




Littleham CE Primary School Year 1 Rolling Programme

Repetitive	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
	Moon Zoom 	Memory Box 	Paws Claws and whiskers 
Key Vocabulary Tier 3 words Tier 2 words	alien, astronaut, constellation, crash-landed, gravity, martian, moon, moon buggy, NASA, outer space, planet, robot, rocket , science fiction, signal , solar system, space, spacecraft, specimen, star, UFO (Unidentified Flying Object), universe , zero gravity.	artefact, baby , birthday, calendar, celebration , christening, diary , event , family, generation. Grandparent, history , holiday, memory , museum, new , old , parent, postcode, relative , toddler, wedding.	camouflage, carnivore, claw , climate, domestic animal, enclosure, fable, farm , feathers, fur, habitat , herbivore, markings , omnivore, paw, pet , predator, prey, scales, whiskers, zoo, zoo keeper.
Project overview	<p>CRASH! What's that in the playground? Let's go outside and take a look. Stand back everyone – it looks like a UFO (Unidentified Flying Object) has crash-landed! Find out who might have landed by exploring the craft and investigating scattered scientific specimens. Create a 'Welcome to Earth' box for an alien explorer. What can you put in it to help explain what life is like on our planet? Would you like to be an astronaut? You'll need a pretty sturdy spacecraft if you do. Start off small by making an air-propelled rocket. WHOOSH! How far can you make it travel? Find out the names of the planets. There's Mercury, Neptune, Mars and – do you know any others? I've forgotten the rest! Then, an alien is found! Can you help get him home? Are you ready for take-off? Hold tight. 5 4 3 2 1... LIFT OFF!</p>	<p>Can you remember being small? Being a baby and learning to crawl? Do you recall a favourite toy, maybe a teddy bear or a best-loved book? Look back at family photos of special occasions, perhaps holiday snapshots or a birthday or two! Remember a wedding or a christening and find a funny photo of your parents when they were young! Learn how to write a diary of days gone by and find out about the days before you were born: it's called history and it's all about the past. Then make a special box; a memory box, to keep special things. In years to come, you can revisit them and remember how you looked when you were young. Memories are special. Let's make some more!</p>	<p>Soft fur, sharp claws and twitching whiskers. What's your favourite animal? One that meows? One that barks? Or maybe one that scurries or slithers? From pets at home to animals in the zoo, let's find out what animals like to eat and where they like to sleep. Do you know how to look after a rabbit? A cat? Or even a snake? Find out how the elephant got his trunk and how the rhinoceros got his leathery skin. Perhaps you know how the dog got his waggy tail? Can you make a food chain to show who eats who? Who is a herbivore and who is a carnivore? When a gaggle of mysterious pets arrive at the local pet shop, it's up to you to take care of them. Feed them, clean them and discover their daily needs. After all that work, curl up and take a nap – a cat nap!</p>

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

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

Term 1 – Autumn

What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic?

Text in this colour describes example activities to support the main theme of the topic.

Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.

Main Topic	Moon Zoom (Art and design)
History	<p>Chronological Knowledge</p> <p>Know how to create a timeline of important events in space travel.</p> <p>Know and describe in simple terms what it takes to be a great space explorer and the achievements of historical figures and the qualities they possess e.g. Neil Armstrong</p> <p>Know how to describe a day in the life of a studied figure.</p> <p>Know how to describe achievements of a studied figure.</p>

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Historical Enquiry

Know why a historical figure (e.g. Neil Armstrong) is recognised as the world's greatest in their field.

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

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

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

Know how primary sources, such as letters, may be reliable.

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

Interpretations of History

Know how to recognise the main motives of a great explorer e.g. Neil Armstrong and compare with modern day e.g. Tim Peake.

Changes Over Time

Know how to recognise changes in space travel over time.

Similarities and Differences

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

Know how space travel today is similar to and different from space travel in the past.

Significance

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

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	<p>Know how to describe in simple terms why an individual could be described as significant.</p> <p>Know that:</p> <p>Tim Peake is a British Astronaut who spent 185 days in space aboard the International Space Station in 2015 and 2016.</p> <p>Helen Sharman was the first British Astronaut to travel to space, visiting the Russian Mir Space Station in 1991.</p> <p>These are inspirational people which the children will need to know about.</p> <p>Sequencing words such as first, next, finally, then and after that, can be used to order information chronologically.</p> <p>Know about major space events, this could include the first dog in space (1957), first human in space (1961), first humans on the Moon (1969), launch of Hubble Space Telescope (1990), first British person in space (1991) and final launch of the American Space Shuttle Program, STS (Space Transportation System) -135 (2011).</p> <p>Create a time-line of events to add to display in classroom – mark on these major events with pictures that children draw.</p>
Geography	<p>Satellite imagery – what it is and how to use it. A satellite is an object that orbits (goes around) a planet. Thousands of human made satellites have been launched in to space since 1957. Satellites can take pictures of the sun, earth and other planets.</p> <p>Physical features are naturally created features of the Earth and the Year 1 focus will be mountains and rivers.</p> <p>Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.</p> <p>Locational Knowledge</p> <p>Know where I live and know where I've been on holiday.</p> <p>Know the four countries of the UK.</p> <p>Know some of the main towns and cities in the UK – e.g. Plymouth, Exeter, London, Edinburgh, Cardiff, Belfast</p>

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Place Knowledge

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

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

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

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

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

Human Features

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

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

Physical Features

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

Skills, Map Work and Field Work

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

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

Know how to answer simple questions regarding geographical patterns e.g. what are the busiest times at the beach.

