talk about what animals live in the Rainforest. - To know what a café is. - To know how to order in a café. -To ask a customer what they would like to order 	<ul style="list-style-type: none"> -Discuss the different materials that Andy Goldsworthy uses in his art. -Talk about who Andy Goldsworthy is and what he does. -To discuss why Andy Goldsworthy uses the materials he does in his work. -To talk about why they have used materials in their art work. 	<ul style="list-style-type: none"> -The ocean is the body of salt water that covers over two thirds of the Earth's surface. -Marine animals are animals that live in the seas or oceans. - To talk about the differences between a seaside holiday in the present time to one in the past. -To know and understand how to be safe in the sun. -To talk about the sun safe facts.

		<p>the names correctly. -Talk about how transport is a means of travel.</p>		<p>and use the correct language.</p>		
<p>Physical Development</p>	 <p><u>Me and Myself</u> <u>Gross Motor</u> -To show some understanding towards the effects of activity on their body. -To move freely and with pleasure and confidence in a range of skilful ways. -To run skilfully and begin negotiating space by adjusting speed or direction to avoid obstacles.</p> <p><u>Fine Motor</u> -To use one-handed tools and equipment, for example, making</p>	 <p><u>Movement Development</u> <u>Gross Motor</u> -To travel with confidence and skill in a range of movement when using equipment. -To show understanding of the need for safety when tackling new challenges.</p> <p><u>Fine Motor</u> -To use one-handed tools and equipment, for example, making snips in paper with scissors. -To use a comfortable grip with good control</p>	 <p><u>Throwing and Catching</u> <u>Gross Motor</u> -To show increased control when catching a ball. -To show an increasing control over an object, pushing, passing, throwing, catching and kicking. -Moves freely and with pleasure and confidence in a range of skilful way. -Can play fairly in a group. Show the ability to accept the needs of others and can take turns and share resources, sometimes with support of others.</p>	 <p><u>Ball skills</u> <u>Gross Motor</u> -To play in a group or as part of a team. -To show increased control when throwing and catching a large ball. - To continue to follow team rules and show understanding of others. - To demonstrate strength, balance and coordination when playing.</p> <p><u>Fine Motor</u> -To develop small motor skills so that they can use a range of tools competently, safely and confidently.</p>	 <p><u>Fun and Games</u> <u>Gross Motor</u> -To run skilfully and begin negotiating space by adjusting speed or direction to avoid obstacles. -Begins to accept the needs of others and can take turns and share, sometimes with the support of others. -To move freely and with pleasure and confidence in a range of skilful ways. -To show an understanding when counting objects to 10 beginning to count</p>	 <p><u>Working with others</u> <u>Gross Motor</u> -To play in a group or as part of a team. -To begin to accept the needs of others, take turns and share. -To keep play going by responding to what others are saying. -To move energetically, such as running, jumping, hopping, skipping and climbing. -To negotiate space with</p>

	<p>snips in paper with scissors.</p> <p>-To use a comfortable grip with good control when holding pens and pencils.</p> <p>-To show a preference for a dominant hand.</p>	<p>when holding pens and pencils.</p> <p>-To show a preference for a dominant hand.</p>	<p><u>Fine Motor</u></p> <p>-To develop small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools such as; pencils for drawing and writing, paintbrushes scissors, knives, forks and spoons.</p> <p>-To develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Suggested tools such as; pencils for drawing and writing, paintbrushes scissors, knives, forks and spoons.</p> <p>-To develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>beyond 10.</p> <p><u>Fine Motor</u></p> <p>-To hold a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases).</p> <p>-To use a range of small tools effectively including scissors, paintbrushes and cutlery.</p> <p>-To begin to show accuracy and care when drawing.</p>	<p>consideration of themselves and others.</p> <p><u>Fine Motor</u></p> <p>-To hold a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases).</p> <p>-To use a range of small tools effectively including scissors, paintbrushes and cutlery.</p> <p>-To begin to show accuracy and care when drawing.</p>
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Specific Areas

