




Cycle C	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
	Bright Lights, Big City 	Street Detectives 	Land Ahoy! 
Key Vocabulary Tier 3 words Tier 2 words	Bakery , capital city, cathedral, city , country , countryside , flag, landmark, map, mayor, monarchy, monument, palace, photograph, queen, route , royal ,souvenir, tour , town transport , zoo.	Ariel, community , construction, council, detective , estate agent, habitat , investigate , interview, landmark, man-made, mayor, natural , pictogram, questionnaire , retailer, symbol , survey, thatch.	Age of Sail, cargo, dock , hold, keel, lighthouse , main deck, marina, maritime, mast, mechanism , navigate , ocean , pirate code, poop deck, port, quarterdeck, quarter gallery, RNLI station, rudder, sail, sea shanty, shipwreck, smuggler , symbol .

Project overview	<p>In the Bright Lights, Big City project, your child will take part in a royal garden party and learn about Queen Elizabeth II. They will learn about the countries that make up the United Kingdom, including their location, capital cities and some of their physical and human features. They will have the opportunity to do map work, using compasses and positional and directional language to plan routes around London. They will research the cause and impact of the Great Fire of London and look at some famous London landmarks. They will learn about other capital cities around the world, including Kuala Lumpur, and compare how they are similar and different to London.</p>	<p>This way or that way? Where should we go? Up to the local shops or down to the playing fields? Let's learn about our local community, looking at houses old and new and finding out how our streets have changed since our mums and dads were young. Perhaps your granny or grandpa went to your school or maybe they worked in the baker's shop? Make maps and plans of the streets around us, planning our routes. What can you see? What can we find? Whereabouts do you live? Do you know your address? Find out how to write instructions, directions, adverts and learn rhymes all about our community from different times. When the Lord Mayor writes and asks us to help make our street a better place, it's time to get your thinking caps on and paintbrushes at the ready. Ready to roll, Street Detectives? Get your clipboards and cameras – it's time to start investigating.</p>	<p>Yo ho, yo ho, it's a sailor's life for me. Get your sea legs on, it's time to sail the salty seas. Navigate, investigate and explore the world, just like Captain Cook. Make a boat, sink a ship, fly a pirate flag. Speak like a pirate, write like a poet, then weigh and measure a pirate's booty. How do rescues happen at sea? Find out about brave volunteers and young Miss Darling, rowing her boat across stormy seas. Sing a sea shanty whilst cleaning the poop deck, then search the school grounds for Captain Longbeard's hidden treasure. There's land ahead. Let's get this ship to port</p>
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When reviewing our curriculum rolling programme we considered the key aspects of our CURRICULUM INTENT as:

To provide a curriculum which encourages pupils, within a supportive Christian environment, to aspire to reach their full potential. This will be achieved through experiential learning, using the richness of our local rural community and culture, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.

Cycle C	Term 1 - Autumn
What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic?	
<p>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</p> <p>Text in this colour describes example activities to support the main theme of the topic.</p>	
Main Topic	Bright Lights, Big City (Geography)
History	<p>A monarch is a king or queen who rules a country.</p> <p>Specific knowledge - Queen Elizabeth II is the current monarch of the United Kingdom.</p> <p>Show the children the Queen Elizabeth II video. After watching, ask the children to share any details they remember. Give each child a copy of the Queen Elizabeth II information sheet to read with a partner or supporting adult. After reading, ask 'Who is the Queen, and what does she do? Do you think the monarch is important?' Encourage the children to share their ideas to establish the role and importance of the monarch.</p> <p>The Great Fire of London was a major fire that destroyed a large area of London in 1666. The fire began in a bakery on Pudding Lane. A monument was built near to Pudding Lane to commemorate the Great Fire.</p> <p>Chronology</p> <p>EYFS</p> <p>Know own life-story and family history (share family photos).</p> <p>Know details about community over time.</p> <p>Y1</p> <p>Know how to describe a day in the life of a studied figure.</p> <p>Know how to describe achievements of historical figures.</p> <p>Y2</p> <p>Know how to sequence historical studied events.</p> <p>Know how to develop an understanding of why what is being studied is important to that time.</p>

Know how to sequence key events in the reign of Queen Elizabeth II.

Historical Enquiry

Y1

Know how to use artistic reconstructions.

Know how to recognise primary and secondary sources and how they are different.

Know how to evaluate sources and know that they may not always be true.

Know how primary sources like letters may be reliable.

Know how artefacts can help create a picture of the past.

Know how to suggest the significance of a personal artefact.

Y2

Know how to begin to gather primary evidence to build a simple historical argument.

Know how to offer reasons for changes over time.

Interpretations of History

Y1

Know how to recognise main motives for a significant character

Y2

Know how to reflect on what history makers might achieve and explain what they personally would like to be remembered for.

Continuity and Change

EYFS

Know that vehicles have changed over time (exploring fire engines, cars, ambulance, post vans, bicycles).

Y1/2

Know how to compare and contrast buildings and maps of London before and after The Great Fire.

Know how to compare and contrast Britain during the reign of Queen Elizabeth II.

Cause and Consequence

Y1/2

Know how to give reasons for changes in an area.

Similarities and Differences

Y1

Know how to compare how rich and poor lived in the period studied.

Know how to compare Britain at the start of Queen Elizabeth's reign and now.

Y2

Know how to simply discuss how some significant events alter social norms and act as a catalyst for social change.

Significance

EYFS

Know about a significant event in history e.g. Great Fire of London, Queen's Coronation.

Y1

Know how to describe in simple terms why an achievement was significant.

	<p>Know how to describe in simple terms why an individual could be described as significant.</p> <p>Y2</p> <p>Know how to use simple reasons to suggest why objects may be considered significant.</p> <p>Know how to explain what it means for an action to be considered historically significant (major impact on people's lives, beliefs or ideas).</p> <p>Know how to choose people who they feel are significant and explain why.</p>
Geography	<p>The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.</p> <p>Physical features of the UK include mountains, hills, lakes, forests, islands, coastlines and rivers.</p> <p>A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices.</p> <p>Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location.</p> <p>Significant London landmarks include the Royal Albert Hall, Tower Bridge, Houses of Parliament, Westminster Abbey, Big Ben, Buckingham Palace and Monument to the Great Fire of London.</p> <p>Locational Knowledge</p> <p>EYFS</p> <p>Know that I have visited places that are different to where I live.</p> <p>Know that to visit different places I will need to travel.</p> <p>Know where I live.</p> <p>Know where I've been on holiday or to visit family.</p> <p>Y1</p>

Know the name of the four countries of the UK.

Know the name of some of the main towns and cities in the United Kingdom e.g. Plymouth, Exeter, London, Edinburgh, Cardiff, Belfast, Birmingham, Liverpool, Bristol.

Y2

Know the names of the continents of the world and find them in an atlas – Europe, North America, South America, Africa, Asia, Oceania, Antarctica.

Know the name and locate the main cities of England, Wales, Scotland and Ireland – London, Birmingham, Cardiff, Edinburgh, Belfast and Dublin.

Place Knowledge

EYFS

Know some of the features of the immediate environment – village square, fields, trees.

Y1

Know how to consider geographical questions e.g. what is it like to live in this place?

Know how to express views about a place, people, environment.

Know how to recognise how places have become the way they are e.g. shops.

Y2

Know how to consider geographical questions e.g. where is this place? What is it like? how has it changed?

Know how to express views about a place, people, environment.

Know how to compare and describe an area of the UK to a place outside Europe using geographical words.

Human Features

EYFS

Know some simple human features/landmarks of where I live/on my journey to school e.g. thatch cottages, post office, church, pub, main road, village lanes (no footpath).

Know familiar landmarks on a photograph/google earth.

Y1

Know how to describe the human geography of where they live.