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

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	<p>Know how to make simple maps and plans.</p> <p>Know how to explore maps of the local area.</p> <p>Know how to draw a simple picture map (could be from a story) and label particular features.</p> <p>Know about physical features visible from above in Exmouth such as the estuary, coastline, river and Woodbury Common.</p> <p>Astronauts in the International Space Station take rare photos of the Earth on 26th February 2021 during the early spring heatwave. The photos clearly show how the UK and in particular our coastline changes. ISS was first launched in 1998.</p> <p>Explore the Earth from above on mapping websites, identifying basic geographical features such as sea, ocean, land, island, forest, city, lake and river.</p> <p>Look at England, Devon and the villages our schools are in.</p> <p>Use directional language by guiding partner (around the moon) with eyes closed across classroom/playground, using 'left, right, straight ahead' etc. (to avoid rockets and craters). Could be linked to PE by using equipment to guide across an obstacle course.</p>
Science	<p>Properties of everyday materials, specifically plastic and metal.</p> <p>Everyday Materials</p> <p>Know that all objects are made of one or more materials.</p> <p>Know that some objects can be made from different materials such as plastic, metal or wooden spoons.</p> <p>Know that materials can be described by their properties such as shiny, stretchy, rough etc.</p> <p>Know that some materials such as plastic can be in different forms with very different properties.</p> <p>Know that some objects float and some sink.</p>

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	<p>Know that some materials are waterproof and some are not.</p> <p>Knowledge of Working Scientifically:</p> <p>Know how to work as part of a group to choose equipment to use, decide what to do and what to observe in order to successfully complete an experiment or task.</p> <p>Know how to make simple observations of changes guided by prompt questions.</p> <p>Know how to ask simple questions about the world around us.</p> <p>Make air-propelled rockets and launch them into 'outer space'. Decide which sheet material (tissue paper, newspaper, printing paper, card, acetate sheet or foil) to use for the rockets. Use scientific vocabulary related to the properties of the materials to explain their choices.</p> <p>Bring in a few stones from Exmouth beach for children to feel and compare to other materials namely plastic and metal.</p>
Art and design	<p>Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.</p> <p>Drawing</p> <p>Know that you can make markings with a range of materials.</p> <p>Know how to experiment drawing lines (wavy, straight, zig zags) and 2D shapes.</p> <p>Know how to explain how they found creating each line.</p> <p>3D Art</p> <p>Know that there are different patterns, colours and shapes in the environment.</p>

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	<p>Know that clay can be pulled, pinched and smoothed to create a piece inspired by nature.</p> <p>Know how to add patterns and texture to clay using different techniques.</p> <p>Collage</p> <p>Know how to stick different paper on top of each other to create a themed picture.</p> <p>Know different shapes and describe them.</p> <p>Know how to use materials to create texture.</p> <p>Colour</p> <p>Know the primary colours and how to mix them to create secondary colours.</p> <p>Know how to create shades of colours.</p> <p>Know how to use appropriate materials to make a specified model, especially recycled materials and natural materials.</p> <p>Natural materials such as driftwood, seaweed and pebbles are washed up on Exmouth beach regularly. (Local artist Anna Fitzgerald experiments with such materials to create works of art.)</p> <p>Invent new planets and name them after everyday materials such as Planet Wood, Planet Plastic and Planet Glass. Use hula hoops as the planets, labelling them with their planetary names. Sort a wide selection of everyday objects onto the planets based on the material from which they are made. Create more planet names based on the properties of different materials (Planet Smooth, Planet Bendy and Planet Waterproof are good examples).</p> <p>Paint their planets using their knowledge of how to mix paints for secondary colours and shades of colour.</p>
Music	<p>Know that nursery rhymes and chants have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words.</p>

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Listen and Appraise

Know 5 nursery rhymes and sing off by heart.

Know the meanings of the rhymes.

Know about traditional songs and rhymes from past generations such as "The Bell Ringing" -a Devon Folk song.

Sing Old Mac Donald Had a Farm as an example of a traditional song with features such as repetition and call and response.

Sound effects are sounds that don't involve speech or music and are made on instruments or objects to represent another sound.

Know that sound effects are used to represent movement/objects.

Know the names of some classroom percussion instruments and describe the sounds they make.

Choose appropriate instruments and sounds to create sound effects for a purpose.

Playing

Know the names of the instruments they are playing.

Know how to treat instruments carefully and with respect.

Know how to play an instrumental part that matches their challenge.

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

Create sound effects to accompany their moon buggy on its travels in space – use percussion instruments and play in different ways to explore timbre e.g. quickly, slowly, hard and soft.

Dimensions of Music

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	<p>Know what a rhythm is.</p> <p>A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music.</p> <p>Sit in a circle and pat a rhythm (noise of aliens approaching) on knees, encourage children to join in. Change rhythm and see if children can repeat back and join in with new rhythm.</p>
Computing	<p>Software available online, such as email, social media platforms or blogs, can be made by individuals to communicate their ideas.</p> <p>Technology In Our Lives</p> <p>Know how websites are used to display ideas/work e.g. European Space agency.</p> <p>Know how to click on a link to a website to find information</p> <p>Know how local artist such as Anna Fitzgerald from Exmouth, Devon uses social media to show her artwork. (Look at some photos).</p> <p>An algorithm is a sequence of steps, instructions or rules that is used to perform a specific task. Algorithms can be followed by people or digital equipment. For algorithms to achieve the end goal, instructions have to be accurate and followed sequentially. Mistakes are called bugs and finding and fixing them is called debugging.</p> <p>Programming</p> <p>Know that algorithms must be created in the correct order for something to work.</p> <p>Know how to correctly sequence a floor robot to make it do what I want.</p> <p>Know how to look for mistakes within a sequence and accurately debug parts of the algorithm.</p> <p>Direct a floor robot around an outdoor alien terrain. Program simple instructions into their robot and test their instructions for accuracy. Direct the floor robot around the route using appropriate vocabulary and avoiding obstacles such as 'moon rocks'. Execute and improve their algorithms. Children may also need to debug their programme.</p>

