

Excellence, *care* & **FUN** for **ALL** where every child can

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'Your word is a lamp to guide my feet and a light for my path' (Psalm 119.105)

## Haddenham St Mary's Foundation Subject Knowledge Organiser

Science	EYFS	KS1 (National Curriculum)		
		Pupils will be taught: <ul style="list-style-type: none"> <li>To experience and observe the world around them through practical, hands-on activities.</li> <li>To be curious, ask questions and try and find the answers to them</li> <li>To develop their understanding of scientific ideas through scientific enquiry</li> <li>To begin to use scientific language to talk about what they have found out.</li> </ul>		
	Reception	Yr 1	Yr 2	
Working Scientifically	To begin to sort objects by their own criteria. To observe everything around them.	Ask simple questions and understand they can be answered in different ways. To observe closely. To perform simple tests. To identify and classify To use their observations to suggest answers to questions. Gather and record data to help answer questions.	Ask simple questions and understand they can be answered in different ways. To observe closely. To perform simple tests. To identify and classify To use their observations to suggest answers to questions. Gather and record data to help answer questions.	
Living things are their habitats			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 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  Identify and name a variety of plants and animals in their habitats, including microhabitats	

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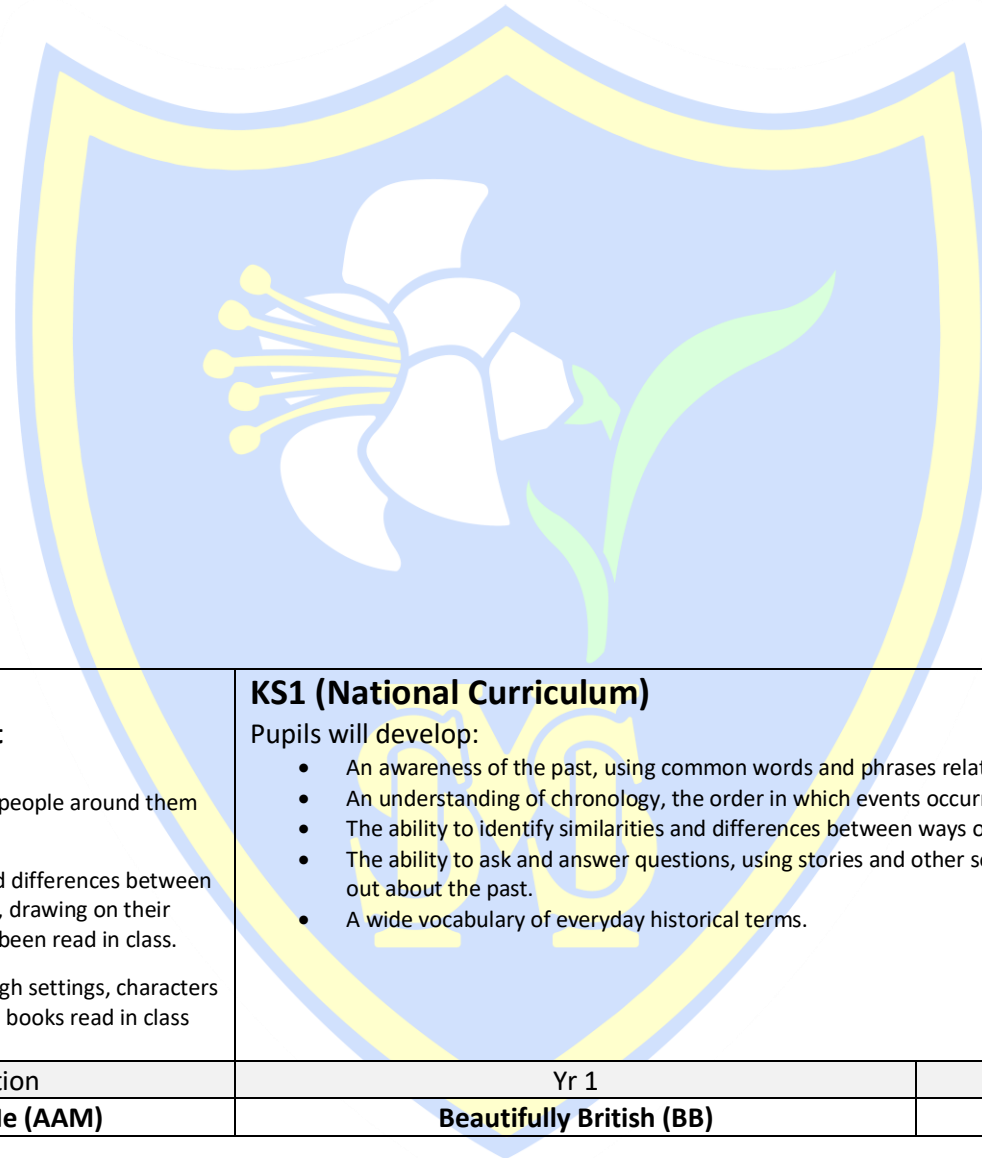
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			Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
Plants		Identify and name some common wild and garden plants, including deciduous and evergreen. Identify and describe the basic structure of a variety of flowering plants including trees	To observe and describe how seeds and bulbs grow. To find out and describe how plants need water, light and a suitable temperature to grow.
Animals including Humans		Identify the name of a variety of animals including fish, amphibians, reptiles, birds and mammals. Identify animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of animals. Identify, name, draw and label parts of the human body and say which part of the body is associated with each sense.	Notice that animals have offspring that grow into adults. Find out about and describe the basic needs of animals—water, food, air. Describe the importance of exercise, a balanced diet and hygiene.
Everyday Materials	To have a range of materials to explore.	Identify what material an object is made of. Identify and name a variety of materials, including wood, plastic, glass, metal, water and rock. Describe some physical properties of a variety of materials. Compare and group materials depending on their physical properties.	Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Vocabulary Development (Additional theme specific vocabulary can be found in Themes overview document)			

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## History

### EYFS

#### ELG: Past and Present

##### Pupils will:

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

### KS1 (National Curriculum)

#### Pupils will develop:

- An awareness of the past, using common words and phrases relating to the passing of time.
- An understanding of chronology, the order in which events occurred, and significant people lived.
- The ability to identify similarities and differences between ways of life in different periods.
- The ability to ask and answer questions, using stories and other sources, and understand some of the ways in which we find out about the past.
- A wide vocabulary of everyday historical terms.

