- how our curriculum considers diversity

Subject	EYFS		KS1		KS2	
	Knowledge and skills	Vocabulary	Knowledge and skills	Vocabulary	Knowledge and skills	Vocabulary
History Links to other subjects: Geography KS1 – G1, G3, G7, G8, G9, G6 – *Explorers, local area compared to Kenya* KS2 – G1, G2, G3, G4, G5, G6, G7 – *Volcanoes* Art – KS2 - WW2 art – *Auguste Edouart – Volcano Art, Papyrus painting, coats of arms (Tudors), design an Air raid shelter* KS1 – Portraits – *childhood through time*	Understanding the concept of past & present - *Dinosaurs* Compare and contrast past to the present. Similarities and differences between past and present. *Toys, Christmas today and in the past. Castles, knights – Tutbury Castle visit* History within pupils' lived time, parents, grandparents. *Toys, families, Queen Elizabeth II pictures of Queens through time* Introduction to events and people of significance e.g. *Florence Nightingale, The Great Fire of London.*	Past, present, future, now, then, old, new, similar, difference, Florence Nightingale, nurse, history, soldiers, lamp, Great Fire of London, Pudding Lane, bakery, fire, raged, extinct	Extending the knowledge of past and present to– Significant historical events, people and places in their own locality – ***Fauld explosion*** Exploring the lives of individuals in the past who have contributed national and international achievements. – *Rosa Parks, Flo Nightingale, Christopher Columbus, Matthew Henson, Ellen McArthur* Changes within living memory – *childhood through time – toys (builds on EYFS knowledge) technological developments in hospitals/treatments - link to FN. Castles – types of castles e.g Motte and Bailey – Tutbury Castle - monarch linked to those time periods. (Georgian & Stuart – preparation for Tudors in KS2)* *Events beyond living memory that are significant nationally or globally - Great Fire of London– building on prior knowledge.*	Explorer, past, present, ocean, continent, yacht, trimaran, circumnavigate, discovery, chronological, famous, awl, disability, planchette, hygiene, infection, nutrition, Crimean War, technological development, discrimination, racism, inclusion, protest, equality, courageous, contributed, bakery, Samuel Pepys, King Charles II, narrow, wooden, fire, plague, drought, thatched, leather bucket, sewers, diary, pitch	Have a chronologically secure knowledge & understanding of British, local and world history. *Tudors – Tutbury Castle (Mary Queen of Scots 4-2-1569 -local link), Ancient High House, Stafford, WW2* Be able to make connections, contrasts and trends over time and develop the appropriate use of historical terms – *The Victorians, The Tudors - local study, **impact** of Tudors in the local area - 'Diver's Daughter'class text – a story about an African family facing prejudice and racism in Tudor times, WW2* Understand the significant impact of events/people and the effect on history and the modern world –*Roman Empire and its **impact** on Britain.*	Politician, reform, orphan, orphanage, philanthropist, mine, workhouse, working conditions, Victorian era, Gauls, centurion, Legionary, Emperor, Aqueduct, Londinium, invade, settle, Rome, Roman baths, Boudicca, Hadrian's Wall, Tudor, Henry VIII, Elizabeth I, William Shakespeare, Globe Theatre, fashion, punishment, disease, lifestyle, monarch, reign, local history, war, Blitz, evacuation, evacuee, refugee, ration, Nazi, Adolf Hitler, Winston Churchill, Neville Chamberlain, air raid
Geography Links to other subjects: History KS1 – *Explorers, History of the local area, Childhood through time* KS2 – *The Roman Invasion, local link – Tutbury Castle* Science KS1 – *Changing seasons, Animals including humans/adaptations, Living things and their habitats, Plants* KS2 – *Rocks and Soils, Living things and their habitats,* Art KS1 – *Sculpture, Landscapes Kenyan artist and cities, Seasonal art* KS2 – *Volcano art, Rainforest craft*	Similarities and differences between life in this country and life in other countries – *Where in the world? – Africa/Ghana. – The Ghananian Goldilocks - Where on Earth? – Environments. Local Geography – where we live* Learning about simple maps – *identifying countries in the UK. Africa is a continent and made up of different countries. Pirates/Under the Sea – planning a route/compass directions. **(preparation for map work in KS1)*** Comparing contrasting environments – hot and cold places – *safari/savannah - jungle, Antarctica*	Hot, cold, freezing, melting, weather, seasons, Africa, Safari, Savannah, desert, jungle, Ghana, plains, Antarctica, Kente Cloth, village, town, continent, country, United Kingdom, map, compass, North, South, East, West, route, globe, world, volcano, eruption, lava	Locational knowledge - UK and capital cities – continents and oceans – covered 3 times – explorers/Kenya/UK in relation to wider world. ***Oceans knowledge prepares for e.g. Volcanoes (Ring of Fire in the Pacific)*** Place knowledge – comparing *Draycott/Denstone/Alton **(building on local knowledge from EYFS)** and Kenyan village.