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Design and Technology	<p>Everyday products are objects that are used routinely at home and school, such as a toothbrush, cup or pencil. All products are designed for a specific purpose.</p> <p>Mechanisms</p> <p>Know that an axle is a rod or spindle that passes through the centre of a wheel to connect two wheels.</p> <p>Know how to try out different axle fixings and evaluate their strengths and weaknesses.</p> <p>Know how to use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reel.</p> <p>Know how to attach wheels to a chassis using an axle.</p> <p>Throughout the Term</p> <p>Design:</p> <p>Know how to select pictures to help to develop ideas.</p> <p>Know how to propose more than one idea for their product.</p> <p>Know how to use drawings to record ideas as they are developed.</p> <p>Know how to explore ideas by rearranging and investigating materials.</p> <p>Know how to describe their models and drawings of ideas and intentions including what will make is successful.</p> <p>Make:</p> <p>Know how to select materials from a limited range that will meet the design criteria.</p> <p>Know how to select and name the tools needed to work the materials.</p>
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	<p>Know how to explain what they are making.</p> <p>Know how to describe what they need to do next.</p> <p>Know how to use simple finishing techniques.</p> <p>Evaluate:</p> <p>Know how to talk about their design as they develop and identify good and bad points.</p> <p>Know how to note changes made during the making process as annotation to plans / drawings.</p> <p>Know to say what they like and do not like about items they have made and attempt to say why.</p> <p>Know how to discuss in simple terms how closely their finished product meets their design criteria and how well it meets the needs of the user.</p> <p>Show picture of first Lunar roving vehicle used on the moon in 1971 and 1972 better known as a moon buggy.</p> <p>Make a simple Moon buggy with corrugated cardboard or plastic, pushing axles through the voids and attaching wheels. Test the vehicles and improve them where necessary before testing them on grass, tarmac, sand, soil and carpet.</p>
Term 1 – Autumn	
	<p>What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic?</p> <p>Text in this colour describes example activities to support the main theme of the topic.</p> <p>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</p>
Sub-themes	Bright Light Big City / Do Pine Cones Know It's Raining?

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Computing	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Programming</p> <p>Know how to give instructions to a partner using simple, directional language: forward, backward, left and right</p> <p>Know how to correctly sequence a floor robot to make it do what I want.</p> <p>Know how to look for mistakes within a sequence and accurately debug parts of the algorithm.</p> <p>Know how to predict and justify what will happen following a short sequence of instructions.</p> <p>Know how to debug a BeeBot program by looking for errors in the sequence and correcting these.</p> <p>Know what actions will be needed to make something happen and use the word 'algorithm'.</p> <p>Know how to programme a floor-robot to navigate to different locations, by describing what happens when each button is pressed on a Bee-Bot.</p> <ul style="list-style-type: none"> • Programming language on the way to the London Eye-Follow a sequence of steps to solve a problem and create instructions that others can follow (for floor robots or onscreen sprites). • Travelling to Pudding Lane. The Great Fire of London-Observe and explore outcomes when buttons are pressed in sequences on a robot and identify and debug a simple algorithm. • Know that work and life opportunities can be different when living and working in a town or city. (Children to aspire to live and work in a role that sees them flourish regardless of original location). • Travelling to London Zoo. Living in the city-Follow a sequence of steps to solve a problem and create instructions that others can follow (for floor robots or onscreen sprites).
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- Step 8. Marley the Meerkat's trip to London-Follow a sequence of steps to solve a problem and create instructions that others can follow (for floor robots or onscreen sprites).

Recognise common uses of information technology beyond school.

Technology in Our Lives

Know how technology is integrated in our daily lives and recognise this within familiar environments e.g. home, shopping, transport

Know who uses technology and why they might choose to do so.

Know some of the benefits of using technology and know the benefits and disadvantages it may bring.

Know how to click on a link to a website to find information.

- Planning a trip Living in the City-Understand that there are online tools that can help people to create content and communicate.
- Connecting with others. Living in the city-Explain simply that digital technology can be used to connect with others locally and globally.
- Step 2 Marley the Meerkat's trip to London- Understand that there are online tools that can help people to create content and communicate.
- Step 4 Marley the Meerkat's trip to London-Understand that there are online tools that can help people to create content and communicate.
- Step 12 Marley the Meerkat's trip to London-Explain simply that digital technology can be used to connect with others locally and globally.
- Step 13 Marley the Meerkat's trip to London-Understand that there are online tools that can help people to create content and communicate.

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Geography	<p>Locational Knowledge</p> <p>Know the name of the four countries of the UK.</p> <p>Know the name of some of the main towns and cities in the UK (inc. Plymouth, Exeter, Bristol, London, Cardiff, Belfast, Edinburgh).</p> <p>Place Knowledge</p> <p>Know simple geographical vocabulary to describe features or location e.g. hill, coast, road</p> <p>Know how to recognise how places have become the way they are.</p> <p>Know how to identify similarities and differences between the local environment and one other contrasting place.</p> <p>Human Features</p> <p>Know how to recognise simple human features on an aerial photograph or simple map, showing an awareness that things look different from above.</p> <p>Know how to describe the human geography of where they live or an area studied.</p> <p>Physical Features</p> <p>Know how to recognise physical features on an aerial photograph or simple map, showing an awareness that things look different from above.</p> <p>Skills, Maps Work and Field Work</p> <p>Know how to observe and record e.g. identify buildings on a street.</p> <p>Know how to communicate in different ways e.g. pictures, pictograms, simple maps, labelled diagrams.</p> <p>Know how to answer simple questions regarding straight forward geographical patterns.</p>
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	<p>Know how to use maps, pictures and stories to find out about different places.</p> <p>Know how to make simple maps and plans.</p> <p>Know how to explore maps of the local area.</p> <p>Know how to draw a simple picture map (could be from a story) and label particular features.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>The UK countries. Great Britain-Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <ul style="list-style-type: none"> • Know that Devon is a county in the southwest of England. Exmouth is a town within the county of Devon. • Exmouth is in East Devon. • Exmouth is situated to the east of the River Exe. • Touring London. Great Britain-Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. • Step 5 Marley the Meerkat's trip to London-Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. • Step 7 Marley the Meerkat's trip to London-Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.
Science	<p>Seasonal Change</p> <p>Know that there are four seasons: spring, summer, autumn and winter. Certain events and weather patterns happen in different seasons.</p>