<p>Read Write Inc and Literacy</p>	<p><u>Sound lessons and Word Time</u></p> <p>-Learn, hear, say and identify Set 1 sounds in order:</p> <p style="text-align: center;">m a s d t i n p g o c k u b f e l h r j v y w z x</p> <p>-To oral blend and segment CVC words.</p> <p>-Link sounds with letters in own name</p>	<p><u>Ditty</u></p> <p>-Review Set 1 sounds and teach Set 1 diagraphs:</p> <p style="text-align: center;">qu sh ch th ng nk ck</p> <p>-Link sounds to letters, naming and sounding letters of the alphabet.</p>	<p><u>Red Level Books</u></p> <p>-Review Set 1 sounds and diagraphs.</p> <p>-Teach Set 2 sounds:</p> <p style="text-align: center;">ay, ee, igh, ow, oo, oo, wh</p> <p>-Read real and nonsense words containing sounds learnt.</p>	<p><u>Green Level Books</u></p> <p>-Review set 1 diagraphs.</p> <p>-Teach/ review Set 2 sounds.</p> <p>-Read real and nonsense words containing sounds learnt</p> <p>-Link sounds to</p>	<p><u>Purple Level Books</u></p> <p>-Teach/review Set 2 sounds:</p> <p style="text-align: center;">ar, or, air, ir, ou, oy</p> <p>-Including double consonants:</p> <p style="text-align: center;">tt, ll, ff, ss, zz</p> <p>-Read real and nonsense words</p>
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	<p>and familiar words.</p> <ul style="list-style-type: none"> -Learn that text is read from left to right, top to bottom. -Tell stories from pictures. -Enjoy a range of books and stories. -Write single letters that are recognisable. -To begin writing own name. 	<ul style="list-style-type: none"> -Blend CVC words and recognise common diagraphs. -Use phonic knowledge to read simple regular words and make phonetically plausible attempt at longer and more complex words. -To begin reading nonsense words. -To be able to write CVC words. -To begin writing captions including finger spaces. -To write own name. 	<ul style="list-style-type: none"> -Link sounds to letters, naming and sounding letters of the alphabet. -Blend CVC and CCVC words and recognise common diagraphs. -Use phonic knowledge to read simple regular words and make phonetically plausible attempt at longer and more complex words. -Begin to know that some words, common exception words, cannot be read using phonic knowledge. -To be able to orally rehearse short sentences and write them. 	<p>letters, naming and sounding letters of the alphabet.</p> <ul style="list-style-type: none"> -Blend CVC and CCVC words and recognise common diagraphs. -Use phonic knowledge to read simple regular words and make phonetically plausible attempt at longer and more complex words. -Read automatically common exception words as they are introduced in the texts. -To be able to orally rehearse sentences and write them. <p>Read a variety of texts including non-fiction.</p>	<p>containing sounds learnt.</p> <ul style="list-style-type: none"> -Blend CVC words and recognise common diagraphs. -Use phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words. -Use phonics to read unknown or difficult words -Recognise all common diagraphs taught. -To be able to orally rehearse own sentences and write them. -Read automatically common exception words as they are introduced in the texts. -Read a variety of texts including non-fiction.
<p>Maths Mastery (Number) White Rose</p>	<p>To how to subitise within 3</p> <ul style="list-style-type: none"> • To know how identify sub-groups in larger arrangements 	<ul style="list-style-type: none"> • To increase confidence in subitising by continuing to explore patterns within 5, 	<p>To continue to practise increasingly familiar subitising arrangements,</p>		

(Shape, Space and Measure)

- To know how to create their own patterns for numbers within 4
- To practise using their fingers to represent quantities which they can subitise
- To experience subitising in a range of contexts, including temporal patterns made by sounds.
- To relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set
- To use 1:1 correspondence, including by coordinating movement and counting
- To have develop an understanding that anything can be counted, including actions and sounds
 - To explore a range of strategies which support accurate counting.
 - To know that all numbers can be made of 1s
 - To know how to compose their own collections within 4.
 - To understand that sets can be compared according to a range of attributes, including by their numerosity
 - To use the language of comparison, including 'more than' and 'fewer than'
 - To know how to compare sets 'just by looking'. subitise within 5, perceptually and conceptually, depending on the arrangements. continue to develop their counting skills

