



History				
Year Group	Changes in living memory - Own past events	Events beyond living memory	Lives of significant individuals achievements	Significant historical events, people, places in own locality
Reception	<ul style="list-style-type: none"> Language of time (now/today, before/past, years etc.) Why has it changed? Visual timeline Own age (birth to now) Preschool/nursery – reflecting on early life Simple recounts – holidays/weekends 	<ul style="list-style-type: none"> Festivals & Celebrations Dinosaurs (children's interests) Nativity Remembrance Day 	<ul style="list-style-type: none"> "Little People" books Own family e.g. Grandparents 	<ul style="list-style-type: none"> St Ives Archives/photos, artefacts, objects Fishing/harbour
Year 1 Changes over time in St Ives and Cornwall since 2000	<ul style="list-style-type: none"> Covid 19 Lockdown- what do you remember? Changes to themselves and past/present within family 	<ul style="list-style-type: none"> Local shipwrecks- The Alba, The Wave, Travel and transport How has transport changed over the years? (boats, planes, cars and trains) What do you notice? (similarities and differences) Can you show the changes chronologically (time line) 	<p>Cornish Figures</p> <ul style="list-style-type: none"> Richard Trevithick – Steam engine/locomotive 	<ul style="list-style-type: none"> Mining/Man engine (links to Trevithick and Travel and transport) Alfred Wallis (links to local shipwrecks)
Year 2 Changes over time linking local and globally	<ul style="list-style-type: none"> How has the World changed through building, deforestation and natural disasters? Fires, Tsunami, pollution (links to David Attenborough & our Green Charter) Time lines to represent changes 	<ul style="list-style-type: none"> How has communication and technology changed? (links to Lovelace) New and old buildings locally- Has this changed the way St Ives/Cornwall looks? Compare with London (link to fire of London) 	<p>National and International Figures</p> <ul style="list-style-type: none"> David Attenborough Ada Lovelace 	<ul style="list-style-type: none"> Advent of technology inc Telegraph Museum Porthcurno-Global communication 1870 & Goonhilly first ever trans-Atlantic TV images in 1962



Geography				
Yr Group	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Fieldwork
Reception	<ul style="list-style-type: none"> Knowing Own environment (local area & its characteristics) Similarities/Differences – other countries around the world (India, China, Africa) 	<ul style="list-style-type: none"> Coastal/rural Festivals & Celebrations around the world week 	<ul style="list-style-type: none"> Daily Weather talk Talk about contrast if hot/cold places (desert/north pole) Seasons - changes in the environment 	<ul style="list-style-type: none"> Awareness of maps and globes to impart Geographical information Left/right directions, near and far Observations school environment (nature walks, outdoor learning) Photo map – features to find
Year 1 Local studies and comparison within UK	<ul style="list-style-type: none"> Know their place in the UK (Cornwall) Cornwall is a county within UK Countries within the UK Name capital cities in UK and seas 	<ul style="list-style-type: none"> Compare own locality with an Urban school in the UK where mining took place (H links) To be able to name local landmarks e.g. harbour, lighthouse, beaches and significant buildings To name and find known local places on a map 	<ul style="list-style-type: none"> Seasonal and Daily weather patterns Use key vocabulary to describe physical and human features - Features of physical landscape (cliff, coast, sea) Features of human landscape (harbour, farm) 	<ul style="list-style-type: none"> World Maps Globe Compass points Directional language Aerial Photos Create simple map of school grounds recognise simple H & P geography
Year 2 Comparison to global countries	<ul style="list-style-type: none"> Linking their place in the UK to their place in the world Name 7 continents and 5 oceans 	<ul style="list-style-type: none"> Compare own locality to Mexico (where Cornish Miners landed in 1825) or to one of the destinations of the Porthcurno telegraph 	<ul style="list-style-type: none"> Investigate and explore hot and cold areas of the world in relation to the equator and poles Use and build on key vocab to describe physical and human features. 	<ul style="list-style-type: none"> Atlases Standardised 'key' symbols recognise H & P Geography.