* Human and physical features - *Holidays – beach/skiing/safari/city/mountain – prepare for further development on 'regions' in KS2* Human and physical geography – *The Arctic, Antarctica **(previously taught in EYFS)** – Explorers- The Equator. Weather patterns – holidays and Kenya topic* Geographical skills and fieldwork – *local area study, Kenya – plan of own national park using symbols. Maps – UK and capital cities/Kenya – map of continents and oceans – Explorers*	Continent, country, ocean, sea, Asia, circumnavigate, compass, directions, North, South, East, West, rivers, woodland, ponds, sea, rainforest, desert, climate, equator, Kenya, Kenyan, export, wildlife, drought, savannah, British, Europe, temperate, cliff, coast, weather patterns, resort, beach seasonal changes, lighthouse, destination, culture, England, capital city, London, city, town, village, rural, urban, landmark, North pole, Arctic, South Pole, Antarctic, equator, map, globe, atlas, hemisphere, temperature, Sahara desert, local area, aerial photo, key, map symbol, physical features, human features, Bumala'B, journey	Locational knowledge – Covered 4 times- *Maps and Settlements – who am I and where do I come from? Volcanoes – Ring of Fire – latitude/longitude, Equator/Northern and Southern Hemisphere. **(Taught about the Equator in KS1)** Where on Earth? Rainforest – tropical zones and On our Travels.. Mountains* Place knowledge – comparing *UK and Italy – Volcanoes. Rainforests – region in South America and UK. Mountains – UK and other mountainous region.* Human and physical geography – *Rainforests – climate zones/biomes/vegetation belts/water cycle. Rivers – water cycle. Mountains – on our travels. Volcanoes and Earthquakes – Where in the world? Human – **in each geographical unit there will be reference to human geography.*** Geographical skills and fieldwork – *Maps and Settlements and Rivers units.*	River, water cycle, erosion, waterfall, tributary, delta, gorge, lake, floodplain, source, current, basin, bank, estuary, mouth, meander, oxbow lake, riverbed, stream, rapids, mountain, mountain range, climate, tourism, environment, human characteristic, physical characteristic, Andes, inhabitants, continent, canopy, emergent layer, understory, deforestation, endangered, indigenous, biomes, temperate, extinction, destruction, biodiversity, eruption, magma, lava, dormant, active, tectonic plates, core, mantle, crust, vent, conduit, magma chamber, ash cloud, crater, fossil, soils, crystal, sedimentary, metamorphic, igneous, grid reference, compass point, scale bar, hemisphere, tropics, latitude, longitude, Arctic and Antarctic Circles, Prime/Greenwich meridian, continent, city, rural, urban

Science Links to other subjects: Geography KS1 - *seasonal and daily weather patterns, hot and cold places around the world* KS2 – *Volcanoes, Rainforests, Rivers, Maps and Settlements, Mountains and Comparisons* Art KS1 – *seasonal art, landscapes and cities* KS2 – *Volcano art, Rainforest craft, mixed media animal art* D & T KS1 – *sliders, levers, wheel mechanisms, designing and making. Dips and Dippers – Food groups, evaluating dips and dippers* KS2 – *Mini habitats, Design, make and evaluate a raft*	Working Scientifically – *investigating the best materials for the three little pigs houses, testing materials – **prep for scientific testing in KS1** - melting, changes in state.* Explore the natural world, making observations and drawing pictures of animals and plants – What's at the bottom of the garden? *Lifecycle of a butterfly, growing a sunflower and other plants – what do they need to grow? mini-beasts, habitats. **Prepare for adaptations by investigating animals in different regions. E.g. Arctic.** Humans – senses, looking after our teeth **(repeat in KS1 and KS2),** diet and healthy foods. Dinosaurs – meat and none meat eaters.* Similarities and differences between the natural world around them and contrasting environments – *four seasons, types of weather, physical environments,* Understand process and changes in the natural world – *changes in seasons, changing states of matter – melting and freezing, cooking. **Preparing for suitable uses for materials in KS1***	Hot, cold, freezing, melting, weather, seasons, habitat, mini-beast, lifecycle, chrysalis/cocoon, pupa, root, stem, leaf, flower, seed, nectar, pollen, hive, bones, balanced diet, 5 senses, family, germs, healthy, hygiene, fossil, volcano, eruption, omnivore, herbivore, extinct	Working Scientifically – *asking simple questions, observations, using simple equipment, testing, identifying and classifying, gathering and recording data – **prep for presenting in KS2*** Plants & Living things and their habitats – *growing flowers and vegetables, investigating the effects of light, temperature, water on growth. **Building on prior knowledge in EYFS growing flowers and beans**.