Y2

Know how to recognise how places have become the way they are e.g. shops

Know how the jobs people do may be different in different parts of the world.

Know what facilities a town or village might need.

Physical Features

EYFS

Know some of the physical features of my local environment e.g. fields, trees, hills, streams, sea, valley.

Know how the local area changes throughout the year.

Know the cycle of the seasons and how this affects what they see.

Y1/2

Know how to name the four seasons and describe typical weather conditions for each.

Know how to recognise simple physical features on an aerial photograph or simple map showing an awareness that objects look different from above.

Know how to locate the equator and North and South Poles and explain how the weather affects these areas.

Skills, Maps Work and Field Work

EYFS

Know that maps exist and that they can show where places are.

Know where Great Britain is on a map.

Know how to take photographs of things they see on a walk.

Know how to draw a simple line map identifying things they will see on the route.

Know how to record the physical changes in a season – using a tick chart.

Y1

Know how to answer simple questions regarding straight forward geographical patterns.

Know how to use maps, pictures and stories to find out about different places.

Know how to make simple maps and plans.

Know how to draw a simple picture map (could be from a story) and label particular features.

Know how to keep a weather chart and answer questions about the weather.

Y2

Know how to use information texts and the web to gather information about the world's human and physical geography.

Know how to use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features.

Know how to draw simple maps or plans using symbols for a key.

Introduce the children to famous London landmarks using the London landmarks presentation. Encourage the children to describe each landmark and explain its purpose. For example, 'The Royal Albert Hall is used for concerts', and 'The London Eye gives tourists a view

	<p>across the whole of London.' Ask the children if they recognise any of the landmarks or have ever visited them. Invite the children to complete the London landmarks matching sheet or London landmarks writing frame, to record their learning.</p> <p>Use Exeter as an example when comparing, contrasting and exploring. Visits to Exeter, either in person or virtually, will highlight this learning and create new learning opportunities.</p>
Science	<p>Seasonal Change</p> <p>There are four seasons: spring, summer, autumn and winter. Certain events and weather patterns happen in different seasons. Different types of weather include sunshine, rain, hail, wind, snow, fog, lightning, storm and cloud. The weather can change daily and some weather types are more common in certain seasons, such as snow in winter.</p> <p>EYFS</p> <p>Know how to notice changes throughout the year in my local environment.</p> <p>Know that in Autumn the leaves turn colour and fall off the trees.</p> <p>Know that in Winter many trees are bare and the weather is colder.</p> <p>Know that in Spring new flowers grow and the leaves begin to grow on trees.</p> <p>Know that in Summer the weather is warmer.</p> <p>Y1/2</p> <p>Know that in the UK, the day length is longest mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again.</p> <p>Know that the weather changes with the seasons.</p> <p>Know the names of the four seasons as Spring, Summer, Autumn and Winter.</p> <p>Know that, in the UK, it is usually colder and rainier in winter, and hotter and dryer in the summer.</p> <p>Know that the changes in weather causes many other changes such as the number of mini-beasts found outside, seed and plant growth, leaves on trees and the types of clothes people wear.</p>

	<p>Knowledge of Working Scientifically</p> <p>EYFS</p> <p>Know how to notice similarities and differences.</p> <p>Know how to use my sense and look closely.</p> <p>Know how to talk about plants, animals, natural and found objects.</p> <p>Y1/2</p> <p>Know how to use non-standard units to measure using simple equipment such as egg timers.</p> <p>Know how to gather and record data with some adult support to help in answering questions.</p> <p>Know how to begin to say what happened in my investigation.</p> <p>Know how to record data pictorially or by taking photographs.</p> <p>Know how to begin to talk about what they have found out and how they have found it out.</p>
<p>Art and design</p>	<p>Drawings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).</p> <p>Use of Sketchbooks</p> <p>Y1</p> <p>Know how to use their sketchbook to show progression of their work.</p> <p>Know how to use their sketchbook to show initial ideas, thoughts and feelings about a piece of art work.</p> <p>Y2</p> <p>Know how to use annotation in their books to show how their ideas have progressed.</p>

Know how to use sketchbooks to keep notes about what changes they have made or would make in their work.

Drawing

EYFS

Know how to express ideas and feelings through a variety of marks.

Know how to use a variety of lines to express ideas and feelings.

Know how to use different resources to create different effects.

Y1

Know that they can make markings with a range of materials.

Know how to experiment drawing lines (wavy, straight zig-zags etc.) and 2D shapes.

Know and explain how they found creating each line.

Y2

Know that different materials will produce different outcomes.

Know how to control their material and develop this.

Know what shading means and begin to practise shading in their pieces with 3D shapes.

Know and explain which materials they enjoy using and why.

Form

EYFS

Know that we can draw and make pieces.

Y1/2

Know how to begin to understand how to represent form when drawing.

Line

EYFS

Know how to mark make different lines.

Y1

Know how to use, express and experiment with line for a purpose.

Know how to use appropriate language to describe lines.

Y2

Know how to draw lines with increased skill and confidence.

Tone

EYFS

Know there can be different tones of one colour e.g. dark blue, light blue.

Y1

Know what tone is and how to apply this to their own work.

Y2

Know how to create tone using pencils and experiment with this when drawing.

Introduce the children to the work of the British artist, Stephen Wiltshire, using online videos and work displayed on his website. Explain that Stephen has a special talent for drawing places from memory. Look at and discuss examples of his work, highlighting the way the artist uses pencil marks to record detail and build shapes in his drawings. Provide the children with a range of drawing materials, including hard and soft pencils, and allow them time to investigate ways of making different lines and shapes.

	<p>Explain to the children that they are going to draw a London landmark from memory, like Stephen Wiltshire. Ask the children to decide which London landmark they would like to draw and describe it to a friend before starting to draw.</p> <p>Encourage the children to revisit and develop their drawings over time, then display them alongside photographs of the real thing.</p>
Music	<p>Music For The Royal Fireworks – Handel</p> <p>Music linked to the Queen</p> <p>Listening and Appraising</p> <p>EYFS</p> <p>Know how to describe music and environmental sounds with the words loud, quiet, high, low, fast, slow.</p> <p>Know how to explain in very simple terms the reason they like or dislike a piece of music.</p> <p>Know what the pulse of a piece of music is and that the pulse keeps a steady beat.</p> <p>Y1/2</p> <p>Know and be familiar with 3 pieces of music.</p> <p>Know what the pieces are about.</p> <p>Know and recognise the sound and names of some of the instruments they use.</p> <p>Know that they can enjoy moving to music by dancing or marching.</p> <p>Y2</p> <p>Know some songs have a chorus or a response/answer part.</p> <p>Know that songs have a musical style.</p> <p>Know that pieces can tell a story or describe an idea.</p> <p>Singing</p>

EYFS

Know how to use my voice to speak, sing or chant.

Know how to be confident to join in with singing.

Y1/2

To confidently sing a song from memory.

Improvisation

Y1/2

Know that improvisation is about making up your own tune on the spot.

Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down; it belongs to them.

Know that everyone can improvise (Y2 you can use one or two notes).

Know how to listen and clap back, then listen and clap back an answer.

Know how to use voices and instruments to listen and sing back, then listen and play an answer using one or two notes.

Know how to take it in turns to improvise using one or two notes.

Composition

EYFS

Know how to make a range of sounds with their voice.

Know how to represent a sound by drawing.

Y1/2

Know that composing is like writing a story but with music.

Know that everyone can compose.

Know how to help to create a simple melody using one, two or three notes.

Know how the notes of the composition can be written down and changed if necessary.

Dimensions of Music

EYFS

Know how to sing many common nursery rhymes and accompany them with actions.

Y1/2

Know that music has a steady pulse, like a heartbeat.

Know that we can create rhythms from words, our names, favourite colours, foods and animals.

Know how to find the pulse in a piece of music.

Know how to listen to a rhythm and clap it back.