Art & Design				
Yr Group	Use of range of materials – design & create	Use drawing, painting & sculpture to develop and share their ideas, experiences and imagination	To develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form and space	About the work of a range of -artists, craft makers and designers (similarities/differences and making links to their own work)
<p>Reception</p> <p>Exposure, Experience, Experimenting</p> <p>Review what they and others have done and say what they think and feel about it.</p>	<p>Textile/Collage Create collage, using different materials. Experimenting with effect and texture and backgrounds. E.g. Read Dinosaur Dream and collage a dinosaur</p> <p>3D Form Barbara Hepworth Create sculptures and models using a variety of materials.</p> <p>Make structures by joining simple objects together e.g. Split pin skeletons</p>	<p>Painting - Colour mixing – mixing to create secondary colours. Learn to sketch and paint self – portraits using mirrors. Use painting to explore ideas. Paint mixing discoveries!</p> <p>Drawing - Create pictures using lines and shapes and different materials to draw on. Festivals – celebrations and around the world week. Fireworks art.</p>	<p>Printing Use of different tools to create textures – cotton buds, toothbrushes, forks, potato masher Explore mark making using a variety of tools. Experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p>	<p>Throughout the Reception year art and knowledge of artist will be covered in a range of cross curricular teaching, suitable to the EYFS.</p> <p>Learn about a famous artist Patrick Heron using images and pictures. Create pictures using this influence and inspiration.</p>
<p>Year 1</p> <p>Experimenting Exploration</p> <p>Review what they and others have done and what they think about it. Annotate sketchbook. Identify what they might change in</p>	<p>Textile/Collage Create collage by cutting, tearing and gluing. Choose backgrounds and materials to create original pictures. Use variety of techniques, weaving, finger knitting, crayons. Use a variety of media, fabric, plastic, tissue.</p> <p>3D Form Henry Moore To use sculpting to develop ideas - Use natural and man-made materials for sculpting - use techniques of cutting, pinching, rolling, kneading, and shaping. Experiment with, construct and join, recycled, natural and man-made materials.</p>	<p>Painting Experiment with different brush strokes and painting tools. Develop colour mixing. Experiment with texture.</p> <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Drawing – Local Area link to Geog Create pictures using different drawing techniques such as shading, thick and thin lines and different surfaces to draw on. Use of different materials to</p>	<p>Printing Demonstrate printing techniques, rolling, pressing, stamping and rubbing, repeating patterns. Use a variety of materials, natural and manmade.</p> <p>Terry Frost</p>	<p>Link artists to look at specific skills linked to skills covered</p> <p>Explore the differences and similarities within the work of artists</p> <p>Learn about local artists/designer and create work in the same style. To be confirmed</p>

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current or future work.		draw with such as felt tips, crayons, chalk, rubbers. Explore use of line, shape and colour. Use a sketch book to collect artwork.		
<p>Year 2 Develop</p> <p>Review what they and others have done and what they think about it. Annotate sketchbook. Identify what they might change in current or future work.</p>	<p>Textiles/Collage Use a variety of techniques, tie-dying, French knitting and fabric crayons. Create textured collages from a variety of media.</p> <p>Examine mosaics and recreate using a variety of collaging techniques.</p> <p>Margaret Mellis</p> <p>3D Form (Leach) Create a sculpture in the style of an artist using clay adding lines and texture.</p> <p>Manipulate clay for a variety of purposes, thumb pots, simple clay pots and models.</p> <p>Build a textured relief tile. Construct and join, recycled, natural and man-made materials.</p>	<p>Painting Experiment with painting techniques, brush strokes and colours Mix a range of secondary colours and tones. Adding black and white to add tints. Experiment with tools and techniques, layering and scraping. Work on a range of different scales. Silhouette paintings/collage linked to History</p> <p>Drawing Record and explore ideas from first hand observation, experience and imagination. Explore different techniques in drawing using light and shade. Layer different media, charcoal, pastels, felt tips, crayons and ball point. Experiment with visual elements, line, shape, pattern and colour. Explore use of patterns. Learn to sketch and complete observational drawings.</p>	<p>Printing Reproduce a print in the style of a known artist. Use a variety of techniques e.g. create woodcut prints, imprint using objects, make a transfer monoprint.</p> <p>Design patterns of increasing complexity and repetition.</p>	<p>Examine the work of a variety of artists/designers and choose an artist to create a piece of art work in their style. Leach - Sculpture</p>

DT					
Yr Group	Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition
Reception	<p>Purposeful topics & interests e.g. floor book</p> <p>Templates – think about shape, lines and colour</p> <p>Looking at images to stimulate conversation</p> <p>Use of art room (scale)</p>	<p>Available resources – think about materials</p> <p>Experiment – has joining technique & material been fit for purpose?</p>	<p>Need for creation ‘right now’ for play purposes</p> <p>Criteria questions “Can it float?”</p> <p>“Will it fly?”</p> <p>“Is it strong enough”</p>	<p>Knowledge & Understanding built on reflection</p>	<p>Talk about where food comes from in snack time and cooking sessions.</p> <p>Baking/cooking based on topics, interests, festivals, celebrations</p> <p>Stirring, adding, cutting, peeling</p> <p>Talking about/creating ingredient, list & recipe</p> <p>Growing own food</p>
Year 1	<p>Limited selection of materials for a specific purpose</p> <p>Make the design using appropriate techniques. With support measure, mark out, cut and shape a range of materials. Use tools safely and assemble, join using variety of methods e.g. glue, masking tape. Explore joint techniques.</p> <p>Suggest ideas and talk through what they are going to do.</p> <p>Develop their design ideas.</p>	<p>Exploring joint techniques</p> <p>Draw on their own experience to help generate ideas.</p> <p>Identify a target group for what they intend to design and make.</p> <p>Model their ideas in card and simple annotated drawings.</p> <p>Build simple structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Prompted questions</p> <p>Evaluate the product by discussing how well it works in relation to the purpose.</p> <p>Identify strengths, weaknesses and possible changes.</p> <p>Evaluate against simple design criteria.</p>	<p>Explore strength and stability</p> <p>Follow a simple recipe. Use hand tools and kitchen equipment safely and appropriately, learning to peel and chop.</p> <p>E.g. Designing, making and evaluating a moving vehicle.</p> <p>Explore strength and stability. Select from a range of materials, textiles and components according to their characteristics.</p>	<p>Simple recipes and techniques for food prep</p> <p>Peel, chop</p> <p>Seasonal foods.</p> <p>Select appropriate fruit and vegetables. Use basic food handling, hygiene practices.</p> <p>Use simple techniques to improve appearance of product.</p>
Year 2	<p>Explore material for design</p> <p>Generate ideas using previous experience. Develop designs through discussion</p>	<p>Make specific choices for a purpose</p> <p>Evaluate products as they are developed, identifying strengths and possible</p>	<p>Evaluate against design Criteria</p> <p>Problem solve – next time...</p>	<p>Explore and begin to use mechanisms</p> <p>Select tools and materials.</p> <p>Measure and cut with some accuracy. Use hand tools</p>	<p>Preparing food, weighing and measuring and mixing</p> <p>Seasonal cooking – preparing food, weighing, measuring and mixing.</p>