* Animals, including humans – ***builds on EYFS teaching on lifecycles** – developing due to more complex changes e.g. Frog. Classification, naming parts of the body and associated sense. Animals in different regions – adaptation. Basic needs for survival. Exercise, types of food and hygiene – **introduce oral hygiene in preparation for teeth in KS2.*** Seasonal changes – ***builds on learning in EYFS**, weather linked to the seasons, impact of the weather on the environment and impact of seasonal change, including day length.* Materials – ***builds from testing materials in EYFS** to comparing uses of materials – properties of materials- how shape can be changed. **Rocks – initial teaching on properties to prepare for Rocks in KS2***	Fish, amphibians, reptiles, birds, mammals, omnivores, carnivores, herbivore, tame, wild, nocturnal, healthy diet, offspring, exercise, proteins, carbohydrates, fats, nutrition, survival, hygiene, materials, wood, plastic, metals, liquid, gas, stretch, stiff, bend, waterproof, shiny, dinosaur, indigenous, rivers, woodland, pond, sea, rainforest, desert, species, microhabitat,	Working Scientifically – ***developing** from asking questions to using scientific enquiries to answer them. Comparative and fair tests – **builds on basic testing in KS1. Systematic and careful** observations. Taking **accurate** measurements. Presenting data. Making conclusion and predictions. Using scientific evidence to support findings.* Plants & Living things and their habitats– ***prior knowledge of parts of a flower to functions of parts.** Requirements for growth, variations and effects. Transportation of water, pollination, seed formation and dispersal. Variety, classification, grouping living things, effects of environments e.g deforestation* Animals, including humans – *nutrition, types and what foods provide this. **Builds on prior teaching of adaptations.** Animals with and without skeletons. Digestive system, muscular system. Teeth in humans and their functions. Food chains.* Light and Sound – *vibrations, sound waves, pitch, volume linked to vibrations, distance and volume..* States of matter & Rocks/Electricity/Forces & Magnets – *grouping types, physical properties. Fossils and formation. Soils and what they are made from. Compare groups of materials – solids, liquids and gases – **prior teaching in EYFS – cooking and KS1 uses of materials.** Changes at differing temperatures. Evaporation and condensation – **builds on prior knowledge to look at impact of temperature on state.** Circuits, batteries, switch, conductors and insulators – **prior learning on materials and their properties,***	Balanced diet, hygiene, magnetic pole, organic matter, attract, repel, contact, magnet, magnetic, roots, stem, leaf, petal, stigma, anther, soil, nutrients, fertiliser, pollination, seed formation, seed dispersal, nutrition, diet, skeleton, muscles, voluntary muscles, involuntary muscles, cartilage, tendon, spine, series circuit, circuit diagram, parallel circuit, conductor, insulator, loop, switch, resistance, appliance, reflection, shadows, light source, opaque, refraction, sun, orbit, translucent, transparent, moon, vibrating, pitch, volume, insulation, outer, middle and inner ear, cochlea, auditory, frequency, hammer, source
RE ***EYFS ELG** - know similarities and differences between different religious and cultural communities in this country.*	Beliefs teachings & sources – special stories, Chinese New Year (Goldilocks and the three pandas), Rama and Sita, stories Jesus told. Practices & ways of life – Celebrations and festivals, places of worship. Why do we celebrate? Why do we have Easter Eggs? ***Built upon in KS1 to explore the meaning behind festivals and importance to believers.*** Expressing meaning – what makes a place special? Why do Christians put a cross in an Easter garden? Special places (of worship), ***Prep for artefacts in worship in KS1*** Identity, diversity & belonging – What happens at Diwali? What	Church, cross, Bible, praying, Synagogue, Mosque, Birthday, harvest, baptism, wedding, Jesus, Christmas, Carols, Nativity play, parables, Qur'an, Muslim, Islam, Palm Sunday, Easter Sunday, forgive, Easter Egg, Creator, Lord's prayer, ten commandments, miracles, disciples, God, Allah, Mohammad.	Beliefs teachings & sources – **engage** with stories and extracts from **religious literature** & talk about their meaning**. *(builds from special stories in EYFS)*** Practices & ways of life – why people worship. What does it mean to be a Jew? What does it mean to be a Muslim? Explore preparations for festivals and the importance of belonging and the difference it makes to their lives. Expressing meaning – Exploring the special nature of artefacts used in worship. Identifying symbolic actions and gestures used in religious ceremonies.	