Know how to create rhythms for others to copy.

Know how to listen and sing back.

Y2

Know that rhythms are different from the steady pulse.

Know that we can add high and low sounds (Pitch), when we sing and play instruments.

Know how to listen and sing back using 'la' while marching to a steady beat.

	<p>Know how to listen and sing back and vocal warm ups.</p> <p>Know how to use voices to sing back using 'la'.</p> <p>Listen to a variety of music used at ceremonial occasions for the Queen.</p> <p>Learn to sing the National Anthem.</p> <p>Improvise short fanfares for when the Queen enters a tea party or garden party.</p> <p>Listen to Handel's Firework Music. Consider the instruments and musical style.</p> <p>Compose their own short piece of music to represent fireworks. Create pictorial representations.</p>
Computing	<p>Technology in our Lives</p> <p>EYFS</p> <p>Know that information sites such as Infant Encyclopeida, CBeebies Topics and Glossopedia can be used to find information digitally.</p> <p>Know how to explore old technology such as phones, keyboards, old PCs etc</p> <p>Know how to explore a range of different technologies e.g. printer, photocopier, tablets, laptops, interactive whiteboard.</p> <p>Know how to experience travelling the world using Google Earth to see photos and visit 3D buildings.</p> <p>Y1</p> <p>Know how technology is integrated in our daily lives and recognise this within familiar environments.</p> <p>Know who uses technology and why they might choose to do so.</p> <p>Know some of the benefits of using technology and know the benefits and disadvantages it may bring.</p> <p>Know how to click on a link to a website to find information.</p> <p>Y2</p>

Know how and why technology is used in the classroom.

Know what technology is used in homes and within the community.

Know that other people have created the information that I use on the internet.

Know the differences between the internet and things in the physical world.

Handling Data

EYFS

Know how to take photos and video to capture learning.

Know how to go back and reflect on these.

Know how to take about they can learn from photos.

Know how to use QR codes to select information they want to find out.

Y1/2

Know how to use technology to collect information including photos, videos and sound.

Multimedia

EYFS

Know how to type their name.

Know how to use a tablet and laptop keyboard.

Know how to use a mouse.

Know how to take a photo.

Know that you must ask permission before taking photos of friends.

Know how to take photos of artefacts or scenery that are part of learning.

Know how to record sounds on a walk or during exploration of musical instruments.

Know how to use software/apps to make marks and paint a picture.

Know how to use IWB to encourage big arm movements.

Know that apps and paint software used to develop fine motor control.

Y1

Know that a keyboard is an input device and that this can be used to create text on screen.

Know how to use the backspace and space bar on the keyboard.

Know how to save and then open a piece of work to continue working on it at a later stage.

Y2

Know how to use the keyboard on a device to add, delete and space text for others to read.

Know how to save and open files on the device I use.

Know how to use technology to organise and present my ideas in different ways.

Display the Visit London website on a large screen. Ask the children to look carefully at the home page and talk about its features. Establish that this is the official visitor website for London and the information is checked regularly for accuracy. People can use the website to find out what to do and where to stay if visiting the city. Invite the children to work in pairs on PCs or tablets to navigate the 'Things to do' page. Set the children a challenge of finding five things to do in London before feeding their discoveries back to the group.

Give children access to Google Earth, on a PC, laptop or tablet, to explore aerial perspectives of London and other areas, zooming in and out to explore positioning and details.

Children present some of their findings within a word processed document.

Design and Technology	<p>Design</p> <p>EYFS</p> <p>Know how to develop own ideas and then decide which materials to use to express them.</p> <p>Know how to explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Know how to use words to convey what they want to design/make and why.</p> <p>Know how to design collaboratively, sharing ideas, resources and skills.</p> <p>Know how to explore existing materials and select the best material.</p> <p>Y1/2</p> <p>Know how to use pictures and words to convey what they want to design/make.</p> <p>Know how to propose more than one idea for their product.</p> <p>Know how to use kits/reclaimed materials to develop more than one idea.</p> <p>Know how to model and explore ideas with kits, reclaimed materials.</p> <p>Know how to select appropriate techniques explaining: first, next, last etc.</p> <p>Know how to explore ideas by rearranging and investigations materials</p> <p>Know how to select pictures to help develop ideas.</p> <p>Know how to use drawings to record ideas as they are developed.</p> <p>Know how to describe their models and drawings of ideas and intentions including what will make it successful.</p> <p>Y2</p> <p>Know how to use drawings to record ideas as they are developed.</p>
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Know how to add notes to drawings to help explanations.

Make

EYFS

Know how to make imaginative and complex 'small worlds' with blocks and construction kits.

Know how to join different materials using glue, paper fasteners and tape.

Know how to use one handed tools and equipment e.g. making snips in paper with scissors.

Know how to develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Safely use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Y1/2

Know how to discuss their work as it progresses.

Know how to select materials from a limited range that will meet the design criteria.

Know how to select and name the tools needed to work the materials.

Know how to explain what they are making.

Know how to explain which materials they are using and why.

Know the names of the tools they are using (Y2 and why they are right for the task).

Know what they need to do next.

Know how to use simple finishing techniques (Y2 and begin to describe the importance of a high level finish).

Know and use technical vocabulary when talking to an adult (Y2 and their peers).

Evaluate

EYFS

Know how to explain what they like and do not like about items they have made.

Know what they like and do not like about items they have made and attempt to say why.

Know how to return to and build on their previous learning, refining ideas and developing their ability to represent them.

Know how to share their creations, explaining the process they have used.

Y1/2

Know how to explore existing products and investigate how they have been made.

Know how to talk about their design as they develop and identify good and bad points.

Know how to note changes made during the making process as annotation to plans/drawings.

Know how to say what they like and do not like about items that they have made and attempt to say why (Y2 with a degree of precision).

Know how to discuss simply how closely their finished product meets their design criteria and how well it meets the needs of the user.

Y2

Know how to decide how existing products do/do not achieve their purpose.

Structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares. A broader base will also make a structure more stable.

EYFS

Know how to use construction kits e.g. lego, duplo.

Know how to practise basic skills whilst using tools e.g. scissors/hole punch.

Know simple ways to join card and paper e.g. with glue and tape.

Y1/2

Know how to make structures stronger.

Know how to investigate different techniques for stiffening a variety of materials.

Know how to test different methods of enabling structures to remain stable.

Know how to join appropriately for different materials and situations, e.g. glue or tape.

Know how to mark out materials to be cut using a template.

Know how to use a glue gun with close supervision.

Display images of famous London landmarks for children to make, using construction kits.

Construct tall buildings to make a city landscape using cardboard boxes, crates and other large-scale materials.

When reviewing our curriculum rolling programme we considered the key aspects of our CURRICULUM INTENT as:

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Cycle C	Term 2 - Spring
<p>What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic?</p> <p>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</p> <p>Text in this colour describes example activities to support the main theme of the topic.</p>	
Main Topic	Street Detectives (History)
History	<p>Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.</p> <p>Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.</p> <p>Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p> <p>Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.</p> <p>Chronology</p> <p>EYFS</p> <p>Know that familiar situations were different in the past.</p> <p>Know details about local community in the past.</p> <p>Y1</p> <p>Know how to describe a day in the life of a school child or teacher at points in the school's history.</p> <p>Know how to create a personal timeline.</p>



Y2

Know how to sequence historical studied events.

Know how to create a personal timeline.

Know how to develop an understanding of why what is being studied is important to that time.

Know how to create a timeline of key moments in the school's history.

Historical Enquiry

Y1

Know how to recognise primary and secondary sources and how they are different.

Know how to give reasons for accomplishments based on what has been discussed.

Know how artefacts can help create a picture of the past.

Know how to suggest the significance of a personal artefact.

Y2

Know how to begin to gather primary evidence to build a simple historical argument.

Know how to offer reasons for changes over time.