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	<p>and observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Identify design criteria.</p> <p>Explore material for design.</p> <p>Make simple drawings and label parts.</p> <p>Explore using mechanisms e.g. levers, sliders, wheels and axels in products.</p>	<p>changes they might make to refine existing design. Discuss ideas saying what they like and dislike about them</p>		<p>safely. Assemble, join and combine materials in order to make a product.</p> <p>Follow procedures for food safety and hygiene. Choose appropriate finishing techniques such as adding simple decorations.</p>	
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Science					
Yr Group					
Reception	<p>Humans</p> <ul style="list-style-type: none"> Bodies Being healthy 	<p>Animal's</p> <ul style="list-style-type: none"> Lifecycles – butterflies 	<p>Plants</p> <ul style="list-style-type: none"> Growth – planting seeds & fruit/veg 	<p>Everyday Materials</p> <ul style="list-style-type: none"> Magnets Metal Wood Car/paper/plastic Recycling 	<p>Seasonal Changes</p> <ul style="list-style-type: none"> Woods, beach Weather – safety & protection
Year 1	<p>Humans</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<p>Animals</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 	<p>Plants</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p>Everyday Materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p>Seasonal Changes</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.
Year 2	<p>Humans</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including 	<p>Animals</p> <ul style="list-style-type: none"> find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	<p>Plants</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable 	<p>Uses of Everyday Materials</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses 	<p>Living things and Habitats</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to



	<p>humans, for survival (water, food and air)</p> <ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 		<p>temperature to grow and stay healthy.</p>	<ul style="list-style-type: none"> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <ul style="list-style-type: none"> identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
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PE					
Yr Group	Overview	Games/athletics	Dance	Gymnastics	Evaluation
Reception	<p>Children will show good control and co-ordination in both small and large movements.</p> <p>They will know the importance for good health of physical exercise and a healthy diet and talk about ways of keeping fit and be aware of the changes to the way their bodies feel when they exercise.</p>	<ul style="list-style-type: none"> Travel with confidence, negotiating space, adjusting speed or changing direction. When using equipment explore pushing, patting, throwing, catching and kicking with increasing co-ordination. Begin to understand the values of working as a team in simple team games (appropriate for age) 	<ul style="list-style-type: none"> Respond to stimuli using own expressive movements. Begin to develop an awareness of space Perform confidently to their peers Mirror simple movements 	<ul style="list-style-type: none"> Explore and find different ways of travelling. Begin to understand that their bodies can make different shapes and develop their balance to hold these shapes for a short period. Explore and experiment working at equipment at different levels (EYFS space and play space) Mirror simple movements. Mount / Dismount of apparatus and landing correctly. 	<p>They will say what they like about other's performances, beginning to make simple evaluations.</p>
Year 1	<p>Children will develop confidence in their fundamental movement skills, extending their agility, balance and coordination within a broad range of opportunities.</p> <p>They will know the importance of good health, physical exercise and a healthy diet and talk about how their body feels before, during and after exercise.</p>	<ul style="list-style-type: none"> Travel in a variety of ways, including running at different speeds and jumping from a standing position. Perform a variety of throws with basic control. Throw and receive a ball with basic control, developing hand- eye coordination. Apply variety of skills within simple team games. 	<ul style="list-style-type: none"> Copy and explore basic movements and body patterns using space effectively. Remember simple movements and dance steps. Link movements to music and sounds, responding to a range of stimuli. 	<ul style="list-style-type: none"> Copy and explore basic movements, developing control, coordination and balance. Perform and hold a range of different body shapes. Work at different levels using equipment safely. Link 2-3 simple movements. 	<p>Can comment on own and others performances saying what they saw, what they liked and why, using appropriate vocabulary.</p>