Jesus, Christmas, Nativity, Gospels, advent, vestment, Judaism, Synagogue, Torah, Rabbi, Sabbath, Yahweh, Creator, creation, Genesis, Harvest, Grace, God, prophets, Isaiah, Angels, Light of the World, miracles, Bible, Islam, Allah, Qur'an, Mohammad, five pillars, Mosque, Muslims, Tax collector, forgiveness, peace, sacred, festival, Hind, Diwali, Rama, Sita, Lakshmi, Palm Sunday, Good Friday,	Beliefs teachings & sources – **explore** the **origins *(builds from engagement in KS1)*** of sacred writings & consider their importance. Practices & ways of life – How do Muslims worship? How do Jews worship? ***Builds on KS1 to look at practices of religion in the home and features and patterns of worship.*** Expressing meaning – ***builds on KS1 symbolic actions by looking at wide range of objects and sounds, visual images and gestures and the intended meaning to believers.*** What is the Trinity? Identity, diversity & belonging – Explore diversity of a range of religious traditions. Reflect on	Allah, Tawhid, Qur'an, Muhammad, Mosque, Shahadah, Salat, Zakah, Sawm, Hajj, Id-ul-Fitr, Id-ul-Adhe, Creator, creation, Adam, Eve, The Fall, forgive, Trinity, God the Father, God the Son, God the Holy Spirit, symbols, baptism, The Grace, Incarnation, Christmas, advent, nativity, Jesse trees, carols, Jesus, gospel, disciples, fisher of people, miracles, The Greatest Commandment, The Second Commandment,

	happens in a Jewish household at Hanukah? Why do Christians perform a Nativity play at Christmas? ***Prep for exploring religious communities in KS1.*** Meaning, purpose &truth – questions that are interesting and puzzling – What makes a place special? Why is the word God important to Christians? ***Prep for stories and religious texts in KS1.*** Values & commitments – looking after our world. Stories relating to care and concern. Bible stories – The Good Samaritan		Identity, diversity & belonging – Stories belonging & relating to religious communities (Muslim, Jewish, Hindu). Customs associated with religious communities. Ceremonies in different religious communities. ***Prep for religious traditions in KS2.*** Meaning, purpose &truth – investigate stories and listen to individuals talk about their relationship with God. ***Build on EYFS by exploring stories and extracts from sacred texts about the meaning they have for believers.*** Values & commitments – Who made the world? ***Builds on stories in EYFS to reflect on examples*** of care and concern shown by believers & religious communities.	Crucifixion, Easter Sunday, resurrection, God, holy books, parable, Parable of the Lost Son, prayer, forgive, Grace	similarities and differences. Key events in the development of a religious tradition and impact on believers. Meaning, purpose &truth – ***Build on exploration in KS1 to raising their own questions*** *about issues that cause people to wonder about answers found in religious writings and teachings.* Make links between beliefs and actions – What is it like to follow God? Values & commitments – ***Building on KS1 by exploring rules found in religious writings and teaching.*** Explore religious stories and teachings about the environment and their impact on behaviour.	Yahweh, Shabbat, Torah, Kosher, Synagogue, Passover, Bar Mitzvah, Bat Mitzvah, Rabbi, Mezuzah, Hanukkah, Palm Sunday, Holy week, The last Supper, Eucharist, Good Friday, Easter Sunday, resurrection, Pentecost, Holy Spirit, comforter, Kingdom of God, Trinity, Old and New testament, People of God, Jews, Covenant, Abraham, Noah, rainbow
Art and Design Links to other subjects: Geography KS1 - *seasonal and daily weather patterns, hot and cold places around the world* KS2 – *Volcanoes, Rainforests, Rivers, Maps and Settlements, Mountains and Comparisons* D & T KS1 – *sliders, levers, wheel mechanisms, designing and making. Dips and Dippers – Food groups, evaluating dips and dippers* KS2 – *Mini habitats, Design, make and evaluate a raft*	Creating with materials – explore a variety of materials, tools and techniques – *playdough, junk modelling, sand, water, cutting and sticking, making African masks, printing and pattern – Kenti cloths, Ghanian prints* Experiment with colour, design, texture, form and function – *hot and cold colours. African patterns. Colour mixing* ***in preparation for KS1 where techniques in using colour are built upon.*** Share creations, explaining the process they have used – *refine artistic effects to express ideas and feelings.* Looking at famous artists and pieces of work – *African artist. Lichtenstein, Pollack – drip art, Van Gogh – sunflowers, Picasso – cubism and collage, Monet*	Mark-make, draw, lines, circles, colour, mix, primary, art, paint, paintbrush, brush stroke, spread, dab, thick, thin, gentle, firm, clay, sculpt, techniques, paint, paintbrush, brush stroke, roll, press, texture, form, print, art, techniques, Pop Art, portrait	Use a range of materials to design and make products – make faces using different materials, including sewing. Nature and sculpture –*big art sculpture using natural products* – ***refining junk modelling techniques from EYFS to look at line and form.*** Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space – *portraits and shape. How artists use colour – Klee, Mondrian.* ***Builds on EYFS by looking at shape and repetition to create art. Kandinsky*** Share their ideas, experiences and imagination - ***Build on EYFS colour mixing and effect by looking at colour influencing mood.*** Know about the work of a range of artists, craft makers and designers – *portraits, Da Vinci, Matisse, Klimt, Van Gogh, Warhol, Picasso.*	Sketch, paint, tools, thick, thin, colour, shape, colour mix, primary colours, secondary colours, pattern, natural materials, sculpture, change, shade, tint, colour match, Pop Art, abstract, portrait, technique,	Develop techniques, including control and use of materials – ***building on KS1 techniques by adding control and a wider range of materials including chalk, charcoal and clay.*** Improve mastery of art and design techniques – drawing, painting and sculpture – ***refine learning in KS1 by looking at tints, tones and shades of colour –*** *mixed media and collage.* Record observations and use them to review and revisit ideas – ***build on prior skills by looking at creating atmosphere and interpreting pieces of art. What mood is the artist trying to portray?*** Know about great artists, architects and designers in history – ***build on learning in KS1 by introducing 'interpreting art'.*** *Frieda Kahlo, Paul Klee.*	Collage, sketch, mixed media, texture, pattern, shape, material, layers, Describe, experiment, technique, create, line, shape, pattern, perspective, scale, architect, tint, tones, Sculpture, form, malleable, roll, knead, shape, pinch, Mono print, impressed printing, repeated pattern, Pop Art, Sketch, shape, line, colour wash, technique, illustration, Sculpture, form, malleable, roll, knead, shape, Impressionism, complimentary colours, light, dark, tint, tone, broken colours, stippling, hatching, cross hatching, dry brushing, collage, mosaic, architect
PE Links to other subjects: **EYFS –** Literacy – using known texts to develop movements and sequences.	Negotiate space and obstacles safely – indoor and outdoor physical activity. Explore different ways of moving and travelling – at different speeds. Forwards and backwards. Demonstrate strength, balance and co-ordination – *linked to play. Outdoor provision, bikes/trikes, climbing equipment, tunnels, musical instruments, mud kitchen etc.*	forwards, backwards, sideways, bench, mat, table, roll, long, slow, on, off, stretched, curled, tuck, body, parts, tall, small, shape, hold, still, jump, hop, bounce, travel, copy	Master basic movements including running, jumping, throwing and catching – ***build on EYFS – linking movement and travelling to gymnastics and dance.*** *Multi-skills, basic throwing and catching. Different ways of making the ball travel. Link to movements.* Develop balance, agility and co-ordination – ***apply motor skills developed in EYFS*** *to dance, gymnastics, net and wall games e.g.*	Stretch, push, pull, hop, skip, step, spring, crawl, still, slowly, tall, long, wide, narrow, up, down, forwards, high, low, elbows, bottom, back, around, through, extension, roll, copy, pathway, along, jump, land, balance, tension, curved, straight, zig-zag, shape, over, hang, grip, angular, under, behind, throw,	Use running, jumping, throwing and catching in isolation and combination – **apply learnt skills in throwing and catching to different sports** e.g. *netball, rugby, football. Develop into throwing overarm – cricket, rounders.* Develop flexibility, strength, technique, control and balance – ***build on agility and balance in KS1 by developing core strength.*** *Gymnastics – wall & floor equipment. Creating routines on gym*	Symmetrical, asymmetrical, combination, evaluate, improve, stretch, refine, adapt, pathway, contrasting, curled, stretched, suppleness, strength, inverted, jump, land, create, perform, expressive, dance phase, expression, contrast, consistency, dynamics, speed, direction, level, coordination, precision,