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	<p>Know that the weather changes with the seasons.</p> <p>Know that the changes in weather causes many other changes such as the number of minibeasts found outside, seed and plant growth, leaves on trees and the types of clothes people wear.</p> <p>Know that in the UK it is usually colder and rainier in Winter and hotter and drier in Summer.</p> <p>Plants</p> <p>Know that there are a vast array of plants which have specific names.</p> <p>Know that plants can be identified by looking at the key characteristics.</p> <p>Know the names of trees and other plants that they see regularly.</p> <p>Know that plants have common parts such as roots, stem/branches, leaves, flower/blossom, seed, fruit, bud, stalk.</p> <p>Know that these parts vary between different plants, for example that some leaves and stems may not be green.</p> <p>Know that some trees keep their leaves all year, these trees are evergreen.</p> <p>Know that some trees lose their leaves during autumn and grow them again in spring, these are called deciduous.</p> <p>Know that plants need water and light to grow.</p> <p>Knowledge of Working Scientifically:</p> <p>Know how to gather and record data with some adult support to help in answering questions.</p> <p>Know how to say what happened in my investigation.</p> <p>Know how to record data pictorially or by taking photographs.</p>
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	<p>Know how to start to talk about what they have found out and how they have found it out.</p> <p>Know how to ask a few simple questions about the world around us.</p> <p>Knowledge of Working Scientifically</p> <p>Know how to make simple observations of changes guided by prompt questions.</p> <p>Know how to use non standard units to measure.</p> <p>Children place one pine cone outside for two weeks and record the weather every day. They note wet or dry conditions and look closely at their pine cone's appearance. At the end of the investigation, children examine their results to see if there is a pattern that links the appearance of the pine cones with different weather conditions.</p> <p>Conclusion: Pine cones close their scales in wet weather and open them in dry conditions to help disperse seeds.</p> <p>We live in a semi-rural location, this means we have many trees and seasonal changes to observe unlike built up cities.</p>
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Term 2 – Spring	
<p>What are the key pieces of information we want children to remember and be able to build upon and reflect on within each subject area of this topic?</p> <p>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</p> <p>Text in this colour describes example activities to support the main theme of the topic.</p>	
Main Topic	Memory Box (History)
History	Chronology is a way of sequencing past events in the order that they happened.

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Many things change over time such as aspects of everyday life including; houses, jobs, objects and entertainment. Transport, toys and technology are examples of things that are likely to change as time goes on.

Chronological Knowledge

Know that ordering events on a timeline can help us to remember them.

Know how to create a timeline for something relating to them e.g. their life, their school, local area.

Know how to describe the main similarities and differences between the internal and external features of our school/Exmouth seafront in the past and today.

Historical Enquiry

Know through comparison and contrast the reliability of pieces of primary and secondary sources of evidence.

Know how to suggest the significance of a personal artefact.

Interpretations of History

Know a variety of reasons why a place is a suitable location for something e.g. why did Exmouth develop as a tourist location.

Changes over Time

Know how to describe how places or things have changed over time e.g. Exmouth Seafront, transport, toys

Why Things Happen (Cause and Consequence)

Know how to explain reasons for things changing over time e.g. Exmouth Seafront's development

Know how to give reasons for the destruction of an area e.g. war, natural disaster (sand dunes).

Similarities and Differences

Know how to compare and contrast and describe changes over time e.g. school, Exmouth Seafront, their toys,

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	<p>Sequence photos of Exmouth sea front over the time.</p> <p>Know key facts about Littleham School – date it opened, date of a new build, names of Headteachers over the years, a time when the school was in the local paper.</p> <p>Littleham Church -St Margaret and St Andrews dates back to the 13th Century and the newer parish church of Holy Trinity was built in 1824 making it almost 200 years old.</p> <p>Ask children to bring in a photo of themselves as babies. Discuss what has happened in their life since they were born. Create a time-line on display in the classroom and mark on events starting with their birth year, then memorable events such as holidays, starting school, birthdays etc. up until the current day.</p>
Geography	<p>Place Knowledge</p> <p>Know how to use simple geographical vocabulary to describe features of location e.g. path, road, field, playground, gates, garden.</p> <p>Know how to express views about a place, people, environment.</p> <p>Know how to recognise how places have become the way they are e.g. school development, local housing.</p> <p>Know how to identify similarities and differences between the local environment and one other place e.g. our school and one of the other federation schools.</p> <p>Human Features</p> <p>Know how to recognise simple human features on an aerial photograph or simple map, showing an awareness that objects look different from above.</p> <p>Know how to describe the human geography of where they live/go to school.</p> <p>Physical Features</p> <p>Know the four seasons and describe typical weather conditions for each.</p>