Interpretations of History

Y1

Know why a particular area was chosen for a building.

Y2



Know key people in history would like to be remembered for.

Continuity and Change

Y1/2

Know how to compare and contrast schools in the past with modern day.

Know how to compare a town in the past with modern day.

Know how to recognise how some events changed how people were able to behave.

Know how to compare and contrast communication from early 1910s to 2020s.

Cause and Consequence

Y1/2

Know how to give reasons for changes in a town or village over time.

Similarities and Differences

EYFS

Know that school has similarities and difference with the past.

Y1

Know how to compare how rich and poor lived when our school was opened.

Y2

Know how some significant events alter social norms and act as a catalyst for social change.

Significance

Y1

	<p>Know how to describe in simple terms why an achievement was significant.</p> <p>Y2</p> <p>Know what is means for an action to be considered historically significant (major impact on people's lives, beliefs or ideas).</p> <p>Know simple reasons why objects may be considered significant.</p> <p>Explain that the children are detectives looking for clues about the past and the present to find out about changes that have taken place in the area they live over the years. Focus on the villages and towns that the schools are based and are near too. Branscombe (Branscombe and Sidmouth), Broadhembury (Broadhembury and Honiton), Farway (Farway and Honiton).</p> <p>Provide a simple map showing a specific route for children to follow around local streets. They can take photographs of each street on arrival and look out for the different features of each street, such as trees, a post box, a church, a playground or shop, drawing these on the map.</p> <p>Look at pictures, slides and photographs of old and modern homes (Victorian homes compare interestingly with more contemporary homes), identifying differences, including materials from which they are built. Discuss why they think particular materials have been used and consider what eco homes are. Make drawings of old and new houses, adding captions and labels to identify their features or use suitable software to add captions and labels to digital photographs.</p>
Geography	<p>Data can be recorded in different ways, including tables, charts and pictograms.</p> <p>Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.</p> <p>The local environment can be improved by picking up litter, planting flowers and improving amenities.</p> <p>Locational Knowledge</p> <p>EYFS</p> <p>Know that I have visited places that are different to where I live.</p> <p>Know that to visit different places I need to travel by e.g. bus, ferry, plane, bike, car.</p> <p>Y1</p>



Know the name of some of the main towns and cities of the UK inc. Plymouth, Exeter, London, Edinburgh, Bristol, Birmingham, Liverpool, Cardiff, Belfast.

Y2

Know the names of the world's oceans and find them in an atlas – Atlantic, Pacific, Indian, Arctic, Southern.

Place Knowledge

EYFS

Know some of the features of the immediate environment.

Y1

Know how to use simple geographical vocabulary to describe features of a location e.g. hill, local, a road, coastline, woods.

Know how to express own views about a place, people, environment.

Know how to identify similarities and differences between the local environment and one other place.

Y2

Know how to describe features of a place using words like beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, sea, season, town, road, street, shops.

Know how to consider geographical questions – where is this place? What is it like? How has it changed?

Know how to express own views about a place, people, environment.

Know how to compare and describe an area of the UK to a place outside Europe using geographical words.

Human Features

EYFS

Know some simple human features/landmarks of where I live and on my journey to school.

Know some familiar landmarks on a photograph/google earth.

Y1

Know how to describe the human geography of where they live.

Y2

Know how places have become the way they are e.g. shops.

Know how the jobs people do may be different in different parts of the world.

Know what facilities a town or village might need.

Know how to suggest ways of improving the local environment.

Know how a physical or human process has changed an aspect of the local environment – consider questions such as do you think that people ever spoil the local area or make it better? How?

Physical Features

EYFS

Know some of the physical features of my local environment.

Know how the local area changes throughout the year.

Know the cycle of the seasons and how this affects what can be seen.

Y1/2

Know how to recognise simple physical features on an aerial photograph or simple map showing an awareness that objects look different from above.

Know how to describe in simple terms how wind or water has affected the geography of an area.

Skills, Maps Work and Fieldwork

EYFS

Know that maps exist and that they can show where places are.

Know where Great Britain is.

Know how to draw a simple line map identifying some of the key landmarks that can be seen on a route.

Know how to take photos of the things seen on a walk.

Know how to record the physical changes in a season – using a tick chart.

Y1

Know how to observe and record e.g. identify buildings on a street.

Know how to communicate in different ways e.g. pictures, pictograms, simple maps, sketches, labelled diagrams.

Know how to use simple field sketches, use a camera.

Know how to use maps, pictures and stories to find out about different places.

Know how to collect data during fieldwork such as the number of trees/houses/shops.

Know how to make simple maps and plans.

Know how to explore maps of the local area.

Y2

Know how to observe and record in different ways e.g. sketches, diagrams, ICT, charts.

Know how to use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features.

Know how to collect and organise simple data from first and second hand sources including fieldwork.

	<p>Know how to explain simple patterns and offer an explanations e.g. count traffic and offer an explanation as to why the flow changes at different times.</p> <p>Know how to compare two settlements using globes, maps, plans (at a range of scales).</p> <p>Know how to draw simple maps or plans using symbols for a key.</p> <p>Go out into the local community to collect data about human features, including shops, libraries, housing, car parks, bridges, schools and churches. Record how many of each feature they can find on a simple table and work together to analyse results and identify the most common feature. Consider why this feature is the most common and others are less common.</p> <p>Explore and investigate the human and physical features that are found locally to the schools. Focus on the villages and towns that the schools are based and are near too. Branscombe (Branscombe and Sidmouth), Broadhembury (Broadhembury and Honiton), Farway (Farway and Honiton).</p> <p>Tour the school grounds, identifying useful tasks that would improve the environment, such as litter picking, bulb and tree planting, weeding, clearing, painting and repairing. Plan a 'big spring clean' day to tidy up the school grounds and invite parents and volunteers from the local community to help with the clean up.</p>
Science	<p>Plants are living things. Common plants include the daisy, daffodil and grass. Trees are large, woody plants and are either evergreen or deciduous. Trees that lose their leaves in the autumn are called deciduous trees. Examples include oak, beech and rowan. Trees that keep their leaves all year round are called evergreen trees. Examples include holly and pine.</p> <p>The basic plant parts include root, stem, leaf, flower, petal, fruit, seed and bulb. Trees have a woody stem called a trunk.</p> <p>Plants grow from seeds and bulbs. Seeds and bulbs need nutrients from soil, water and warmth to start growing (germinate). As the plant grows bigger, it develops leaves and flowers.</p> <p>Plants need water, light and a suitable temperature to grow and stay healthy. Without any one of these things, they will die.</p> <p>EYFS</p> <p>Know how to plant a bean.</p> <p>Know that plants need water and light to grow.</p> <p>Know that beans grow into beanstalks.</p> <p>Y1</p>

Know that there is a vast array of plants which have specific names.

Know that plants can be identified by looking at the key characteristics.

Know the names of trees and other plants that they see regularly.

Know that plants have common parts such as a roots, stem/branches, leaves, flower/blossom, blossom, seed, fruit, bud, stalk.

Know that these parts vary between different plants, for example, that some leaves and stems may not be green.

Know that some trees keep their leaves all year, these trees are evergreen.

Know that some trees lose their leaves during autumn and grow them again in spring, these are called deciduous.

Y2

Know that plants may grow from either a seed or a bulb.

Know that these then germinate and grow into seedlings which then continue to grow into mature plants.

Know that these mature plants may have flowers which then develop into seeds, berries, fruits etc.

Know that some seeds and bulbs need to be planted outside at particular times and know that they will germinate and grow at different rates.

Know that some plants are better suited to growing in full sun and some grow better in partial or full shade.

Know that plants also need different amounts of water and space to grow and stay healthy.

Knowledge of Working Scientifically

EYFS

Know how to have my own ideas.

Know how to use my sense and look closely.