- including structured and random arrangements
- To explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and '1 more'
 - To be able to continue to match arrangements to finger patterns.
 - To be able to continue to develop verbal counting to 20 and beyond
 - To continue to develop object counting skills, using a range of strategies to develop accuracy
 - To continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10
 - To know how to order numbers, linking cardinal and ordinal representations of number
 - To know how to continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5
 - To explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'
 - To know how to continue to compare sets using the language of comparison, and play games which involve comparing sets
 - To continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal. explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'

- including those which expose '1 more' or 'doubles' patterns
- To use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number
 - To subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10
 - To identify when it is appropriate to count and when groups can be subitised. continue to develop verbal counting to 20 and beyond, including counting from different starting numbers
 - To continue to develop confidence and accuracy in both verbal and object counting. explore the composition of 10.
 - To order sets of objects, linking this to their understanding of the ordinal number system.

	<ul style="list-style-type: none"> • To be able to explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand • To count beyond 5 • To begin to recognise numerals, relating these to qua explore the concept of ‘wholes’ and ‘parts’ by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot • To explore the composition of numbers within 5. compare sets using a variety of strategies, including ‘just by looking’, by subitising and by matching • To know how to compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. 		<p>continue to consolidate their understanding of cardinality, working with larger numbers within 10</p> <ul style="list-style-type: none"> • To become more familiar with the counting pattern beyond 20. • To explore the composition of odd and even numbers, looking at the ‘shape’ of these numbers • To begin to link even numbers to doubles • To begin to explore the composition of numbers within 10. • To compare numbers, reasoning about which is more, using both an understanding of the ‘howmanyness’ of a number, and its position in the number system. 			
Understanding the world	<p>Dinosaurs</p> 	<p>Transport</p> 	<p>We are Scientists</p> 	<p>Animals</p> 	<p>Natural Art</p> 	<p>The Seaside</p> 
Topic	<p>-Know that fossils are made from dead animals being trapped in rocks -Recognise that fossils are millions of year’s old -Know who Mary Anning was and</p>	<p>-Recognise that objects move because of forces -Identify that some forces push and some pull -Maps and plans represent areas and</p>	<p>-Know that materials come in different states -Know that materials can change state -When we try things out to see if they work, it is called a test.</p>	<p>-Know that animals need air, food and water to live -Recognise some of the main features of different kinds of animals -Making observations of animals and plants</p>	<p>-Know what weather is associated with the four seasons in the UK - Know what a plant needs to grow.</p>	<p>-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and</p>







	<p>why she is so important.</p> <ul style="list-style-type: none"> -Understand that Dinosaurs became extinct over 65 million years ago. -The past is made of events that have already happened. Memories are things we remember from the past. -Historians and archaeologists are people who find out about life long ago. A museum is a place that looks after and shows artefacts and pictures from the past. -Some people in history are significant because they did important things that changed the world or how we live. -The way that people lived in the past is not the same as the way that we 	<p>show their features, including roads.</p> <ul style="list-style-type: none"> -A machine is a man-made device. Machines use power to make them move or perform an action. -The emergency services include fire and rescue, police, RNLi and the ambulance service. -Everyday objects, like clothes, vehicles and toys, tell us about the past. They also change over time. - A mode of transport is when you travel to different places when using it. 	<ul style="list-style-type: none"> -Objects are made from different materials. Everyday materials include, wood, plastic, glass, fabric, metal and stone. Materials have different properties. -Something that keeps water out is waterproof. - To know that suncream keeps UV light out. - UV light can be dangerous to our skin. - Rainbows show the different colours through light. - Rainbows are made when light passes through a transparent object. - To know there are 7 colours in a rainbow. 	<ul style="list-style-type: none"> -Animals build homes to provide shelter from the elements and other animals. -Camouflage is an animal's natural colouring or pattern that enables it to blend in with its surroundings. -Globes and maps can show us the location of different places around the world. -A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. -Other habitats include hot places, such as deserts, and cold places, such as the Arctic. -Plants and animals are living things. Plants need water, sunlight and air to survive. -Animals need food, water, air and shelter to survive. -A habitat is the natural home for plants and animals. 	<ul style="list-style-type: none"> -Begin to know the different parts of a plant. -Name some plants and trees. -Know who Andy Goldsworthy is. -Know what Andy Goldsworthy used in his art work. -Seeds are part of a flowering plant and can grow into other plants. -Litter has a harmful effect on the areas where we live, work and play. -People need to put their rubbish into the bin and not throw it on the ground. -Plants and animals are living things. -Plants need water, sunlight and air to survive. Animals need food, water, air and shelter to survive. -Plants need water, sunlight, air and warmth to grow. 	<p>what has been read in class.</p> <ul style="list-style-type: none"> -Know the different features of the seaside and what they might see. - Understanding how the seaside has changed over time. -The past is made of events that have already happened. Memories are things we remember from the past. -Historians and archaeologists are people who find out about life long ago. -A museum is a place that looks after and shows artefacts and pictures from the past. -Boats are vessels for travelling over water, which are propelled by oars, sails, or an engine. -A place can be important because of its location, use buildings or landscape.
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	<p>live now. There have been changes to schools, play activities, toys, food, transport and clothes.</p> <p>-Objects from the past can look different to objects from the present.</p> <p>-The past is made of events that have already happened.</p> <p>-Memories are things we remember from the past.</p> <p>-A timeline shows the order in which events happened.</p> <p>-Your history is all the events that have happened in your life.</p> <p>-Carnivores are animals that eat other animals.</p> <p>Herbivores are animals that eat plants.</p> <p>Omnivores are animals that eat plants and other animals.</p>			<p>-Mammals are animals that breathe air, have warm blood and give birth to live babies.</p> <p>Reptiles are animals that breathe air, have dry, scaly skin and lay eggs.</p> <p>Birds are animals that breathe air, have beaks and feathers and lay eggs.</p>	<p>-Parts of plants and trees include trunk, branch, twig, roots, stem, flowers and leaves.</p> <p>Seeds need water, air and warmth to germinate.</p> <p>-Plants need water, sunlight, air and warmth to grow.</p> <p>-Some plants produce seeds so that they can grow new plants.</p>	<p>-A map is a picture or drawing of an area of land or sea.</p> <p>-Fieldwork includes going on walks and visits to collect information about the environment.</p> <p>-We are part of a community.</p> <p>-A community is a group of people who live together or share a space.</p> <p>-Maps and plans represent areas and show their features, including roads.</p> <p>-The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.</p> <p>-Litter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin</p>
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						<p>and not throw it on the ground.</p> <ul style="list-style-type: none"> -Objects from the past can look different to objects from the present. -The past is made of events that have already happened. -Memories are things we remember from the past. -Some objects float and others sink. <p>When an object sinks it falls through water to the bottom of the vessel. An object that floats stays at the water's surface.</p> <ul style="list-style-type: none"> -A beach is a pebbly or sandy shore, especially by the sea.
Computing	All about instructions	Programming Beebots	Introduction to data	Using a computer		
	<ul style="list-style-type: none"> -To know that you can take simple photographs with a camera or iPad. - To know that you must hold the camera still and ensure the subject is in the shot to take a photo. 	<ul style="list-style-type: none"> -Technological toys need instructions to achieve an outcome. Digital technology is used in all parts of everyday life. Examples include smartphones, tablets, 	<ul style="list-style-type: none"> -To know that sorting objects into various categories can help you locate information. -To know that using yes/no questions to find an answer is a branching database. 	<ul style="list-style-type: none"> -To be able to understand what a computer keyboard is and recognising some letters and numbers. -To know that a mouse can be used to click, drag and create simple drawings. 		