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	<p>Know in simple terms how wind or water has affected an area.</p> <p>Know how to recognise simple physical features on an aerial photograph or simple map, showing an awareness that objects look different from above.</p> <p>Skills, Maps Work and Field Work</p> <p>Know how to observe and record e.g. places within the school environment.</p> <p>Know how to communicate in different ways e.g. pictures, pictograms simple maps, sketches, labelled diagrams.</p> <p>Know how to use simple field sketches – use a camera.</p> <p>Know how to keep a weather chart of the school weather and answer questions about the weather.</p> <p>Know how to collect data during fieldwork such as the number of trees/buildings</p> <p>Know how to make simple maps and plans.</p> <p>Know how to explore maps of a local area.</p> <p>Know how to draw a simple picture map and label particular features.</p> <p>Children to explore how the landscape of our school changed over time – view a map of the school grounds 20 years ago and now. Can they spot where a swimming pool use to be? Compare old aerial photos with new. Take photos of the school grounds and sketch contrasting places of natural and man-made materials. How does the landscape of our school change through the seasons.</p>
Science	<p>All humans are babies when they are born.</p> <p>Animals Including Humans</p> <p>Know that babies need love, warmth, milk and sleep to be happy and healthy.</p>

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Ask teachers at Littleham to bring in a photo of themselves as babies to show children.

All living things die. This means they are not alive anymore. It is normal to feel sad but thinking about nice memories can make you feel less sad.

Know the basic body parts are; the head, arms, legs, nose, eyes, ears, mouth, hands and feet.

Know that humans have key parts in common but that these vary from human to human.

Know that the five senses are; hearing, sight, smell, taste and touch. Ears are used for hearing, eyes are used to see, the nose is used to smell, the tongue is used to taste and skin gives the sense of touch.

Know that although we often used our fingers and hands to feel objects, we can feel with many parts of our body.

Know that humans (and other animals) find out about the world using their senses.

Know that senses are linked to particular parts of the body.

Knowledge of Working Scientifically:

Know how to select appropriate yes/no questions to aid sorting.

Know how to compare objects based on obvious, observable features such as size and colour.

Know how to sort objects and living things into two groups using a simple table.

Know how to talk about the number of objects in each group i.e. which has more or less.

Know how to describe what happened in an investigation.

Explore their senses by touching, smelling, listening to and tasting things that babies use, such as baby toiletries, clothes, foods, toys and feeding utensils. Describe what they think of the baby items, what the different items are for and what the foods taste like (spicy, sweet

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	or bland.) Explain how the items differ from the ones they have today. Label the parts of a baby's body that are associated with the different senses.
Art and design	<p>Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</p> <p>Use of Sketchbook</p> <p>Know that discussion and initial sketches can be used to communicate ideas and are part of the artistic process.</p> <p>Painting</p> <p>Know how to paint with expression.</p> <p>Colour</p> <p>Know how to mix colours and create a colour wheel and notice what happens if you add more of one colour.</p> <p>Know the primary colours and how to mix them to create secondary colours.</p> <p>Know how to create shades of colours.</p> <p>Shape</p> <p>Know the different shapes and describe them.</p> <p>Line</p> <p>Know how to use appropriate language to describe lines.</p> <p>Tone</p> <p>Know what tone is and how to apply this to their own work.</p>

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	<p>Look at a range of paintings that show different family occasions and celebrations. Talk about what the paintings show and describe any artistic characteristics using simple artistic terms. Share their experiences of similar occasions. Paint a picture or make drawings to show a family celebration they remember (Family at Breakfast by Pablo Picasso).</p>
Music	<p>A composer is a person who writes a piece of music.</p> <p>Composers at various points in history wrote pieces of music with many differences between them, such as the style, instruments and feelings they provoked in listeners.</p> <p>Composition</p> <p>Know that composing is like writing a story with music.</p> <p>Know that the notes of a composition can be written down and changed if necessary – recording the notes can be done in a number of ways.</p> <p>Know about the origins of Coldplay. (Coldplay, British rock group whose melodic piano-driven anthems lifted it to the top of the pop music world in the early 21st century. Christopher Martin born 2nd March 1977 in Exeter, Devon.) This should serve as an inspiration that successful artist started life similar to them in a local primary school.</p> <p>Listen and Appraise</p> <p>Know how different instruments make different sounds and can be put together to create a piece of music.</p> <p>Know that different parts of our body can make different sounds to create a piece of body music.</p> <p>Know how to listen and clap back and then listen and clap back an answer.</p> <p>Singing</p> <p>Know that voices can sing in different pitches (high and low).</p>

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Improvisation

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

Know that when someone improvises they make up their own tune that has never been heard before.

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

Children work in pairs to improvise and compose a short tune using parts of their body. Body percussion.

Composition

Know that compositions can be written down and changed if necessary.

Children develop their body percussion compositions to include rhythm.

Play rhythm games where children copy teacher or each other.

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

Dimensions of Music

Know that rhythm can be created from words and can be clapped.

Know that rhythms can be created for others to copy.

Make different sounds with their voices and say words in rhythm.

Learn different songs which demonstrate how to change the pitch of their voice e.g. The leg bone's connected to the thigh bone, Heads, Shoulders, Knees and Toes – to link to science topic.

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Computing	Technology In Our Lives Know that searches can be used to locate music and video clips. Handling Data Know how to use technology to collect information, including photos, videos and sound. Know how to sort different kinds of information and present it to others. Multimedia Know that a keyboard is an input device and that this can be used to create text on-screen. Know how to use the backspace and space bar on the keyboard. Know how to save and then open a piece of work to continue working on it at a later stage. Create a poster of their life linked to The Memory Box theme. Within it include text, photos, pictures, (videos and sound).
Design and Technology	Fruit and vegetables are an important part of a healthy diet. It is recommended that people eat at least five portions of fruit and vegetables every day. Food Know what I need to have a healthy diet and to live healthily. Know a developing food vocabulary using taste, smell, texture and feel. Know how to group familiar food products e.g. fruit and vegetables and explain what they are for. Know where some food comes from.