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Year 2	<p>Children will display confidence and competence in their fundamental movement skills, extending their agility, balance and coordination within a broad range of opportunities.</p> <p>They will know the importance for good health of physical exercise and a healthy diet and describe how and why their body changes during and after exercise. They can explain why they need to warm up and cool down.</p>	<ul style="list-style-type: none"> · Travel in a variety of ways, showing strong spatial awareness, changing speed and direction whilst running and jumping from a standing position with accuracy and distance. · Apply and combine a variety of skills with confidence to a game situation, understanding importance of rules, developing simple tactics and beginning to initiate attacking and defending. Develop own games with peers. · Perform throws using foam javelin, foam discus and shot putt with control and coordination, using equipment safely. · Across different games send the ball with accuracy. 	<ul style="list-style-type: none"> · Copy and explore movements with clear control negotiating space clearly. · Within a dance sequence vary size of body shapes, levels, speed and change of direction. · Link movements to music and sounds, responding imaginatively to stimuli. 	<ul style="list-style-type: none"> · Explore and create own sequence of movements using apparatus in a variety of ways. · Perform using different pathways and patterns. · Link movements together to create own floor sequence. 	<p>Can give comments on own and others performances including observations on how to improve, using appropriate vocabulary.</p>
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RE						
Reception	Being Special-where do we belong?	Why is Christmas special for Christians?	Why is the word 'God' so important to Christians?	Why is Easter special to Christians?	What places are special and why?	What times/stories are special and why?
	<p>How do we show love/how do I know I am loved/how do we show love?</p> <p>Jesus-welcoming the children</p> <p>Where do you belong/how do you know?</p> <p>*Christian baptism/welcoming ceremonies in other faiths.</p> <p>Raksha Bandhan(Hindus)-ways of showing that people are special</p>	<p>Who do I care about/what makes these people special to me?</p> <p>Special events eg. birthdays-link to Jesus' birth</p> <p>Read story of Jesus' birth</p> <p>How do Christians celebrate Christmas?</p> <p>Use artefacts</p> <p>Christmas gifts, connect with story of the wise men</p>	<p>What is amazing about the world?</p> <p>Read Creation story</p> <p>Harvest celebrations-Christians say thank you to God</p> <p>What can we do to look after the world and other people?</p>	<p>Seasonal changes-new life, growing seeds/bulbs</p> <p>Easter story-focus on Jesus coming alive again, use symbols eg.hot cross buns, palm crosses, eggs/connect to signs of new life in nature</p>	<p>Special places to us-where/why?</p> <p>Church-special place for Christians/Muslims-mosque</p> <p>Use pictures-what makes it a place of worship/what do people do there?</p> <p>Church visit/feelings while there</p>	<p>Share favourite stories/books</p> <p>Bible-special book for Christians, look at different versions; share stories from</p> <p>Explore stories from different faiths eg. stories about Muhammad, Rama and Sita</p>
Year 1	What does it mean to belong to a faith community?	What do Christians believe God is like?	Who is Jewish and how do they live?		Who do Christians say made the world?	How/Why should we care for the world and others?
	<p>Explore symbols of belonging-own lives/Christians/Jews</p> <p>Story of Lost coin/Sheep-connect to teachings that all people should love each other</p> <p>*Baptism/naming ceremony</p>	<p>Parable of the Lost Son shows that God loves all people, how might Christians show how glad they are for this?</p> <p>Times when forgiveness is needed/ given/not given</p> <p>Discuss prayers/types of</p>	<p>Precious/meaningful items in their home</p> <p>Special objects Jewish people have in their home-artefacts to handle, collect questions about</p> <p>The Shema(Jewish prayer)/mezuzah in homes-what words would they have?</p> <p>Special times for the children, lead onto Jewish special time Shabbat-preparation, special objects used</p> <p>Jewish Festivals of Sukkot(gathering of the harvest),Sept/Oct;</p>		<p>Created things have creators-what might they be like?</p> <p>Creation story-use art/drama, music to illustrate;</p> <p>What about those people who do not believe God created the world?</p>	<p>Each person is unique and important-use stories to illustrate, The Golden Rule</p> <p>Friendship and ways in which people care for each other-fiction stories, Jesus' special friends, friends help the paralysed man to see</p>