KS1 and 2 – Music – creating routines linked to known theme tunes and songs.	Try to move in time with music – *simple movements linked to known songs or texts e,g. walking through mud in Going on a Bear Hunt.* Move energetically, such as running, jumping, dancing, hopping, skipping and climbing – *develop understanding of basic movements and co-ordination of the body in order to do them.* ***Preparation for KS1 when these are combined with others in a team e,g. passing and catching***		*shooting in netball. Hitting the ball with a racquet – tennis.* Perform dances using simple movement patterns – ***Develop simple movements linked to songs and texts in EYFS by adding elements such as speed, travels, heights*** *and body movements to create a routine.* Participate in team games, developing simple tactics for attacking and defending – *Develop knowledge of rules of different sports e.g. football, rounders, netball. Learn how to attack and defend and work as a team to do this.*	catch, target, kick, accuracy, aim, dribble, balance, strike, obstacle, hit, pass, opponent, control, rules, team, cooperate, control, accuracy, team work, dance, theme, pattern, movement, beat, sequence, mirror, tension, copy, smooth, sequence, height	*equipment and floor. Athletics – control of equipment e.g. foam javelins.* Perform dances using a range of movement patterns – ***Use KS1 knowledge of different travels, heights etc to create a motif.*** *Use the motif to then add travels in between to create a fluid routine to known music- Theme to Harry Potter – witches and wizards.* Play competitive games and apply basic principles suitable for attacking and defending – ***build on basic knowledge of sports in KS1 by increasing the size of a team,*** *including more players to help defend and attack. Co-ordinate passing in order to use all players.*	control, fluency, evaluate, improve, develop, transition, compose, compare, adapt, refine, symmetry, over, under, over arm, throw under arm, chest pass, volley, pivot, bounce, consistency, dynamics, speed direction, level, coordination, precision, control, fluency, dribble, participation, tactics, attack, defend, defence, competitive, competition, compete, mark
Music Links to other subjects: History KS1 – *Georgians and Stuarts, Great Fire of London.* KS2 – *The Tudors, WW2,* Geography KS1 – *Kenya – traditional music* KS2 – *Volcanoes, Rainforests, South America*	Being Imaginative and Expressive – *sing a range of well-known nursery rhymes and songs. Perform songs with others – summer production and church services.* Listening, concentration and appreciation – *listen and respond to rhymes, poems and stories – recalling repeated refrains e.g. The Gingerbread Man* Creating sounds – use different materials to make sounds including musical instruments. Explore some basic dynamics e,g, loud and soft sounds, long and short sounds etc. **Preparation for KS1 playing tuned and untuned instruments.**	Sound, music, musical, repeating, pattern, loud, soft, quiet, long, short, lively, instrument pulse, beat, tempo, dynamics, texture, pitch, duration, melody, performance, practice, string, woodwind, brass, percussion families, orchestra, conductor, tap, scrape, shake,	Being Imaginative and Expressive – *use voices expressively and creatively – singing songs, speaking chants and rhymes.* ***Build in complexity from EYFS – longer and more complex tunes and harmonies.*** Listening, concentration and appreciation – *listen with concentration and understand a range of high-quality live and recorded music – link to emotions and feelings, dark and light sounds, pitch and tone.* ***Builds on listening skills in EYFS.*** *Traditional Ghanaian call and response song.* Creating sounds – *play both tuned and untuned instruments musically.* ***Builds from making sounds in EYFS to being musical*** *– repeated notes and sounds to make a sequence.* ***Ukulele tuition.***	Pulse, beat, tempo-fast and slow, dynamics-loud and quiet, texture, layers of sound, pitch-high and low, duration-fast and slow, Pitch-high & low dynamics-loud and quiet, beat, tempo-fast and slow, duration-long and short, rhythm, pattern of sound, Timbre-quality of sound, instrument families-string, percussion, woodwind, brass, texture-layers of sound, rhythm, dynamics, conductor, time signature	Being Imaginative and Expressive – *play and perform in solo and ensembles using voices and musical instruments – violin lessons, singing songs relating to pitch and tone, soft and hard sounds.* ***Build on KS1 knowledge by including musical notation and dynamics.*** Listening, concentration and appreciation – *listen with attention to detail and recall sounds with increasing aural memory –* ***build from KS1 to copy and repeat back sequences of sounds with voice, hands (clapping) and using instruments.*** Creating sounds – *use and understand staff and other musical notations. Perform and play musical instruments solo and in an ensemble,* ***Builds from KS1 to play with accuracy, fluency, control and expression.*** *African drumming workshop.*	instrument names, time signature, beat, timbre, texture, dynamics, forte, piano, mezzo forte, mezzo piano, beat, building block, repetition, pitch, duration, bar, coda, drone, leitmotif, ostinato, pitched percussion, tune, note names, crotchet, quaver, rhythmic pattern, Motif, palindrome, unpitched percussion, motif, , Coda, chorus, next-door notes, orchestrate, rondo, pattern, Full dynamic range. Largo, lento, call and response, round, harmony, Orchestrate, ostinato, melody, found sound, graphic score. Ostinato, polyrhythm, cross rhythm, djembe, balafon, marimba.