	<p>Know how to question why things happen and how things work.</p> <p>Know how to notice similarities and differences.</p> <p>Know how to talk about plants, animals, natural and found objects.</p> <p>Know how to begin to use scientific vocabulary.</p> <p>Know to test my ideas and record my results through writing, drawings or photographs.</p> <p>Y1</p> <p>Know how to gather and record data with some adult support to help in answering questions.</p> <p>Know how to make simple observations of changes guided by prompt questions.</p> <p>Y2</p> <p>Know how to identify the question to investigate from a scenario.</p> <p>Know how to perform simple comparative tests choosing equipment to use, what to measure or observe in order to answer a question.</p> <p>Know how to make relevant observations, using simple equipment, in order to answer the question guided by prompt questions.</p> <p>Know how to communicate what I find out in a variety of ways.</p> <p>Know how to record data in simple prepared tables and tally charts.</p>
Art and design	<p>Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</p> <p>Use of Sketchbook</p> <p>Y1</p> <p>Know how to use their sketchbook to show the progression of their work.</p>

Know how to use their sketchbook to show initial ideas, thoughts and feelings about a piece of art work.

Y2

Know how to use annotation in their books to show how their ideas have progressed.

Know how to use sketchbooks to keep notes about what changes they have made or would make in their work.

Know how to use their sketchbooks to show knowledge and art history they have learnt.

Painting

EYFS

Know that two colours can be combined to make a new colour (primary colours).

Know and name the primary colours (red, blue, yellow) and secondary colours (purple, green, orange) and black, brown and white.

Know that adding white to a colour makes it lighter and black makes it darker.

Y1

Know how to mix colours and create a colour wheel and notice what happens if you add more of one colour.

Y2

Know how to mix a variety of colours for different purposes.

Know which colours to choose and why.

Know how to paint with creativity and expression.

Collage

EYFS

Know how to stick different paper on top of each other to create a themed piece.

Y 1/2

Know how to tear, overlap and stick materials.

Know how to use scissors to cut out a range of shapes.

Know that I can fold and crumple paper to create different textures.

Know what the complimentary colours are and can use this knowledge to arrange primary and complimentary coloured papers.

Know what colours would be classes as hot and cold.

Know how to work with others to complete a large scale collaborative piece.

Textiles

EYFS

Know how to group different materials based on their texture.

Know how to choose a particular material to represent something e.g, wool for sheep.

Y 1/2

Know different types of textiles.

Know that I can attach fabrics in different ways.

Know that folding and dipping fabrics in different ways will produce different dyed effects.

Colour

EYFS

Know names of colours and that mixing red, blue and yellow make other colours.

Y1

Know the primary colours and how to mix them to create secondary colours.

Know how to create shades of colours.

Y2

Know how to mix, apply and refine colour mixing for purpose using wet and dry media.

Know why they choose to use particular colours.

Pattern

EYFS

Know what patterns are.

Y1

Know that patterns are found in nature.

Know how to design and make patterns in a range of materials.

Y2

Know that there are a range of techniques to create repeating and non-repeating patterns and create their own.

Know that there are natural and man-made patterns.

Texture

EYFS

Know that different materials have different textures and can describe them.

Y1

Know how to use materials to create texture.

Y2

Know how to identify and describe different textures.

Know which materials are appropriate when creating particular textures.

	<p>Tone</p> <p>EYFS</p> <p>Know that there are different tones of one colour e.g. dark blue and light blue.</p> <p>Y1/2</p> <p>Know that you can get different tones of one colour.</p> <p>Know what tone is and how to apply this to their own work.</p> <p>Core Activities - Look at the work of artists who drew or painted the urban or rural landscapes of their locality. Talk about what the artist has drawn or painted and what they think they might see, hear and smell if they walked into the place in the painting. Make drawings, paintings and collages of buildings or statues or landscapes in the local area.</p> <p>Use ideas they like for artists' work and paint their own picture of the locality (school or home).</p> <p>Create collages using paper, photos, paintings and textiles to create their own landscape pieces.</p> <p>Optional Activity - Design and make posters and advertisements to advertise the 'big spring clean'. Display around the school in places where they will be easily seen by parents.</p>
<p>Music</p>	<p>Playing</p> <p>EYFS</p> <p>Know how to clap a short and simple rhythmic pattern.</p> <p>Know that instruments and objects can make a different sound when hit, blown or plucked.</p> <p>Y1/2</p> <p>Know and learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of the musical instruments they are playing.</p> <p>(Y2) Know the names of the unturned percussion instruments played in class.</p>

Know how to treat instruments carefully and with respect.

Know how to play a tuned instrument part with a song they perform.

Know how to learn to play an instrumental part that matches their challenge (one note part, simple part, medium part).

Know how to listen and to follow musical instructions from a leader.

Dimensions of Music

EYFS

Know how to sing many common nursery rhymes and accompany them with actions.

Y1/2

Know that music has a steady pulse, like a heartbeat.

Know that we can create rhythms from words, our names, favourite colours, foods and animals.

Know how to find the pulse in a piece of music.

Know how to listen to a rhythm and clap it back.

Know how to create rhythms for others to copy.

Know how to listen and sing back.

Y2

Know that rhythms are different from the steady pulse.

Know that we can add high and low sounds (Pitch), when we sing and play instruments.

Know how to listen and sing back using 'la' while marching to a steady beat.

Know how to listen and sing back and vocal warm ups.

	Know how to use voices to sing back using 'la'.
Computing	<p>Handling Data</p> <p>EYFS</p> <p>Know how to take photos and video to capture learning.</p> <p>Know where photos are stored to go back and reflect on learning.</p> <p>Know how to talk about what they have learnt from photos in books or online.</p> <p>Know how to use QR codes to select information they want to find out.</p> <p>Y1</p> <p>Know how to use technology to collect information, including photos, videos and sound.</p> <p>Know how to sort different kinds of information and present to others.</p> <p>Y2</p> <p>Know that data can be collected in a variety of ways including a camera and sound recorders.</p> <p>Know how to make and save a chart or a graph using data that I have collected.</p> <p>Know how to use a branching database.</p> <p>Know what kind of information may be needed in order to investigate or answer a question.</p> <p>Using data collected during their geography fieldtrips or last term's weather station create summary data that they can share interactively with others.</p>
Design and Technology	<p>Some ingredients need to be prepared before they can be cooked or eaten. There are many ways to prepare ingredients: peeling skins using a vegetable peeler, such as potato skins; grating hard ingredients, such as cheese or chocolate; chopping vegetables, such as onions and peppers and slicing foods, such as bread and apples.</p> <p>Design</p>

EYFS

Know how to develop own ideas and then decide which materials to use to express them.

Know how to explore different materials freely, to develop their ideas about how to use them and what to make.

Know how to use words to convey what they want to design/make and why.

Know how to design collaboratively, sharing ideas, resources and skills.

Know how to explore existing materials and select the best material.

Y1/2

Know how to use pictures and words to convey what they want to design/make.

Know how to propose more than one idea for their product.

Know how to select appropriate techniques explaining: first, next, last etc.

Know how to select pictures to help develop ideas.

Know how to use drawings to record ideas as they are developed.

Y2

Know how to use drawings to record ideas as they are developed.

Know how to add notes to drawings to help explanations.

Make

EYFS

Know how to develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Safely use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Y1/2

Know how to discuss their work as it progresses.

Know how to select materials/ingredients from a limited range that will meet the design criteria.

Know how to select and name the tools needed to work the materials.

Know how to explain what they are making.

Know how to explain which ingredients they are using and why.

Know the names of the tools they are using (Y2 and why they are right for the task).

Know what they need to do next.

Know how to use simple finishing techniques (Y2 and begin to describe the importance of a high level finish).

Know and use technical vocabulary when talking to an adult (Y2 and their peers).