	Christian wedding ceremony/compare to Jewish faith Explore that people from different faiths can work together	Visitors to talk about their faith	Chanukah-why are these times important and valued to the Jewish people, Dec		Thank you prayers about the world/thank you letters to special people in our lives Make links to Harvest and saying thank you to God	Jesus, the Good Samaritan People that have been inspired to help others-local area Work together as a group to plan/create an event to say thank you/raise money
Year 2	Who is a Muslim and how do they live?	Why does Christmas matter to Christians?	Who is a Muslim and how do they live?	Why does Easter matter to Christians?	What is the 'good news' Christians believe Jesus brings?	What makes some people and places in Cornwall sacred?
	Read stories about the prophet Muhammad and how these stories might inspire people today Muhammad and the Qu'ran-how, where, when and why Muslims read Qu'ran, why do they treat this special book as they do 99 names for Allah-discuss Muslims belief in Allah, what characteristics are important	Advent traditions-symbols and meanings behind Christmas story-retell with pictures and words, make links to the story using artwork, Christmas cards Jesus' birth is 'good news'-who for and why?	Shahadah- most important belief to Muslims Salah-another of the 5 pillars of Islam; what do Muslims say and do, why so important How do these practices and values relate to all people not just Muslims	Story of Holy Week-variety of activities to get pupils familiar with story Connect ideas of eggs, new life and Jesus' resurrection-why important to Christians? Emotions of followers-sadness to happiness/darkness to light; use Art/Music to illustrate these emotions	!2 people /professions that changed the world-who would they choose and why? Read story of Matthew, the tax collector/compare with Zacchaeus-how their lives changed on meeting Jesus Explore themes of forgiveness/peace/saying sorry and link with Jesus' message Church visit-how it helps Christians remember the 'good news'	Cornish saints-St.Eia, St.Piran-why important to the local area, people of Cornwall What places are special in Cornwall to the children and their families and why? What places are sacred/holy to people in Cornwall? How do people behave/show respect for these places? Use maps/photos/visits Explore Celtic Music and its importance; when/where used

Music			
Yr Group	30 – 50 Mths		40 – 60 Mths
Reception	<p>Sing familiar songs</p> <p>Begin to move rhythmically</p> <p>Imitates/creates movement in response to music</p> <p>Taps out simple repeated rhythms</p> <p>Explores and learns how sounds can be changed</p> <p>Sings to self; makes up simple songs and rhymes</p>		<p>Begins to build a repertoire of songs</p> <p>Explores the different sounds of instruments</p> <p>Create sounds and develop awareness of the sounds of different musical instruments</p> <p>Explore the different sounds of instruments, remembering to share and take turns</p> <p>Choose, join in and sing familiar songs and rhymes and make up own</p> <p>Follow and tap out simple repeated rhythms and create own</p> <p>Experiment with fast/slow, loud/soft, beat, rhythm</p> <p>Select and use instruments</p> <p>Record and listen to their own music or music from other sources</p>
	Performing	Composing	Appraising
Year 1	<p>I can use my voice to speak/sing/chant?</p> <p>I can join in with singing</p> <p>I can use instruments to perform</p> <p>I look at the audience when I perform</p> <p>I can clap short rhythmic patterns</p> <p>I can copy sounds</p> <p>I can make loud and quiet sounds</p>	<p>I can make different sounds with my voice</p> <p>I can make different sounds with the instruments</p> <p>I can identify changes in sounds ie. long/short, high/low, fast/slow and use my voice or instruments to show these changes</p> <p>I can repeat (short rhythmic and melodic) patterns</p> <p>I can make a sequence of sounds</p> <p>I can show sounds by using pictures</p>	<p>I can respond to different moods in music saying how it makes me feel, whether I like/dislike a piece of music</p> <p>I can tell the difference between a fast/slow tempo, loud/quiet sounds, two types of sound happening at the same time</p> <p>I can choose sounds to represent different things</p> <p>I can recognise repeated patterns</p> <p>I can follow instructions when to sing/play</p>
Year 2	<p>I can sing following the tune and at the given pitch accurately</p> <p>I can perform simple patterns and accompaniments keeping a steady pulse</p> <p>I can perform with others</p> <p>I can play simple rhythmic patterns on an instrument</p> <p>I can sing/clap a pulse increasing/decreasing in tempo</p> <p>I am beginning to sing/play rhythmic patterns in contrasting tempo; keeping to the pulse</p>	<p>I can order sounds to create a beg/mid/end</p> <p>I can create music in response to...(diff. starting points)</p> <p>I can choose sounds which create an effect</p> <p>I can use symbols to represent sounds</p> <p>I can make connections between notations and musical sounds</p> <p>I can use simple structures in a piece of music</p> <p>I am beginning to understand where to breathe when singing a song</p>	<p>I can evaluate and improve my work</p> <p>I can listen out for particular things when listening to music</p> <p>I am beginning to recognise sounds that move by steps and by leaps</p>



PSHE				
Yr Group	Physical health and fitness <i>Our bodies – awareness, exercise, health</i> <i>Visitors: dental nurse, NSPCC</i>	Mental health and wellbeing <i>Mindfulness, emotional development e.g. resilience, independence etc.</i> <i>Cosmic Yoga – Zen Den, GoNoodle</i> <i>Visitors: yoga</i>	Respectful relationships <i>Family, friendships, wider community</i> <i>Job roles, rules</i> <i>Visitors: cultural artists and dancing</i>	Keeping safe <i>Safety signs and symbols, roles of emergency services, online safety</i> <i>Visitors: police, fire service</i>
Nursery	My body <ul style="list-style-type: none"> Communicating awareness of own bodily needs with adults Enjoys physical exercise and begins to notice effects on body Can name and point to body parts Practice handwashing when required Know medicine and doctors can help make people better Dressing with help Self-care – helping apply own suncream Feeding self Draw me 	My mind <ul style="list-style-type: none"> Awareness of own feelings Managing and regulating feelings and behaviour Confidence Good listening – calm, quiet Self-care techniques: yoga, mindfulness (Cbeebies mindfulness clips) 	My relationships <ul style="list-style-type: none"> Making relationships – demonstrate friendly behaviour and form good relationships with others Can begin to understand rules and make good choices e.g. sharing, helping I can talk about my family I can join in and celebrate significant events e.g. Christmas, Easter Shows an interest in different roles 	My safety <ul style="list-style-type: none"> Talking to adults when there is a problem and understanding that they can help Fire safety – can follow instructions for fire drill from a trusted adult
Reception	A healthy body <ul style="list-style-type: none"> Birth to now – noticing changes Need for healthy food for body – strength, teeth Hygiene – teeth brushing, hand washing – germs, good toileting habits Dressing independently Applying own suncream and understanding importance of it 	A healthy mind <ul style="list-style-type: none"> Naming and labelling emotions and feelings Managing and regulating feelings and behaviour Confidence Independence Calm mind Coping with changes in routine Understand it is okay to make mistakes 	Relationships with others <ul style="list-style-type: none"> Talking about people who love and care for us and how they show this Playing cooperatively, sharing and taking turns Communicating effectively with others – taking account of ideas Sensitivity to others' needs and feelings Form positive relationships 	Being safe and online safety <ul style="list-style-type: none"> Awareness of safety in managing small low-level risks – how to keep myself and others around me safe Reporting things that are not safe to adults, including when I don't feel safe Aware that some online content is inappropriate Recognise inappropriate content and know to tell an appropriate adult



	<ul style="list-style-type: none"> Beginning to understand need for vaccinations and different medicines What happens to our bodies when we exercise – heart rate, breathing Using cutlery, pouring own drink That adults use touch to care for me positively e.g. hug 	<ul style="list-style-type: none"> Self-care techniques: mindfulness time (breathing exercises) and yoga Having my own voice and making my own decisions 	<ul style="list-style-type: none"> Making compromises, resolving conflicts Being kind to others Aware of and follow behavioural expectations Understands different job roles Talk about own family and special events and understands families are different Learns about and celebrates others' differences and cultural traditions Recognising differences but treating others with respect Manners – please, thank you, excuse me and helpfulness That school is a place where they are respected and should respect others 	<ul style="list-style-type: none"> Know what makes a good friend both online and offline Begin to understand and be involved in making good choices when using digital devices and setting good habits e.g. balanced/limited use of screen time Understand importance of following fire drill
Year 1	A healthy body <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. They will know the importance of good health, physical exercise and a healthy diet and talk about how their body feels before, during and after exercise. How to keep my body safe and healthy e.g. exposure to sun, good sleep habits, the 	A healthy mind <ul style="list-style-type: none"> That there is a normal range of emotions that all humans feel in response to situations How to recognise and talk about emotions Understanding and responding to changes in life events To be reflective of my own feelings and behaviour Importance of making own mistakes to learn Self-care techniques: yoga Importance of using my voice 	Relationships with others <ul style="list-style-type: none"> Importance of families for love, security, stability Each person is unique and important How people choose and make friends – qualities of a good friendship That friendships have conflicts which can be resolved with words – bullying Importance of respecting others Importance of manners and speaking politely to others 	Being safe and online safety <ul style="list-style-type: none"> Knowing when and who to talk to when something makes them feel unsafe Understand what personal information is and what is personal to me and my family e.g. name, age, address, photos Understand and talk about ways people communicate online e.g. video calls, emails Understand that digital content can be shared online

	<p>treatment of illnesses, dentist check ups</p> <ul style="list-style-type: none"> • Importance of eating all and every meal and what a healthy meal looks like • Importance of keeping my body to myself 		<ul style="list-style-type: none"> • That they should respect others and expect to be treated with respect by others 	<ul style="list-style-type: none"> • Respect others' work; understand that content belongs to the person who created it • Agree and follow online safety rules, including what to do when I come across inappropriate content and who to tell • Understand importance of being kind online as the same as the need to be kind in the real world • Understand that spending a long time on a screen can be unhealthy • Understand what to do if there is a fire
Year 2	<p>A healthy body</p> <ul style="list-style-type: none"> • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • They will know the importance for good health of physical exercise and a healthy diet and describe how and why their body changes during and after exercise. They can explain why they need to warm up and cool down. • Importance of regular exercise and risks associated with lack of this 	<p>A healthy mind</p> <ul style="list-style-type: none"> • The importance of our mind being healthy, just as our body is • The importance of talking about our feelings • How to judge whether our feelings and behaviour are appropriate • Coping with and managing feelings relating to changes in circumstances e.g. death, moving, etc. • To recognise the need for peace and calm and how to help calm my mind 	<p>Relationships with others</p> <ul style="list-style-type: none"> • Characteristics of a healthy family life and importance of spending time together • Respect and acceptance for others' differences, including family differences and beliefs • That friendships are important in making us feel happy and secure and that healthy friendships do not make others feel excluded • Bullying – that resorting to being unkind is never right • How to recognise who to trust and who not to trust • Conventions of manners and courtesy 	<p>Being safe and online safety</p> <ul style="list-style-type: none"> • Recognising when and how relationships are making them feel unsafe and how to seek advice • Responding safely in an emergency • contains a lot of information but that not all information found online is true • Understand the different methods of online communication (e.g. email, online forums, blogs and wikis) • Understand that the digital content we create belongs to



	<ul style="list-style-type: none"> • Importance of going to the doctor for any problems with my body or talking to a trusted adult if I am worried about my health • That my body belongs to me and to report inappropriate contact 	<ul style="list-style-type: none"> • Reflecting on own mistakes and how to continue to try and turn this into a positive • Simple self-care techniques: benefits of hobbies and interests • Use of voice and having responsibility in school – voting, Year 2 roles in school 	<ul style="list-style-type: none"> • UN rights of a child • Showing due respect to others, including those in positions of authority 	<p>us and others need to ask permission to use it</p> <ul style="list-style-type: none"> • Understand what personal information we should and should not share online and that when we share content online we might not be able to delete it • Understand the need to be respectful online • Begin to understand the concept of online bullying and its consequences • Know that some video games and online services are not appropriate for my age • Know that not everyone is who they say they are on the internet • Identify online safety rules to follow at home and at school and recall these rules for reporting concerns and inappropriate behaviour • Fire safety
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Computing			
Yr Group	Online Safety and Digital Literacy <i>1 lesson at the start of every half term & PSHE: little and often</i>	Information Technology <i>Introduce in Computing, interwoven throughout other subjects through cross-curricular applications</i>	Computer Science <i>Main projects: main chunk of teaching across half terms in Computing lessons</i>
Nursery	Rules and keeping safe Talk about good and bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets you.	Exploring technology Explore toys that simulate control devices e.g. microwave, cash tills, traffic lights, with the intention of finding out how it works. Create digital art using a program e.g. 2paint/paint.	Digital devices Use a variety of electronic toys in play situations, e.g. codeapillar, bee-bots and remote control toys, using basic directional language.
Reception	What is the internet? <i>Use of iPad, stories, circle times, google, apps</i> <ul style="list-style-type: none"> Aware that some online content is inappropriate Aware that information can be public or private Recognise inappropriate content and know to tell an appropriate adult Know what makes a good friend Begin to understand and be involved in making good choices when using digital devices and setting good habits e.g. balanced/limited use of screen time Use a shortcut such as an icon on the desktop to navigate to a specific website Complete a simple search containing a key word on a search engine 	What is a computer? <i>Use of laptop, iPad, 2paint/paint, clipboard work</i> <ul style="list-style-type: none"> Recognise a range of technology used in home and school: iPads, laptops, bee-bots Recognise the basic parts of a computer e.g. mouse(pad), screen, keyboard Able to turn on and off a digital device Recognise text, images and sound when using a digital device Able to take a photo/video on a digital device for a purpose Understand media can be stored on a digital device e.g. ask to play back video/view photo Use a keyboard to type the alphabet and write my name Use a mouse or touchscreen to target and select options on screen Able to complete simple operations e.g. print, close a program, adjust volume Create simple digital content e.g. digital art (select colours and tools) Collect simple data on a topic (likes/dislikes) 	Programming and algorithms <i>Use of bee-bot app & bee-bot, codeapillar app and codeapillar</i> <ul style="list-style-type: none"> Follow simple instructions Understand what instructions are and why we need them Follow floor instructions and directions to reach a location Explore the commands needed to control a range of electronic toys e.g. buttons on bee-bot and parts of codeapillar (tinkering) Press a button on a device to trigger a specific outcome and talk about its movement as a result Follow and input simple instructions to control a digital device Create own sequence of instructions for a digital device using bee-bot mats

<p>Year 1</p>	<p>What is the internet? <i>Use of laptop, stories, circle times, google</i></p> <ul style="list-style-type: none"> • Understand what personal information is and what is personal to me and my family e.g. name, age, address, photos • Understand and talk about ways people communicate online e.g. video calls, emails • Understand that digital content can be shared online • Respect others' work; understand that content belongs to the person who created it • Awareness of why we use passwords, remember a simple password and don't share it with anyone • Agree and follow online safety rules, including what to do when I come across inappropriate content and who to tell • Understand importance of being kind online as the same as the need to be kind in the real world • Understand that spending a long time on a screen can be unhealthy • Understand that you can find information online but that it's not always true • Use a search engine to search for a website to navigate to, using key words to search for information 	<p>What is a computer? <i>Use of laptop, iPad, paint, word, powerpoint</i></p> <ul style="list-style-type: none"> • Recognise that a range of devices contain computers e.g. washing machine, car, laptop • Switch on and shut down a computer, including logging on and off from school network • Launch and close a program or application • Navigate a mouse(pad) to save, print, close work and move and place items on screen (drag and drop) • Use basic keyboard skills competently (space bar, letters, numbers, backspace, enter) to type words and sentences • Click on hyperlinks and use the back button • Play sounds and videos using onscreen buttons e.g. play, pause, rewind • Understand that mistakes can be made when recording information and identify simple errors in recorded information • Make changes to improve my work • Understand that pictures can be inserted • Add text to a painting or picture • Use a computer program to make a poster • Collect data on a topic using a digital device using a table or spreadsheet e.g. eye colour, pets 	<p>Programming and algorithms <i>Use of bee-bot app & bee-bot, beginning use of Scratch junior</i></p> <ul style="list-style-type: none"> • Understand that we control computers by giving them instructions • Understand that we can talk instructions out loud to a friend for them to follow and follow their instructions to move around • Order a set of simple steps for a known task and understand that instructions must be sequenced correctly in order for them to work • Describe what actions I will need to do to make something happen and begin to use the word algorithm • Press buttons in the correct order to make bee-bot move, understanding forwards, backwards, up, down (programming a sequence) • Predict what will happen in a short sequence of instructions (outcome of a simple algorithm) • Identify and explain simple patterns in groups of objects • Understand that debugging is when we look for mistakes, and begin to use the word debug when correcting mistakes in computing
<p>Year 2</p>	<p>What is the internet? <i>Use of laptop, stories, circle times, google</i></p> <ul style="list-style-type: none"> • Understand that the internet is a network of connected computers across the world • Understand that the internet contains a lot of information but that not all information found online is true 	<p>What is a computer? <i>Use of laptop, word, powerpoint, paint, excel</i></p> <ul style="list-style-type: none"> • Use a keyboard competently, including upper/lowercase letters and punctuation • Use a mouse(pad) with more confidence, including right click for menu and left click to do 	<p>Programming and algorithms <i>Use of clementoni doc robots, hopscotch app and Scratch junior</i></p> <ul style="list-style-type: none"> • Understand that algorithms are instructions for computers to make them do something

	<ul style="list-style-type: none"> • Understand that a web browser lets us look at web pages with tools to navigate e.g. back/forward arrows, hyperlinks • Use a search engine to find specific relevant information to use in a presentation for a topic, making safe choices when navigating through sites • Access a website by entering a simple web address and navigate around it • Aware of the risks of advertising or pop-up windows and how to act when I come across certain content • Understand the different methods of online communication (e.g. email, online forums, blogs and wikis) • Understand that the digital content we create belongs to us and others need to ask permission to use it • Understand what personal information we should and should not share online and that when we share content online we might not be able to delete it • Know how to generate a strong password and why it needs to be kept private • Understand the need to be respectful online • Begin to understand the concept of online bullying and its consequences • Know that some video games and online services are not appropriate for my age • Know that not everyone is who they say they are on the internet • Identify online safety rules to follow at home and at school and recall these rules for reporting concerns and inappropriate behaviour 	<ul style="list-style-type: none"> • Save work in a specific area and retrieve it, print and edit work • Delete, rename or move a file or folder • Drag and drop objects on a screen • Place the cursor on the screen to insert text • Format text including highlighting it to change or delete it e.g. font size and colour • Use copy and paste • Use undo and redo buttons • Add and remove bullet/numbered points • Paint: select and purposefully use a variety of tools e.g. brush, fill • Word: select and purposefully use and resize a picture from clipart • Powerpoint: create a simple presentation with text, graphics and sound • Input a range of data onto a spreadsheet • Understand that technology can be used to create graphs from data • Recognise charts, graphs and branching databases and why we use them • Explain information shown in a simple graph or database • Use a database to create a chart or graph using data collected and talk about this data • Identify an object by asking yes/no questions • Understand that yes/no questions can be used to divide a set of objects into sub-sets and that a sequence of questions can identify an object • Enter information into a simple branching database and use it to answer questions 	<ul style="list-style-type: none"> • Understand why it is important to be clear and precise when creating an algorithm • Understand that we can change the order of instructions to make something react differently • Try alternative approaches to achieve a goal, explaining why one route might be better • Write instructions to program a person like a computer • Give, follow and complete an algorithm to turn right, left, make half and quarter turns • Look at a friend's algorithm and tell them what will happen • Use software to create movement and patterns on a screen • Describe and use instructions to program a character (sprite) onscreen using sequences of instructions (Scratch jr) • Use instructions to make characters move at different speeds and distance • Use a repeat instruction to make a sequence of instructions run more than once • Program a robot or software to do a particular task • Identify and debug an error in a simple algorithm or program • Understand algorithms, sequence, repetition and debugging
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Setting Sail Curriculum 2020 – FINAL