	<p>To know that being able to follow and give simple instructions is important in computing.</p> <p>To understand that it is important for instructions to be in the right order.</p> <p>-To understand why a set of instructions may have gone wrong.</p> <p>-To understand that debugging means how to fix some simple programming errors.</p> <p>-To understand that an algorithm is a set of clear and precise instructions.</p>	<p>microwaves and washing machines.</p> <p>-Technological toys need instructions to operate in a particular way. Errors in instructions can be checked and fixed.</p> <p>-To know that you can program a Bee-Bot with some simple commands.</p> <p>-To understand why a set of instructions may have gone wrong.</p> <p>-To understand that debugging means how to fix some simple programming errors.</p> <p>-To understand that an algorithm is a set of clear and precise instructions.</p>	<p>-To know that a pictogram is a way of showing information.</p>	<p>-To know that to use a computer you need to log in to it and then log out at the end of your session.</p> <p>-To know that different types of technology can be found at home and in school.</p>
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RE	<p>CREATION</p> <p>Why is the word 'God' so important to Christians?</p>	<p>OLD TESTAMENT STORIES</p> <p>Which stories are special and why?</p> <p>INCARNATION</p> <p>Why do Christians perform Nativity plays at Christmas?</p>	<p>NEW TESTAMENT STORIES</p> <p>Which stories are special and why?</p>	<p>SALVATION</p> <p>Why do Christians put a cross in an Easter garden?</p>	<p>WORLD FAITH STORIES</p> <p>Which stories are special and why?</p>	<p>WORLD FAITH STORIES</p> <p>Which stories are special and why?</p>
	<p>- The word God is a name.</p> <p>- Christians believe God is the creator of the universe.</p>	<p>- The Old Testament is in the beginning of the Bible.</p>	<p>- Christians believe Jesus' teachings make people think hard about their lives</p>	<p>- Christians remember Jesus' last week at Easter.</p> <p>- Jesus' name means 'He saves'.</p>	<p>- Jewish people believe in one God, who forgives people when they say sorry.</p>	<p>- Jewish people believe in one God, who forgives people when they say sorry.</p>

	<p>- Christians believe God made our wonderful world and so we should look after it.</p>	<p>- The Old Testament is special to Christian and Jewish people.</p> <ul style="list-style-type: none"> - Christians believe God came to Earth in human form as Jesus. - Christians believe Jesus came to show that all people are precious and special to God. 	<p>and show them the right way.</p> <ul style="list-style-type: none"> - Christians believe Jesus brings good news, including being loved by God, and being forgiven for bad things. - Christians believe Jesus told stories called parables to teach people more about God. - Christians believe that Jesus is God and that he performed miracles. 	<ul style="list-style-type: none"> - Christians believe Jesus came to show God's love. - Christians try to show love to others. 	<ul style="list-style-type: none"> - Jewish stories are written in the Torah. - Muslim people believe in one God, Allah, who made the world and wants people to care for it. - Muslim stories are written in the Qur'an. - Sikh stories come from the Guru Granth Sahib. - Hindu people believe in one supreme God Brahman in the forms of many gods and goddesses. - Hindu stories are written in many books. 	<ul style="list-style-type: none"> - Jewish stories are written in the Torah. - Muslim people believe in one God, Allah, who made the world and wants people to care for it. - Muslim stories are written in the Qur'an. -Sikh stories come from the Guru Granth Sahib. -Hindu people believe in one supreme God Brahman in the forms of many gods and goddesses. -Hindu stories are written in many books.
<p>Expressive Arts and Design</p>	<p>Making Fossils</p> 	<p>Constructing Vehicles</p> 	<p>Art through Science</p> 	<p>Rainforest Café</p> 	<p>Art work based on the work of Andy Goldsworthy</p> 	<p>Golden Boats</p> 