PSHE and RSE	Health and Wellbeing – *All about me, our bodies and healthy eating.* ***Preparation for KS1 where impact of exercise and being healthy on the body is covered.*** Relationships – *All about me, family and friends, likes and dislikes. Physical attributes. Keeping themselves safe.* Living in the Wider World – *people who help us. Jobs in the community.* ***This is built upon in KS1.*** *Caring for others and our world.*	Family, sister, brother, relative, cousin, uncle, aunt, granddad, grandma, grandparent, Mum, Dad, different, body, healthy, eating, exercise, running, jumping, police, friends, safe, roles, jobs, feelings, belonging, body, mine.	Health and Wellbeing – *keeping healthy – food and exercise. Hygiene routines & sun safety. Safety at home. What makes you unique – feelings and coping strategies -* ***preparation for personal strengths and managing setbacks in KS2.*** Relationships – *families and being cared for. Friendships. Recognising privacy –* ***builds on from EYFS keeping themselves safe.*** *Managing secrets & getting help.* Living in the Wider World – *rules and what they are. Caring for others' needs. Belonging to a group. Being safe online.* ***Built upon in KS2 where assessing information online is taught.***	Family, siblings, relatives, similar, different, polite, rules, privacy, respect, unique, special, feelings and love, Environment, communicate, digital, community, wage, unique, healthy, hygiene, emotions, medicines, friendship, roles, honesty, lonely, secret, co-operate, belong, positive play, Responsibility, money, body-part, emergency, factual, entertainment, needs/ wants, age restrictions, male, female, Routines, habits, vaccinations, immunisations, risk	Health and Wellbeing – *Risks and hazards, safety in local environment. Medicines & household products, Drugs common to everyday life. Changes in puberty.* ***Builds on from body parts in KS1 and changes to the body over time.*** Relationships – ***builds from KS1 knowledge of privacy to looking at personal boundaries.*** *Impact of hurtful behaviour. Positive friendships, incl online and what makes a family.* Living in the Wider World – *assessing information online. How data is shared. Different jobs and skills. Using and keeping money.*	Relationship, single parent, same sex parents, step-parents, blended families, foster, adoptive, privacy, personal boundaries, gender, stereotypes Rules, laws, society, rights and responsibilities, human rights, gender stereotypes (related to work), team work, consequences, sector Hazards, mental wellbeing, physical wellbeing Positive, relationship, confidentiality, peer pressure, gender, race, faith Cyber, report, block, digital footprint, personal information,

						compassion, budgeting, prioritising, over-spent, oral hygiene, drugs, side effects, pharmacist
Computing	Computer Science – create simple programmes – *programming a bee bot to follow a route. On screen and physical programmable toy. Create a picture using paint programme.* Information Technology – *create pictures on the computer and tablet. Name their work by using a keyboard to type. Mouse control and selection of program or game.* ***Preparation for saving and retrieving their work in KS1.*** Digital Literacy - *Role play area to have a range of technology, both functioning and model / broken devices, or a variety of electronic toys, such as remote controlled cars, walkie-talkies and interactive pets, as part of continuous provision.* ***Preparation for understanding what is meant by technology in KS1.***	On, off, switch, backwards, forward, instruction, sound, moving, buttons, collect, command, computer, count, equipment, keyboard, keys, monitor, mouse, movement, organise, phone, camera, remote, set of photos, type, choices, create, internet, information, share, technology, website	Computer Science – create and debug simple programmes – *create a programme that achieves a specific purpose. Identify and correct some errors. Developing an awareness of the need for logical, programmable steps.* ***Preparation to be able to code in KS2.*** Information Technology – *name, save and retrieve their work. Follow simple instructions to access online resources.* ***Build on EYFS knowledge of different devices. Prepare for being able to use a search engine in KS2.*** *Organise data into a simple database & retrieve specific data. Use a range of media in digital content.-* ***prepare for branching databases in KS2.*** Digital Literacy – *understand what technology is and select modern technology from a range of objects. Make links between technology around them. Know the importance of keeping passwords safe and how to keep safe when working online.