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Know and explain how food grows.

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

Know how to work safely and hygienically.

Know about the need for a variety of foods in a diet.

Know how to weight and measure food items using non statutory measures e.g. spoons and cups.

Decide what types of food would be good for refreshments at a class concert/ show and tell music compositions. Children to make a shared shopping list. Make simple, healthy sandwiches for young children, creating a balance of sweet and savoury fillings.

Collect and taste some of the fresh fruit/vegetables grown at Littleham Church of England Primary School such as carrots or tomatoes.

Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows.

Textiles, Structures and Mechanisms

Know why different materials are used for different purposes to create a variety of effects.

Know how to explore and use different fabrics.

Know how to cut and join fabrics with simple techniques.

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

Know how to use simple cutting, shaping and joining skills.

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

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

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Know how to cut along lines, straight and curved.

War Memorial in the centre of town is a sculpture/memorial that serves as a memory of the past and sends a message that we mustn't forget things that have happened in the past if it changed the world we live in.

Look at the stained glass windows during a visit to our Parish Church of Saint Margaret and St Andrew Littleham.

Use various art and craft materials to make an invitation to the class concert. Cut and stick to create a collage effect, choosing coloured card, papers and fabrics from a wide selection.

Throughout the Term

Design:

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

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

Know how to select appropriate techniques explaining e.g. first... next... lastly...

Know how to explore ideas by rearranging and investigating materials.

Make:

Know how to discuss their work as it progresses.

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

Know the names of tools needed to work with the materials.

Know how to explain what they are making.

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

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	<p>Know how to describe what they need to do next.</p> <p>Know how to use simple finishing techniques</p> <p>Evaluate:</p> <p>Know how to explore existing products and investigate how they have been made.</p> <p>Know how to talk about their design as they develop and identify good and bad points.</p> <p>Know how to note changes made during the making process as annotation to plans/drawings.</p> <p>Know how to say what they like and do not like about items they have made and attempt to explain why.</p>
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Term 3 – Summer	
<p>What are the key pieces of information we want children to remember and be able to build upon and reflect on within each subject area of this topic?</p> <p>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</p> <p>Text in this colour describes example activities to support the main theme of the topic.</p>	
Main Topic	Paws, Claws and Whiskers (Geography)
History	Historical enquiry skills and posing questions will be skills that are practised throughout this Geography Based topic as children find out more about continents that may be new to them such as Asia and South America.

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Geography	<p>A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.</p> <p>A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Locational Knowledge</p> <p>Know how to identify hot and cold areas in the world map and begin to understand climate in simple terms e.g. consider what they might wear in each area.</p> <p>Know the name of the four countries of the UK.</p> <p>Know the names of some of the main towns and cities in the UK and use an atlas and map to locate the UK, Devon and Europe.</p> <p>Place Knowledge</p> <p>Know how to express own views about a place, environment.</p> <p>Human Features</p> <p>Know how to recognise simple human features on an aerial photograph or simple map, showing an awareness that objects look different from above.</p> <p>Know how humans have attempted to overcome extreme conditions.</p> <p>Physical Features</p> <p>Know how to recognise physical human features on an aerial photograph or simple map, showing an awareness that objects look different from above.</p> <p>Know how to describe in simple terms how wind or water has affected the Geography of an area.</p>
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	<p>Know the four seasons and describe typical weather conditions for each. (Daily Dashboard throughout the year).</p> <p>Skills, Maps Work and Field Work</p> <p>Know how to use maps, pictures and stories to find out about different places.</p> <p>Know how to make simple maps and plans.</p> <p>Know how to draw a simple picture map and label particular features.</p> <p>Know how to use simple field sketches or use a camera.</p> <p>Know how to keep a weather chart and answer questions about the weather. (Daily Dashboard throughout the year).</p> <p>Know that Devon is situated in the South West of England in the Continent of Europe.</p> <p>Know that Devon and Cornwall are exposed to the full force of the prevailing south-westerly winds that blow in from the Atlantic Ocean. To the north is the Celtic Sea, and to the south is the English Channel.</p> <p>Use atlas/map to locate the UK, Devon and Europe. Mark on oceans and continents onto a blank world map. Children can research which animals are native to different continents (ICT link) and draw a picture of an animal on each continent.</p>
Science	<p>Animals are living things. Animals can be sorted and grouped into six main groups: fish, amphibians, reptiles, birds, mammals and invertebrates.</p> <p>Animals Including Humans</p> <p>Know the six main groups are fish, amphibians, reptiles, birds, mammals and invertebrates.</p> <p>Know that animals vary in many ways having different structures such as wings, tails, ears etc.</p>

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Know that animals have different skin coverings such as scales, feather and hair.

Know a range of animals from each of the vertebrate groups (children do not need to use the terms mammal, reptile etc or know the key characteristics of each although they will probably be able to identify birds and fish based on their characteristics).

Know the names of minibeasts that live in the immediate environment such as ant, worm, snail, spider, woodlouse, ladybird.

Research different fish that children might come across while visiting Sandy Bay Beach in Exmouth – such as mullet, mackerel, pollock and crab.

Different animal groups have some common body parts, such as eyes and a mouth, and some different body parts, such as fins or wings.

Know that animals eat certain things.

Know that carnivores eat other animals (meat). Herbivores eat plants. Omnivores eat other animals and plants.

Knowledge of Working Scientifically:

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

Know how to select appropriate yes / no questions to aid sorting.

Know how to compare objects based on obvious, observable features such as size and colour.

Know how to sort objects and living things into two groups using a simple table.