<p>Topic</p>	<p>-Different materials have different properties and can be used for different purposes. -Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. -Different types of art include painting, drawing, collage, textiles, sculpture and printing. -Nursery rhymes are traditional children's songs or rhymes. -The primary colours are red, yellow and blue. -Recognise that it is possible to change and alter their designs and ideas as they are making them.</p>	<p>-Different materials have different properties and can be used for different purposes. -Vehicles and machines have wheels and axles to help them move. -Aspects of designing and making can be compared with others, including inspiration for making a product and the tools and techniques used. -Vehicles and machines have wheels and axles to help them move. -A machine is a man-made device. Machines need power to make them move or perform an action. -Vehicles are machines that transport people or goods. -Vehicles are machines that</p>	<p>-Different materials have different properties and can be used for different purposes. -Different types of art include painting, drawing, collage, textiles, sculpture and printing. -Nursery rhymes are traditional children's songs or rhymes. -The primary colours are red, yellow and blue. -To know what the colours of the rainbow are. -Papers and fabrics can be used to create art, including tearing, cutting and sticking.</p>	<p>-Different types of art include painting, drawing, collage, textiles, sculpture and printing. -Nursery rhymes are traditional children's songs or rhymes. -The primary colours are red, yellow and blue. Papers and fabrics can be used to create art, including tearing, cutting and sticking. -Different materials are suitable for different purposes, such as construction kits for modelling and ingredients for baking.</p>	<p>-Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. -Aspects of designing and making can be compared with others, including inspiration for making a product and the tools and techniques used. -Different types of line include thick, thin, straight, zigzag, curvy and dotted. -Nursery rhymes are traditional children's songs or rhymes. -Recognise that it is possible to change and alter their designs and ideas as they are making them.</p>	<p>-Different materials have different properties and can be used for different purposes. -A painting of a place is called a landscape. -Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. -Aspects of designing and making can be compared with others, including inspiration for making a product and the tools and techniques used. -Different types of art include painting, drawing, collage, textiles, sculpture and printing. -Nursery rhymes are traditional children's songs or rhymes. -Recognise that it is possible to change and alter their designs and ideas as</p>
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		<p>transport people or goods.</p> <ul style="list-style-type: none"> -Nursery rhymes are traditional children's songs or rhymes. -Papers and fabrics can be used to create art, including tearing, cutting and sticking. -Different materials are suitable for different purposes, such as construction kits for modelling and ingredients for baking. 				<p>they are making them.</p> <ul style="list-style-type: none"> -A landscape painting represents natural scenery.
<p>Music (Kapow)</p>	<p>Celebration Music</p>	<p>Music and Movement</p>	<p>Musical Stories</p>	<p>Transport</p>	<p>Big Band</p>	<p>Exploring Sound</p>

	<ul style="list-style-type: none"> -To understand how to listen carefully and talk about what I hear. -To know that sounds can be copied by my voice, body percussion and instruments. -To understand that instruments can be played loudly or softly. -To know that music often has more than one instrument being played at a time. 	<ul style="list-style-type: none"> -To know that there are special songs we can sing to celebrate events. -To understand that my voice or an instrument can match an action in a song. -To know that moving to music can be part of a celebration. -To recognise that different sounds can be long or short. -To recognise music that is 'fast' or 'slow'. 	<ul style="list-style-type: none"> -To know that the beat is the steady pulse of a song. -To recognise music that is 'fast' or 'slow.' -To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. -To know that signals can tell us when to start or stop playing. 	<ul style="list-style-type: none"> -To understand that a piece of music can tell a story with sounds -To know that different instruments can sound like a particular character. -To understand what 'high' and 'low' notes are. 	<ul style="list-style-type: none"> -To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles). -To know that the beat is the steady pulse of a song. -To recognise music that is 'fast' or 'slow.' 	<ul style="list-style-type: none"> -To know that an orchestra is a big group of people playing a variety of instruments together. -To know that music often has more than one instrument being played at a time. -To understand that performing means playing a finished piece of music for an audience.
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