*	Algorithm, create, command, organise, sequence, software, store, program, blocks, debug execute, manipulate, organise, scripted, sequence, sprite, predict, retrieve, reverse, engineer, data, digital content, digital devices network, password, personal, information, private, world wide web	Computer Science use sequence, selection and repetition in programmes – *design and code a program that follows a simple sequence. Experiment with timers. Understand variables in relation to storage of information.* Information Technology – *carry out simple searches. Understanding features of a search engine. Collect, analyse, evaluate and present data using a selection of software. Make informed software choices.* Digital Literacy – *demonstrate the importance of having a secure password and not sharing information.* ***Builds on learning in KS1 by exploring the consequences of losing data and sharing information.*** *Explore key concepts relating to online safety using concept mapping. Know ways of reporting inappropriate content and contact.*	acceptable/unacceptable behaviours, command, evaluating, digital content, password, personal, information, private, world wide web, cached, collecting, data, digital content, digital, devices, network, safe, search mode, search technologies, server, software, algorithm, block, language, command, collaboration, debug, encrypted, execute, HTTP, input, output, loops, manipulate, organise, program, repetition, scripted, selection, sequence, simulation, sprite, software, store, packets of data, program, physical system, repetition, retrieve, reverse, engineer, URL
D.T	Design – *begin to show accuracy and care when drawing – develop ideas by drawing pictures of their models/creations.* Make – *explore different materials freely to develop ideas for making. Join materials together using a range of processes. Junk modelling, puppet making & weaving.* Evaluate – explore different materials and discuss the suitability for the model. **Prepares pupils for evaluating their ideas and products against design criteria in KS1.** Technical Knowledge – *building structures with bricks, lego etc. explore height and strength.* ***This is built upon in KS1 – how they can be made stronger, stiffer etc.*** Cooking and nutrition – *healthy eating and links to keeping our bodies healthy. Teeth and importance of oral health.* ***Preparation for healthy diets in KS1****.*	Picture, drawing, use, Experiment, change, tools, materials, use, Materials, use, idea, improve, technology, tape, record, video, photograph, computer, food, meal, snack, healthy, diet	Design – *design and make a lunchbox, bunting, fabric faces, rafts that float – choosing appropriate materials.* ***Preparing to then evaluate the design and make amendments/improvements in KS2.*** Make – *select and use a range of tools for specific practical tasks and pick appropriate materials and components e.g floating and sinking for rafts.* ***Builds on exploration of materials in EYFS.*** Evaluate – *explore and evaluate a range of existing products – lunchbox for Pirate Pete!* ***Preparing pupils to then look at advancements in products over time in KS2****.* Technical Knowledge – *explore how structures can be made stronger and more stable. Explore mechanisms.* ***Preparation for learning about gears and pulleys in KS2.*** Cooking and nutrition – *use knowledge of varied and healthy diet to prepare dishes – healthy lunchbox. Understand where food comes from.* ***Preparation for learning about seasonality in KS2.***	planning, investigating design, evaluate, make, user, purpose, ideas, product, criteria, fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder	Design – *design and evaluate a raft, Roman shield, air raid shelter. Create annotated sketches & cross sectional and exploded diagrams.* ***Builds from basic drawings and templates in KS1****.* Make – ***builds on knowledge of tools & materials in KS1 by looking at a wider range and selecting the most appropriate for the task.*** *Pupils design and make an air raid shelter, Roman should and a Tudor house.* Evaluate – ***investigate*** *and analyse a range of existing products against own ideas. Understand how key events and individuals helped shape the world.* Technical Knowledge – ***application of prior learning in KS1 of how to strengthen and reinforce more complex structures.*** *Electrical systems in products e.g. buzzers. Link to computing to control products.* Cooking and nutrition – *know a range of cooking techniques to prepare savoury dishes – Roman feast. Understand seasonality and how ingredients are grown.*	evaluating, design brief design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations, name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision,