



Kestrels Year A	Autumn		Spring		Summer	
	We are magic! How do people help us to have better lives? What makes my local area special?		Moon Zoom! (Wonder dome? We the curious?) What do we know about space travel? Why are some places hot and other places cold?		Castles (Berkeley Castle) What was it like to live in a castle? Where are there castles in the United Kingdom?	
	Grin Nature Rough Steep Through Under	Before Build Delight Gentle Greedy Nervous	Annoyed Dash Earth Factory Rescue Sob	Adventure Enormous Gloomy Ticket Tremble Yell	Magical Nibble Shelter Shrink Similar Vanish	Connect Demolish Fetch Spring Trail Warn
<u>Word of the Week</u>	EYFS: Know about their own life story and know they have changed. Talk about members of their immediate family and community. Name and describe people who are familiar to them.		EYFS: Know some similarities and differences between things in the past and now. Know some key events that have happened in the past.		EYFS: Know some similarities and differences between things in the past and now. Comment on images of familiar situations in the past.	
	Year 1: I can explain how I have changed since I was born (sequence events in my life) I can recognise the difference between past and present in their own and others' lives. I can compare adults talking about the past - how reliable are their memories? I can explain how some people have helped us to have helped us to have better lives.		Year 1: I can use words and phrases like: old, new and a long time ago. I can recall facts about a significant individual from the past. Ask and answer basic questions about the past. I can recall basic facts about a significant event.		KS1: I can spot old and new objects. I can recognise that some objects belonged to the past and sort artefacts from distinctly different periods of time. I can explain what an object from the past might have been used for. I can find answers to simple questions about the past from sources of information. e.g. artefacts. Ask and answer basic questions about the past.	
	<u>Sticky Knowledge</u> - I know the key events that have already happened in my own life and can order them. - I can name key events that will happen in the future of my own life. - I know that Emmeline Pankhurst helped women to gain the vote.		<u>Sticky Knowledge</u> - I know what an astronaut is. - I know who the first person was to walk on the moon (Neil Armstrong) and when it happened (1969). - I know that the mission to space was called Apollo 11 and the rocket was called Saturn V (five).		<u>Sticky Knowledge</u> - I know that castles were built to protect the people who lived in and near them. - I can name 4 of the features of a castle (drawbridge, moat, turrets, arrow slits) - I know that the Lord and Lady usually had food tasters to ensure it was tasty and hadn't been poisoned.	

	- I know that Marie Curie discovered radioactivity. - I know that Nelson Mandela fought for change around racism in South Africa.		- I know some of the key events in Neil Armstrong's life and can order them. - I know that Katherine Johnson was a NASA mathematician that helped Apollo 11 succeed.		I know that Berkeley Castle is the oldest building in the country to have been built by the same family who are still living in it now.	
<u>Geography/Understanding the World</u>	<u>EYFS:</u> Know about features of our immediate environment. Know that simple symbols are used to identify features on a map.	<u>Year 1:</u> I can explain where I live and tell someone my address. I can make observations about where things are within our local area. I can make observations about where things are within our school. I can use a simple picture map to move around the school. I can describe some of the key physical features of a place using words like forest, hill, mountain, river, valley, seasons and weather. I can describe some of the key human features using words like town, village, farm, house and shop.	<u>EYFS:</u> Know that there are many countries around the world and know some similarities and differences. To know that people in other countries may speak different languages (Chinese New Year link)	<u>Year 1:</u> I can keep a weather chart and answer questions about the weather. I can explain some of the main things that are in hot and cold places. I can explain the clothes that I would wear in hot and cold places. I can explain how the weather changes throughout the year and name the seasons.	<u>EYFS:</u> Know about people who help us within the local community. Know that people around the world have different religions.	<u>Year 1:</u> To use locational and directional language (left, right, near, far, forwards, backwards) to describe the location of features and routes. I can name the four countries in the United Kingdom and locate them on a map. I can name some of the main towns and cities in the United Kingdom. I can draw maps of imaginary and real places using my own symbols.
	<u>Sticky Knowledge</u> - I know where I live and can tell someone my address. - I know that a map is an aerial view of a place - I know that maps sometimes have keys with symbols.		<u>Sticky Knowledge</u> - I know the names of the seasons and how the weather changes throughout the year. - I know the equator impacts a country's weather conditions. - I know where the Equator, North Pole and South Pole are on a globe.		<u>Sticky Knowledge</u> - I know that castles were often built at the top of hills so the surrounding area could be seen. - I can name and locate the four countries in the United Kingdom.	

	- I know that Stroud is famous for its beautiful hills and valleys and I can name some physical features that can be found near where I live: hill, valley, river, forest. - I know some human features that can be found near where I live: town, village, farm, shop, mill, canal		- I can describe what to wear in a hot climate and in a cold climate. - I know the name of a hot country and a cold country and I can name a difference between the two countries.		- I know some of the other towns and cities in the United Kingdom that have castles. (Cardiff, Edinburgh, London, Belfast) - I know that castles were often located near rivers and by the coast so they were accessible by boat.	
<u>Science/ Understanding the World</u>	Humans Reception - Ask and suggest answers to questions about things we see or hear. Talk about how things are similar or different to one another. Y1 - Identify, name, draw and label the basic parts of the human body. Say which part of the body is associated with which sense.	Animals Reception - Draw pictures of animals. Talk about how things are similar or different to one another. Y1 - Identify and name a variety of common animals (fish, amphibians, reptiles, bird, mammals) Name a variety of carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals.	Materials Reception - Explore the world around us and talk about what we see, hear and feel. Y1 - Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials Describe the simple physical properties. Compare and group on the basis of their physical properties.	Floating & Sinking / Melting & Freezing Reception - Make observations about similarities, differences and changes. Y1 - Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Perform simple tests. Use observations and ideas to suggest answers. Gather and record data.	Plants Reception - Draw pictures of plants. Explore the world around us with our eyes, hands and ears. Y1 - Identify and name a variety of common wild and garden plants Identify and describe the basic structure of a variety of common flowering plants, including trees	Seasons Living Things and their habitats Reception - Suggest answers to questions based on their experience of the world around them. Y1 - Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.
<u>RE/ U+W</u> Glos Agreed Syllabus	F6: Being Special: where do we belong?	F2: Why is Christmas special for Christians? 1.1: What do Christians believe God is like?	1.6: Who is Muslim and how do they live (Part 1)	1.6: Who is Muslim and how do they live (Part 2)	1.7: Who is Jewish and how do they live? (Part 1)	F4: What places are special and why? 1.8: What makes some places sacred to believers?
<u>DT/ Expressive Arts and Design</u>	Painting and Printing Skills Paint using brushes and fingers. Experiment with mixing colours.	Fruit Snacks Joining techniques Using scissors safely Join items in a variety of ways using cello tape, hole punches, string, glue, masking tape and ribbon.	Sculpture Manipulate the clay by squashing, rolling, pinching, twisting and cutting. Select additional materials to enhance model.	Mechanisms - Wheels and Axles (Kapow) Joining techniques Use these techniques to join materials: flanges, slots, braces, tabs and ties.	Drawing Experiment with drawing techniques, paying attention to the size and shape of features.	Textiles - Bunting Drawing Observes objects and people closely before drawing and adds in observed details.

	Talk about what they've painted with a peer or adult. Experiment with print using a variety of materials.	Experiment with a variety of textures. <u>Year 1:</u> I can use my own ideas to make something. I can explain to someone how I want to make my product. I cut food safely (rolling snack).	Make something with clear intentions from start to finish.	Review own work and make considered improvements. Share creations with a small group. Use different textures for effect. <u>Year 1:</u> I make a simple plan before making. I can describe how something works. I can make a product which moves.	Draws things from memory.	<u>Year 1:</u> I can explain to someone how I want to make my product. I can make my model stronger.
<u>Art/ Expressive Arts and Design</u>	Can I use PAINTING to create magic Art? I know who Susan Schroder is. (Swift of Swing Portal)		Can I PRINT from everyday objects to create space images? (Images from NASA)		Can I use COLLAGE to create Castles?	
	<u>EYFS:</u> Sticky Knowledge: Experiment with and using primary colours. Mix colours. Learn the names of different tools that bring colour. Know how to use a range of tools to make coloured marks on paper. Name the primary and secondary colours. Insight: Hold a pencil effectively	<u>Year 1:</u> Sticky Knowledge: Name all the colours. Mix colours. Collections of colour Apply colour with a range of tools Insight: Show how people feel in paintings and drawings Create moods in art work Know how to use pencils to create lines in different thickness	<u>EYFS:</u> Sticky Knowledge: Create rubbings. Print with variety of objects. Print with block colours. Insight: Use a range of small tools, including scissors and paint brushes Safely use and explore with a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<u>Year 1:</u> Sticky Knowledge: Create patterns Develop impressed images Relief printing Insight: Create a repeating pattern in print. Cut, roll and coil materials. Ask questions about a piece of art.	<u>EYFS:</u> Sticky Knowledge: Handle, manipulate and enjoy using materials. Have a sensory experience. Create simple collages Make collages using paper, tissue, crepe etc. Insight: Share their creations, explaining the process they have used. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	<u>Year 1:</u> Sticky Knowledge: Use pritt and PVA, fold, crumple, tear, overlap and sort different materials Know how to collage. Insight: Use IT to create a picture. Describe what I can see and give an opinions about the work of an artist.