Know the key features of different animal groups. Know that farm animals are a part of local industry. Farm animals are bred for many purposes. Chickens give us our eggs, cows and goats provide us with nutritious milk. Different breeds of sheep produce many kinds of wool fibres which are made into clothing. Cows (beef), sheep (lamb) and pigs (bacon and pork) provide us with meats.

Use picture cards of different animals to play a sorting game, which pair can sort the carnivores, omnivores and herbivores the fastest? Then record using a Venn diagram.

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	Children work in small groups to draw a food chain of at least 3 animals on large A3 paper for display. Label 'prey' and 'predator'.
Art and design	<p>The primary colours are red, yellow and blue. They are special because they cannot be mixed from other colours. They are the source of all colours.</p> <p>Use of Sketchbooks</p> <p>Know how to use sketchbooks to keep notes about what changes they have made or would make in their work.</p> <p>Drawings</p> <p>Know that marks can be made with a range of materials.</p> <p>Know how to experiment when drawing lines e.g. wavy, straight, zig zags.</p> <p>Know how to express their thoughts about their decisions and techniques.</p> <p>Know that soft pencils create darker lines and hard pencils create lighter lines.</p> <p>Painting</p> <p>Know and name the primary colours.</p> <p>Know how to mix colours and create a colour wheel and notice what happens if you add more of one colour.</p> <p>Know how to paint with expression.</p> <p>Know how to create shades of colours.</p> <p>Pattern</p> <p>Know that patterns are found in nature.</p>

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	<p>Know how to design and make patterns in a range of materials.</p> <p>Texture</p> <p>Know how to use materials to create texture.</p> <p>Paint a picture of their favourite animal, adding details such as fur, feathers, paws, claws, scales or whiskers. When painting, explore mixing and matching colours beforehand using ready-mixed and powder paints. Talk about their work using colour-related vocabulary. Use pencils to add finer textural details when the paint is dry.</p> <p>Look at Devon's coat of arms for animal inspiration – Can children spot the bull on the image? Across Exmouth and Devon we have numerous farms such as Dalditch dairy and cattle farm nearby. Others have pigs, sheep and chickens.</p>
Music	<p>A piece of music played by a group of musicians should be played at the same time. Musicians should finish together to make the piece of music sound pleasing and ensure the audience can hear the tune. Listening to others, watching a conductor and counting beats accurately can help musicians play or sing at the same time as each other.</p> <p>Listen and Appraise</p> <p>Know that music has a steady pulse.</p> <p>Know how to find the pulse in a piece of music and clap or use a percussion instrument to keep time to it.</p> <p>Know that they can enjoy moving to music by dancing like animals.</p> <p>Performing</p> <p>Know that musicians must work together to produce a piece of work.</p> <p>Know how to start and stop when following a leader.</p> <p>Dimensions of Music</p>

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	<p>Know how to make different sounds with their voices and say words in rhythm.</p> <p>Playing</p> <p>Know the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of the instruments they are playing.</p> <p>Know how to treat instruments carefully and with respect.</p> <p>Know how to play an instrumental part that matches their challenge.</p> <p>Know how to listen and follow musical instructions from a leader.</p> <p>Watch a suitable clip from Exmouth Music Festival. Perform animal songs and rhymes including Old Mac Donald, Pig on her Head and Going on a Bear Hunt to half the class and swap. Use percussion and voices to add extra interest and excitement.</p> <p>Begin to learn a tuned instrument.</p>
Computing	<p>Technology In Our Lives</p> <p>Know how technology is integrated in our daily lives and recognise this within familiar environments e.g. home, school, shopping, transport</p> <p>Know who uses technology and why they might choose to do so.</p> <p>Know some of the benefits of using technology and know the benefits and disadvantages it may bring.</p> <p>Know how to click on a link to a website to find information.</p>

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	<p>Technology is used in many ways to do different jobs, such as using an interactive whiteboard in the classroom, using a tablet to do online shopping at home or using scanners in a shop in the community.</p> <p>Know that technology is used in local shops to help us with our shopping.</p> <p>Tell children to observe scanners used at tills next time they go to the local shop.</p> <p>Use a 'technology hunt' around the school as a stimulus for this topic. Technology is used in school in the form of babble monitors, IWB, laptops and ipads.</p>
Design and Technology	<p>Design criteria are the explicit goals that a project must achieve e.g. the pet they are going to design must be no bigger than (agree size with children) can only be made out of primary colours and must have an identifiable marking. Must only use junk materials.</p> <p>Structures</p> <p>Know the importance of creating a design before making.</p> <p>Know how to explore how to make structures stronger.</p> <p>Know how to investigate different techniques for stiffening a variety of materials.</p> <p>Know how to test different methods of enabling structures to remain stable.</p> <p>Know how to join appropriately for different materials and situations e.g. glue/tape.</p> <p>Know how to mark out materials to be cut using a template.</p> <p>Know how to use a glue gun with close supervision.</p> <p>Mechanisms</p> <p>Know how to roll paper to create tubes</p>