Evaluate

EYFS

Know how to explain what they like and do not like about items they have made.

Know what they like and do not like about items they have made and attempt to say why.

Know how to return to and build on their previous learning, refining ideas and developing their ability to represent them.

Know how to share their creations, explaining the process they have used.

Y1/2

Know how to explore existing products and investigate how they have been made.

Know how to talk about their design as they develop and identify good and bad points.

Know how to note changes made during the making process as annotation to plans/drawings.

Know how to say what they like and do not like about items that they have made and attempt to say why (Y2 with a degree of precision).

Know how to discuss simply how closely their finished product meets their design criteria and how well it meets the needs of the user.

Food

EYFS

Know how to experience common fruit and vegetables undertaking sensory activities i.e. appearance, taste and smell.

Know how to cut soft fruit and vegetables using appropriate utensils.

Y1/2

Know how to develop a food vocabulary using taste, smell, texture and feel.

Know how to group food products e.g. fruit and vegetables and tell you what they do.

Know where food comes from.

Know how to explain how food grows.

Know how to cut, peel, grate, chop a range of ingredients and use a zester/juicer.

Know how to work safely and hygienically.

Know how to understand the need for a variety of foods in a diet.

Know how to measure and weigh food items, non statutory measures e.g. spoons, cups.

Create an old fashioned bakery and Easter shop selling their baked goods to other children, parents or carers. Bake bread and Easter cakes and biscuits. Find out about traditional Easter bakery products e.g. hot cross buns, simnel cake. Work with grandparents to bake



	their treats and have a tasting session, talking about how they made their items. Wear an apron and a cap just like an old fashioned baker would.
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When reviewing our curriculum rolling programme we considered the key aspects of our CURRICULUM INTENT as:

To provide a curriculum which encourages pupils, within a supportive Christian environment, to aspire to reach their full potential. This will be achieved through experiential learning, using the richness of our local rural community and culture, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.

Cycle C	Term 3 - Summer
<p>What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic?</p> <p>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</p> <p>Text in this colour describes example activities to support the main theme of the topic.</p>	
Main Topic	Land Ahoy! (Geography)
History	<p>Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.</p> <p>Chronology</p> <p>EYFS</p> <p>Know details about immediate family and community over time.</p> <p>Know that familiar situations were different in the past.</p> <p>Y1</p> <p>Know and describe achievements of historical figures studied.</p> <p>Know and describe a day in the life of a studied figure.</p> <p>Y2</p> <p>Know some ways in which historians divide time (BC/AD) and suggest reasons for doing it.</p>

Know how to sequence historical studied events.

Know how to develop an understanding of why what is being studied is important to that time.

Historical Enquiry

Y1

Know how to give reasons for accomplishments based on what has been discussed.

Know how to begin to understand how artefacts can help create a picture of the past.

Know how to suggest the significance of a personal artefact.

Know how to recognise primary and secondary sources and how they are different.

Y2

Know how to gather primary evidence to build a simple historical argument.

Know how to use evidence to compare why some people could be regarded as history makers (ie they broke the mould).

Know how to offer reasons for changes over time.

Interpretations of History

Y1

Know how to recognise the main motives for a significant character.

Y2

Know how to reflect on what history makers might achieve and explain what they personally would like to be remembered for.

Continuity and Change

EYFS

Know how boats have changed over time but how some elements have stayed the same.

Y1/2

Know how to recognise how sea exploration has changed over time.

Similarities and Differences

Y1

Know how to consider why situations that a person finds themselves in might make their achievements even greater than they would be today.

Know how to compare how rich and poor lived in the period studied.

Significance

Y1

Know how to describe in simple terms why an achievement was significant.

Know how to describe in simple terms why an individual could be described as significant.

Y2

Know what it means for an action to be considered historically significant.

Know how to choose people who they feel are significant and explain why.

Sir Walter Raleigh (1552 (or 1554) – 29 October 1618), also spelled Raleigh, was an English landed gentleman, writer, poet, soldier, politician, courtier, spy and explorer. Raleigh was one of the most notable figures of the Elizabethan era. Little is known about Sir Walter Raleigh's birth but he is believed to have been born on 22 January 1552 (or possibly 1554). He grew up in the house of Hayes Barton (in the parish of East Budleigh), in South Devon. He was the youngest of the five sons of Walter Raleigh (1510–1581) (or Rawleigh) of Fardel Manor (in the parish of Cornwood), in South Devon.

Dame Ellen Patricia MacArthur DBE (born 8 July 1976) is a retired English sailor. MacArthur is a successful solo long-distance yachtswoman. On 7 February 2005 (when only 26 years old) she broke the world record for the fastest solo circumnavigation of the globe, a feat which gained her international renown.

	Find out more information about famous sea explorers and identify on a timeline. Work in pairs to find out where they sailed, explored and discovered and present their findings to others in a simple non-chronological report. Consider and explain who is the most significant explorer and why.
Geography	<p>Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.</p> <p>An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.</p> <p>Locational Knowledge</p> <p>EYFS</p> <p>Know that I have visited places that are different to where I live.</p> <p>Know that to visit different places I will need to travel e.g. bus, ferry, plane, bike, car.</p> <p>Know that journeys to different places will take different lengths of time because some are close by and some are far away/some are in our country and some are in another country.</p> <p>Know where I live.</p> <p>Know where I have been on holiday.</p> <p>Y1</p> <p>Know how to identify hot and cold areas in the world map and begin to understand climate in simple terms – e.g. consider what they might wear.</p> <p>Y2</p> <p>Know how to locate the continents of the world and find them in an atlas.</p>

Know the world's oceans and find them in an atlas.

Place Knowledge

EYFS

Know some features of the immediate environment.

Know the polar regions are different to where we live.

Know that African fauna is different to where we live and suggest reasons.

Y1

Know how to use simple geographical vocabulary to describe features or location e.g. coastline, port, sea, ocean.

Y2

Know how to describe key features of a place using words like beach, coast, ocean, coastline, vegetation, cliff, sea, season.

Know how to consider geographical questions – where is this place? What is it like? How has it changed?

Know how to express own views about a place, people, environment.

Know how to compare and describe an area of the UK to a place outside Europe using geographical words.

Human Features

EYFS

Know some simple human features or landmarks of where I live and on my journey to school.

Know familiar landmarks on photographs or google earth.

Y1

Know how to recognise simple human features (of a seaside area) on an aerial photograph or simple map, showing an awareness that objects look different from above.

Know how to describe the human geography of where they live.

Know how humans have attempted to overcome extreme conditions.

Y2

Know what facilities a town or village might need.

Know how a physical or human process has changed an aspect of the local environment – consider questions such as Do you think people ever spoil the area or make it better? How?

Physical Features

EYFS

Know some of the physical features of my local environment.

Know how the local area changes throughout the year.

Know the cycle of the seasons and how this affects what can be seen.

Y1

Know the names of the four seasons and describe typical weather conditions for each.

Know how wind or water has affected the geography of an area.

Know the simple physical features on an aerial photograph or simple map showing an awareness that objects look different from above.

Skills, Maps Work and Field Work

EYFS

Know that maps exist and that they can show where places are.

Know where Great Britain is.

Know how to draw a simple line map identifying some of the key landmarks that can be seen on a route.

Know how to take photos of the things seen on a walk.

Know how to record the physical changes in a season – using a tick chart.

Y1

Know how to make simple maps and plans.

Know how to explore maps of the local area.

Y2

Know how to use information texts and the web to gather information about the world's human and physical geography.

Know how to use compass directions (N,S,E,W) to describe locations.

Know how to compare two different settlements using globes, maps, plans (at a range of scales).

Know how to use contents/index to locate a country and draw information from a map.

Devon is situated in the South West of England in the Continent of Europe. Devon has many RNLI stations. Exmouth Lifeboat Station was established over 200 years ago. Exmouth Lifeboat Station opened a new station and boathouse in 2010, which houses a Shannon class lifeboat and an inshore D class lifeboat. The crews have been awarded 7 medals for gallantry.