	Show accuracy and care when drawing Use a range of small tools, including scissors and paint brushes.				Use a range of small tools. Draw pictures	
<u>Music/ Being Imaginative</u> Charanga	My Musical Heartbeat R - Sing and perform nursery rhymes.	Magical Christmas Journey R - Experiment with different instruments and their sounds.	My Stories R - Find the pulse in a piece of music by moving in time.	Exploring Sounds R - Sing a range of songs.	Our World R - Repeat a musical rhythm.	Having Fun with Improvisation R - Play question and answer rhythms on percussion instruments. Perform songs and poems with others.
<u>Physical Development</u> Atlas and Dance 4 Schools	Gymnastics (EYFS) and Games (Principles of Play EYFS) To move safely in a space (running, riding a bike/scooter) Begin to control a ball in different ways. Begin to safely use tools and equipment and follow rules in games. Begin to use their core muscle strength to achieve good posture when sitting on the floor or at a table.	Games (FUNdamentals of Movement EYFS) and Dance Explore different ways to travel using equipment. To be able to control a ball in different ways (throwing, catching, kicking, passing, batting and aiming) Begin to develop overall body; strength, balance, co-ordination and agility.	Gymnastics (Y1) and Games (Multi Skills) Continue to develop overall body strength, balance and co-ordination. To be able to balance on a variety of equipment and climb. To jump and land safely from a height. Negotiate space successfully and adjust speed and direction.	Dance and Games (Healthy Happy Heart) Combine different movements with control, ease and fluency. To move safely with confidence and imagination, communicating ideas through movement Develop in ability when dancing to music. Showing increasing control with a ball. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.	Gymnastics (Balance and Shape on Large Apparatus) Forest School (Y1 for BTBF) and Bikes (EYFS) Develop core strength to achieve a good posture. Confidently and safely use a range of large and small apparatus. To develop precision and accuracy when using a ball. Move energetically in a range of different ways.	EYFS Forest School Y1 Bikes? Athletics Y1 (Sports Day Preparation) To play by the rules and develop coordination. Develop overall body strength, balance, co-ordination and agility. Negotiate space and obstacles safely. Show strength, balance and co-ordination. Playground Games (R for BTBF)
<u>Computing</u> Purple Mash	Online safety Y1 Grouping and sorting Y1 Pictograms Y1		Maze Explorers Y1 Animated Story Books Y1 Coding Y1		Spreadsheets Y1 Technology outside school Y1	

	Lego Builders Y1					
<u>PSHE/ PSED</u> SCARF	<u>Me and my relationships</u> Reception: Me and my special people My feelings Year 1: Thinking about feelings Our special people balloons Good friends How are you listening?	<u>Valuing Difference</u> Reception: I'm special, you're special Kind and caring Year 1: Who are our special people? It's not fair!	<u>Keeping myself safe</u> Reception: Safe indoors and outdoors Listening to my feelings Year 1: Harold loses Geoffrey What could Harold do? Good or bad touches?	<u>Rights and responsibilities</u> Reception: Looking after my friends Caring for our world Year 1: Around and about the school Taking care of something Basic first aid	<u>Being the best</u> Reception: Healthy eating 1 + 2 Move your body A good nights sleep Year 1: I can eat a rainbow Eat well Catch it! Bin it! Kill it!	<u>Growing and changing</u> Reception: Where do babies come from? Getting bigger Year 1: Taking care of a baby Who can help? (2) Surprises and secrets (RSE)
<u>PSED</u> Self-Regulation	To be able to follow one step instructions, recognise different emotions and focus during short whole class activities.	To talk about how they are feeling and begin to consider others feelings.	To be able to focus during longer whole class lessons.	To identify and moderate their own feelings socially and emotionally (taking turns, waiting politely, tidying up).	To be able to control their emotions using a range of techniques.	To follow instructions of three steps or more.
Managing Self	To wash hands independently after toileting and before snack. To recognise and respond to their own toileting needs.	To understand the need to have rules. To understand the importance of healthy food choices.	To begin to show resilience and perseverance in the face of a challenge.	To develop independence when dressing and undressing. To understand the importance of regular physical activity.	To manage own basic needs independently. To dress independently.	To be able to show a 'can do' attitude.
Building Relationships	To seek support from adults and gain confidence to speak to peers and adults. Begin to build constructive and respectful relationships with adults.	Begin to develop friendships with peers. To be able to use taught strategies to support turn taking.	To think about the perspectives of others through stories. To be able to use taught strategies to support turn taking independently.	To listen to the ideas of other children and agree on a solution and compromise.	To work as a group.	To be able to have confidence to communicate with adults around the school.