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	<p>Know how to fold, tear and cut paper and card.</p> <p>Know how to cut along lines, straight and curved</p> <p>Create an imaginary version of a familiar pet. Plan and make a model of their new design using junk materials, changing aspects such as its colour or markings.</p> <p>Design:</p> <p>Know how to use pictures and words to convey what they want to design/make.</p> <p>Know how to propose more than one idea for a product.</p> <p>Know how to use reclaimed materials to develop more than one idea.</p> <p>Know how to model and explore ideas with reclaimed materials.</p> <p>Know how to select appropriate techniques explaining e.g. first... next... lastly...</p> <p>Know how to explore ideas by rearranging and investigating materials.</p> <p>Know how to select pictures to help develop ideas.</p> <p>Know how to use drawings to record ideas as they are developed.</p> <p>Know how to describe their models and drawings of ideas and intentions including what will make it successful.</p> <p>Make:</p> <p>Know how to discuss their work as it progresses.</p> <p>Know how to select materials from a limited range that will meet the design criteria.</p>
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	<p>Know the names of tools needed to work with the materials.</p> <p>Know how to explain what they are making.</p> <p>Know how to explain which materials they are using and why.</p> <p>Know how to describe what they need to do next.</p> <p>Know how to use simple finishing techniques</p> <p>Evaluate:</p> <p>Know how to explore existing products and investigate how they have been made.</p> <p>Know how to talk about their design as they develop and identify good and bad points.</p> <p>Know how to note changes made during the making process as annotation to plans/drawings.</p> <p>Know how to say what they like and do not like about items they have made and attempt to explain why.</p> <p>Know how to discuss in simple terms how closely their finished product meets their design criteria and how well it meets the needs of the user.</p>
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Term 3 – Summer	
	<p>What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic? This knowledge or skill features heavily in sub theme or will not be repeated.</p> <p>Text in this colour describes example activities to support the main theme of the topic.</p>

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	Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.
Sub-themes	Dinosaur Planet
History	<p>Learn about events beyond living memory that are significant nationally or globally. A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. Mary Anning was one such person.</p> <p>Chronological Knowledge</p> <p>Know and describe in simple terms the achievements of historical figures and the qualities they possess (Mary Anning).</p> <p>Know and describe a typical day in the life of a historical figure.</p> <p>Know how to place periods on a timeline (when dinosaurs roamed).</p> <p>Historical Enquiry</p> <p>Know how to give reasons for accomplishments based on evidence.</p> <p>Know how to recognise primary and secondary sources of evidence and how they are different.</p> <p>Know how to evaluate sources and know that they may not always be true.</p> <p>Know how artefacts can help us to create a picture of the past.</p> <p>Know the significance of a personal artefact.</p> <p>Know why Mary Anning was admired and respected.</p> <p>Interpretations of History</p> <p>Know the main motives of a historical figure (Mary Anning).</p>

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	<p>Why Things Happen (Cause and Consequence)</p> <p>Know the causes of The Jurassic Coast having a high number of fossils.</p> <p>Similarities and Differences</p> <p>Know reasons which suggest why Mary Anning can be considered remarkable given the role of women in society at the time.</p> <p>Significance</p> <p>Know why the achievement of Mary Anning was so significant and what enabled her to accomplish what she did.</p> <p>What happened to the dinosaurs? Dinosaur explorers- Identify some key features of a significant historical event beyond living memory.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Animal extinction! Celebrating the dinosaurs!-Name and locate the world's seven continents and five oceans on a world map.</p> <p>Dinosaurs would have roamed the area that is now Exmouth. The Jurassic Coast is famous for fossils including ichthyosaurs, plesiosaurs and even scelidosaurus.</p> <p>Mary Anning was born just 30 miles from Exmouth in Lyme Regis and made her amazing discoveries on the Jurassic Coast.</p>
Term 3 – Summer	
	<p>What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic? This knowledge or skill features heavily in sub theme or will not be repeated.</p> <p>Text in this colour describes example activities to support the main theme of the topic.</p> <p>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</p>

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Sub-themes	Why do we have Teeth?
Science	<p>Animals Including Humans</p> <p>Know that Humans have four types of teeth: incisors, canines, premolars and molars.</p> <p>Know that the flat, sharp teeth at the front of the mouth are incisors. We use them to cut and chop food.</p> <p>Know that the pointed teeth either side of the incisors are called canines, which tear food.</p> <p>Know that next to the canines are the premolars and molars. They are wide, flat and have ridges that help us crush and grind food.</p> <p>Know that animals have evolved to have different teeth types and arrangements to suit the food they eat.</p> <p>Know that animals that only eat plant material are known as herbivores. Animals that only eat meat are known as carnivores. Animals that eat both are omnivores.</p> <p>Know that herbivores, such as sheep and deer, have sharp front incisors to cut through plants. Their flat, ridged back teeth crush and grind plant material.</p> <p>Know that carnivores, such as cats, have large, sharp canines for tearing meat. They tend to swallow large chunks of food, so don't need flat, grinding molars like herbivores.</p> <p>Know that omnivores, such as humans, have sharp teeth at the front for cutting and tearing including both incisors and canines. Our flat, ridged back teeth are for grinding and crushing. Omnivores need both types of teeth due to a more varied diet.</p> <p>Knowledge of Working Scientifically:</p> <p>Know how to ask simple questions about the world around us.</p> <p>Know how to select appropriate yes / no questions to aid sorting.</p>

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	<p>Know how to compare objects based on obvious, observable features such as size and colour.</p> <p>Know how to sort objects and living things into two groups using a simple table.</p> <p>Use a mirror to look at your own or a partner's teeth. How many teeth do you have? Do all teeth look the same? Describe how they look similar or different. Can you think of any reasons why they might look different? As a class, discuss what we use our teeth for and why we have baby teeth that are replaced with adult teeth.</p> <p>Learn the difference between the following words: herbivore, carnivore and omnivore. Which of the words describes humans? Look at pictures of different living and extinct animals, such as a cat, shark, crocodile, Tyrannosaurus rex, sheep, deer, Brachiosaurus, rabbit, human and fox. Can you sort the animals into three groups: herbivore, carnivore and omnivore? Put any that you don't know to one side and ask for help. Look at the animals' teeth in each group. What differences or similarities can you see? Why do you think animals need different types of teeth?</p> <p>Investigate which teeth in our mouth we use for eating different foods.</p>
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Purple – Key knowledge linked to our Curriculum Intent.

Green – Suggested activities