Visit a marina, a boat yard, an RNLI station or a boating lake to see how many different types of boats there are. If possible, have a ride in a boat. Describe what it feels like to be afloat. Take photographs and make drawings to reflect upon back in the classroom.

Use information gathered from the RNLI website to locate the UK's RNLI stations. Identify these locations on maps, which cities they are closest to and in which countries of the UK they are based. Where is their nearest station? Where are the most RNLI stations located and why?

	<p>Explore and investigate the human and physical features that Devon has.</p> <p>Look at real and imaginary treasure maps to identify a range of human and geographical features. Make an imaginary treasure map, adding lots of exciting features and giving them pirate themed names. Include a compass for describing locations and create a simple key. Where is the best place to hide treasure?</p>
Science	<p>Materials</p> <p>A material's physical properties make it suitable for particular purposes, such as glass for windows and brick for building walls. Many materials are used for more than one purpose, such as metal for cutlery and cars.</p> <p>Some objects and materials can be changed by squashing, bending, twisting, stretching, heating, cooling, mixing and being left to decay.</p> <p>A material is what an object is made from. Everyday materials include wood, plastic, glass, metal, water, rock, brick, paper and fabric.</p> <p>Materials can be grouped according to their properties.</p> <p>EYFS</p> <p>Know that some objects have similar properties through hands on exploration.</p> <p>Know that some objects have different properties through hands on exploration.</p> <p>Know that bread dough changes after it has been in the oven.</p> <p>Know that some objects float and some sink.</p> <p>Know that some materials are waterproof and some are not.</p> <p>Know that water freezes in cold temperatures.</p> <p>Know that ice melts in warmer temperatures.</p> <p>Know that some objects are attracted to a magnet.</p> <p>Know that some objects are not attracted to a magnet.</p> <p>Know about cause and effect, including pressing a light switch turns on a light, pulling a lever makes water come out of a tap, pressing a button makes the car move.</p>

Y1

Know that all objects are made of one or more materials.

Know that some objects can be made from different materials such as plastic, metal or wooden spoons.

Know that materials can be described by their properties such as shiny, stretch, rough etc.

Know that some materials such as plastic can be in different forms with very different properties.

Y2

Know the object and the material it is made from.

Know that all objects are made of one of more materials that are chosen specifically because they have suitable properties for the task. For example, that a water bottle is made of plastic because it is transparent allowing you to see the drink inside and waterproof so that it holds the water.

Know that when choosing what to make an object from, the properties needed are compared with the properties of possible materials, identified through simple tests and classifying activities.

Know that a material can be suitable for different purposes.

Know that an object can be made of different materials.

Know that objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. For example, clay can be shaped by squashing, stretching, rolling, pressing etc.

Know that the property of the material can depend on how the material has been processed e.g. thickness.

Know that a material may come in different forms which have different properties.

Knowledge of Working Scientifically

EYFS

Know how to have my own ideas.

Know how to use my senses and look closely.

Know how to question why things happen and how things work.

Know how to notice similarities and differences.

Know how to talk about plants, animals, natural and found objects.

Know how to begin to use scientific vocabulary.

Know how to test my ideas and record my results through writing, drawing or photographs.

Know how to use equipment and tools carefully.

Y1

Know how to ask a few simple questions about the world around us.

Know how, as part of a group, to choose equipment to use, decide what to do and what to observe or measure, in order to answer the question.

Know how to make simple observations of changes guided by prompt questions.

Know how to use non-standard units to measure using simple equipment such as egg timers.

Know how to begin to say what happened in my investigation.

Y2

Know how to ask a question about what might happen in the future based on observation.

Know how to perform simple comparative tests choosing equipment to use, what to measure or observe in order to answer a question.

Know how to use simple equipment safely e.g. hand lenses and egg timers.

	<p>Know how to use measurements and equipment with increasing independence. Begin to progress from nonstandard units to reading mm, cm, m, ml, l, °C.</p> <p>Know how to answer their question in simple sentences using their observations or measurements.</p> <p>Know how to begin to spot simple patterns e.g. making links between properties and objects (classification).</p>
Art and design	<p>A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.</p> <p>Use of Sketchbook</p> <p>Y1</p> <p>Know how to use their sketchbook to show the progression of their work.</p> <p>Know how to use their sketchbook to show initial ideas, thoughts and feelings about a piece of art work.</p> <p>Y2</p> <p>Know how to use annotation in their books to show how their ideas have progressed.</p> <p>Know how to use sketchbooks to keep notes about what changes they have made or would make in their work.</p> <p>Printing</p> <p>EYFS</p> <p>Know that I can create prints using a variety of objects, e.g. fruit, vegetables and Lego.</p> <p>Y1/2</p> <p>Know that I can create prints using a variety of objects, e.g. fruit, vegetables and Lego.</p> <p>Know that I can apply ink, draw onto the surface and take a print to make a monoprint.</p> <p>Know how to make a repeated pattern using a print.</p>

3D Art

EYFS

Know that there are different patterns, colours and shapes in the environment.

Know how to experiment with different materials and tools to create patterns.

Y1/2

Know that there are different patterns, colours and shapes in the environment.

Know clay can be pulled, pinched and smoothed to create a piece inspired by nature.

Know how different techniques can add patterns and texture to clay.

Know how to form clay slabs using the techniques taught.

Form

EYFS

Know that we can draw and make pieces.

Y1

Know about form and space through making sculptures and developing language.

Y2

Know how to create 3D sculptural forms.

Pattern

EYFS

Know what patterns are.

Y1

Know that patterns are found in nature.

Know how to design and make patterns in a range of materials.

Y2

Know that there are a range of techniques to create repeating and non repeating patterns and create their own.

Know that there are natural and man made patterns.

Shape

EYFS

Know and match shapes.

Y1

Know the different shapes and describe them.

Know how to compose geometric designs by adapting the work of others.

Texture

EYFS

Know that different materials have different textures and can describe them.

Y1

Know how to use materials to create texture.

Y2

Know how to identify and describe different textures.

Know which materials are appropriate when creating particular textures.

Core Task - Look at examples of pirate flags, talking about the shapes, patterns and colours used. Design a motif for a pirate flag, choosing colours that would stand out from afar. Make a simple printing block using materials such as card, string, foam or polystyrene tiles. Use their blocks to make single or repeat prints.

Core Task - Look at shapes within nature at the beach/on the sea. Children roll out a clay square and manipulate it to include shapes inspired by nature at the seaside. Add patterns to the clay using clay tools. Consider appropriate colours and glaze and fire to create a finished tile.

<p>Music</p>	<p>Devon Folksongs, Sea Shanties and Songs about the Sea</p> <p>Listening and Appraising</p> <p>EYFS</p> <p>Know how to describe music and environmental sounds with the words loud, quiet, high, low, fast and slow.</p> <p>Know how to explain in very simple terms the reason why they like or dislike a piece of music.</p> <p>Know what the pulse of a piece of music is and that the pulse keeps a steady beat.</p> <p>Y1/2</p> <p>Know 5 songs off by heart.</p> <p>Know what the songs are about.</p> <p>Know and recognise the sound and names of some of the instruments they use.</p> <p>Know how they can enjoy moving to music by dancing or marching or being like animals.</p> <p>Y2</p> <p>Know some songs have a chorus or a response/answer part.</p> <p>Know that songs have a musical style.</p> <p>Know how songs can tell a story or describe an idea.</p> <p>Singing</p> <p>EYFS</p> <p>Know how to use my voice to speak, sing or chant.</p>
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Know how to be confident to join in with singing.

Y1/2

Know how to confidently sing or rap 5 songs from memory and sing them in unison.

Know how voices sing in different pitches (high and low).

Know how to make different sounds with their voices and say words in rhythm.

Know how to start and stop when following a leader.

Y2

Know that unison means everyone singing at the same time.

Know that songs include other ways of using the voice, e.g. rapping.

Know why we need to warm up our voices.

Know how to find a comfortable singing position.

Dimensions of Music

EYFS

Know how to sing many common nursery rhymes and accompany them with actions.

Y1/2

Know that music has a steady pulse, like a heartbeat.

Know that we can create rhythms from words, our names, favourite colours, foods and animals.

Know how to find the pulse in a piece of music.

Know how to listen to a rhythm and clap it back.

	<p>Know how to create rhythms for others to copy.</p> <p>Know how to listen and sing back.</p> <p>Y2</p> <p>Know that rhythms are different from the steady pulse.</p> <p>Know that we can add high and low sounds (Pitch), when we sing and play instruments.</p> <p>Know how to listen and sing back using 'la' while marching to a steady beat.</p> <p>Know how to listen and sing back and vocal warm ups.</p> <p>Know how to use voices to sing back using 'la'.</p> <p>Use the Sea shanties teacher information to explain the origin and structure of sea shanties.</p> <p>Know there are various local Shanty Singer groups e,g, Shanty Men and link to the history of fishing in the South West.</p> <p>Learn sea shanties from local group Shanty Men and their meanings.</p> <p>Play the John Kanaka, Roll the Old Chariot Along and South Australia sea shanties provided and encourage the children to scrub the decks, haul the rigging and bail out the boat in time to the music.</p> <p>Compose their own sea shanty tune with 1,3 or 5 different notes on simple tuned instruments. Create simple words to it about sea life. Develop a way of recording their composition.</p>
Computing	<p>Robots can be programmed to follow a series of instructions using algorithms.</p> <p>Programming</p> <p>EYFS</p> <p>Know how to explore the buttons of a floor robot and remote control toys.</p>

Know how, with support, to make the robot move.

Know how to follow a set of instructions.

Know how to communicate instructions to each other and to supporting adults.

Know how to explore apps such as Beebot to make things happen.

Know how to talk about solving problems.

Know how to be willing to make mistakes and learn from them building the foundations for debugging.

Know how to build environments for floor robots and work together to navigate the robot or remote control toy around them.

Y1

Know how to give instructions to a partner using simple, directional language, forward, backward, left and right (Y2 – half turn, quarter turn and right angle).

Know how to correctly sequence a floor robot to make it do what they want.

Know how to look for mistakes within a sequence and accurately debug parts of the algorithm.

Know how to predict and justify what will happen following a short sequence of instructions.

Know how to debug a Bee-Bot program by looking for errors in the sequence and correcting these.

Know what actions will be needed to make something happen and use the word algorithm.

Know how to programme a floor-robot to navigate to different locations by describing what happens when each button is pressed on the Bee-Bot.

Y2

Know how to give instructions to a partner using simple, directional language, forward, backward, left and right, half turn, quarter turn and right angle.

	<p>Know the order I need to do things to make something happen and talk about this as an algorithm.</p> <p>Know from looking at a program what will happen when the program is started.</p> <p>Know how to use programming software to make objects move.</p> <p>Know how to watch a program execute and spot where it goes wrong so that it can be debugged.</p> <p>Use a floor robot to navigate around a large scale map drawn on the school playground. Can they prevent their ship from crashing and wrecking on the rocks?</p> <p>Note: Where their ship wrecks, revise their programming to debug. This can be extended to navigate around rockier coastlines and other obstacles such as the pirates' swamp and smugglers' caves.</p>
Design and Technology	<p>A mechanism is a device that takes one type of motion or force and produces a different one. A mechanism makes a job easier to do. Mechanisms include sliders, levers, linkages, gears, pulleys and cams.</p> <p>Finished products can be compared with design criteria to see how closely they match. Improvements can then be planned.</p> <p>Design</p> <p>EYFS</p> <p>Know how to develop own ideas and then decide which materials to use to express them.</p> <p>Know how to explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Know how to use words to convey what they want to design/make and why.</p> <p>Know how to design collaboratively, sharing ideas, resources and skills.</p> <p>Know how to explore existing materials and select the best material.</p> <p>Y1/2</p> <p>Know how to use pictures and words to convey what they want to design/make.</p>

Know how to propose more than one idea for their product.

Know how to use kits/reclaimed materials to develop more than one idea.

Know how to model and explore ideas with kits, reclaimed materials.

Know how to select appropriate techniques explaining: first, next, last etc.

Know how to explore ideas by rearranging and investigations materials

Know how to select pictures to help develop ideas.

Know how to use drawings to record ideas as they are developed.

Know how to describe their models and drawings of ideas and intentions including what will make it successful.

Y2

Know how to use drawings to record ideas as they are developed.

Know how to add notes to drawings to help explanations.

Make

EYFS

Know how to make imaginative and complex 'small worlds' with blocks and construction kits.

Know how to join different materials using glue, paper fasteners and tape.

Know how to use one handed tools and equipment e.g. making snips in paper with scissors.

Know how to develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Safely use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Y1/2

Know how to discuss their work as it progresses.

Know how to select materials from a limited range that will meet the design criteria.

Know how to select and name the tools needed to work the materials.

Know how to explain what they are making.

Know how to explain which materials they are using and why.

Know the names of the tools they are using

Know what they need to do next.

Know how to use simple finishing techniques.

Know and use technical vocabulary when talking to an adult.

Y2

Know how to select materials from a limited range and because of the characteristics that will meet the design criteria.

Know the names of the tools they are using and why they are right for the task.

Know how to use simple finishing techniques and begin to describe the importance of a high level finish.

Know and use technical vocabulary when talking to an adult and their peers.

Evaluate

EYFS

Know how to explain what they like and do not like about items they have made.

Know what they like and do not like about items they have made and attempt to say why.

Know how to return to and build on their previous learning, refining ideas and developing their ability to represent them.

Know how to share their creations, explaining the process they have used.

Y1/2

Know how to explore existing products and investigate how they have been made.

Know how to talk about their design as they develop and identify good and bad points.

Know how to note changes made during the making process as annotation to plans/drawings.

Know how to say what they like and do not like about items that they have made and attempt to say why.

Know how to discuss simply how closely their finished product meets their design criteria and how well it meets the needs of the user.

Y2

Know how to say what they like and do not like about items that they have made and attempt to say why with a degree of precision.

Know how to decide how existing products do/do not achieve their purpose.

Mechanisms

EYFS

Know how to work with card and paper to make simple flaps and hinges.

Know how to simple cutting, shaping and joining skills with glue, paper fasteners and masking tape.

Y1/2

Know how to join appropriately for different materials and situations, e.g. glue or tape.

Know how to try out different axle fixings and their strengths and weaknesses.

Know how to make vehicles with construction kits which contain free running wheels.

Know how to use a range of materials to create models with wheels and axles, e.g. tubes, dowel or cotton reels.

Know how to roll paper to create tubes.

Know how to cut dowel using a hacksaw and bench hook.

Know how to attach wheels to a chassis using an axle.

Know how to mark out materials to be cut using a template.

Know how to fold, tear and cut paper/card.

Know how to cut along straight and curved lines.

Know how to use a hole punch.

Know how to insert paper fasteners for card.

Know how to experiment with levers and sliders to find different ways of making things move in a 2D plane.

Play with a range of toy boats with moving parts and mechanisms. Investigate with a partner, then explain how they work, giving an opinion about whether they work well or could be made better. Make boats with a moving part or mechanism, such as a lever or pulley or wheels, using Lego or other construction kits. Then make their own models using wood and card and recycled items.

Help to make a maritime museum in the classroom, displaying all of the artefacts made throughout the project. Take a photograph of their model and write a simple evaluation about their design. Explain how they might change it next time.