Reception

Yr 1

Yr 2

All About Me (AAM)

Beautifully British (BB)

Island to Isles (I2I)

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Themes	Amazing Animals (AA) Terrific Transport (TT)	Awesome Adventures (AA) Hooray for Haddenham (HH)	Titanic Travels (TT) Sizzling Seaside (SS)
Historical Knowledge (Understanding facts and details of events, periods and people studied)	Recount details of their family history. <b>AAM</b>  Use simple information to describe the past. <b>AA (Dinosaurs)</b>  Recall key information about a significant individual. <b>AA (Mary Anning)</b> <b>TT (Astronauts)</b>	Use simple information to describe what life was like for specific individuals in the past. <b>BB (WW1)</b>  Recount some information about significant individuals. <b>AA (Explorers)</b>  Explain some changes to our local area over time. <b>HH (Changes to Haddenham)</b>	Recount information about the life of a significant individual. <b>I2I (Windrush)</b>  Recount details from a significant event in history. <b>TT (Sinking of the Titanic)</b>  Explain changes that took place during a specific period of history. <b>SS (Development of the Victorian seaside holiday)</b>
Historical Understanding (Awareness of the past)	Understand that things happened in the past.	Sort images into past and present.	Explain the difference between past and present within the context of history studied.
Chronological Awareness (Ordering events and key information)	Sequence key events in familiar stories.  Order historical events using 'then' and 'now'.	Sequence parts of stories and memories about the past.  Order three or more historical events correctly.	Recognise that dates are used to identify when events happened in the past.  Order key events and dates on a simple timeline.
Historical Interpretation (Compare and contrast periods of History and people's lives)	Share how their own lives have changed.  Share something that was different in the past.	Use given sources to identify similarities and differences between modern life and events studied.	Use given sources to identify similarities and differences between modern life and events studied.  Begin to explain how some changes occurred.
Historical Analysis (Posing and answering questions. Using	Explore a range of historical images, stories and artefacts.	Use prompts to pose questions.  Answer simple questions about the past using evidence provided.	Pose questions to gain more information about the past.  Use evidence to help answer questions about the past.



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and understanding sources)		Explore a range of historical sources and begin to understand that these can tell us about the past.	Use a range of historical sources and explain what these can tell us about the past.  Begin to use evidence to explain why people may have acted the way they did.
Vocabulary Development (Additional theme specific vocabulary can be found in Themes overview document)	old, new, young, before, after, days, months, year, yesterday, today, tomorrow, long ago	past, present, future, modern, event, significant, order, compare, same, different, source	recent, era/period, century, sequence, timeline, similarity, difference, evidence, artifact

## Geography

### EYFS

#### ELG: People, cultures and communities

##### Pupils will:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

#### ELG: The Natural World

##### Pupils will:

Explore the natural world around them, making observations and drawing pictures of animals and plants.

### KS1 (National Curriculum)

#### Pupils will develop:

- Knowledge about the world, the United Kingdom and their locality.
- Basic subject-specific vocabulary relating to human and physical geography.
- Geographical skills, including first-hand observation, to enhance their locational awareness.

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	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.		
	Reception	Yr 1	Yr 2
<b>Themes</b>	<b>All About Me (AAM)</b> <b>Amazing Animals (AA)</b> <b>Terrific Transport (TT)</b>	<b>Beautifully British (BB)</b> <b>Awesome Adventures (AA)</b> <b>Hooray for Haddenham (HH)</b>	<b>Island to Isles (I2I)</b> <b>Titanic Travels (TT)</b> <b>Sizzling Seaside (SS)</b>
Locational Knowledge	Explore the world using Google Earth. Locate the UK and America (NASA). <b>(TT)</b>  Use maps to differentiate between land and water. <b>(TT)</b>	Name and locate the four countries of the UK. Name the capital cities. <b>(BB)</b>  Name and locate the world's seven continents. <b>(AA)</b>  Understand that there are five oceans and begin to name them. <b>(AA)</b>	Identify the characteristics of the four countries of the UK. <b>(SS)</b>  Name and locate the world's seven continents. <b>(***Review Year 1 learning – not assessed) (I2I)</b>  Name and locate the five oceans. <b>(I2I and TT)</b>
Place Knowledge	Use stories to learn about another country (Handa's Surprise – Kenya) <b>(TT)</b>  Explore transport in the UK and one other country. <b>(TT)</b>	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. <b>(HfH)</b>	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country <b>(I2I)</b>
Human & Physical Geography	Explore the human and physical features of the school environment (including plants and animals). <b>(AA)</b>	Identify seasonal and daily weather patterns in the UK. <b>(AA)</b>  Use basic geographical vocabulary to refer to key physical features. <b>(BB and HfH)</b>  Use basic geographical vocabulary to refer to key human features. <b>(BB and HfH)</b>	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <b>(I2I)</b>  Use basic geographical vocabulary to refer to key physical features. <b>(TT and SS)</b>  Use basic geographical vocabulary to refer to key human features. <b>(TT and SS)</b>

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Geographical Skills and Fieldwork	<p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. <b>(AAM)</b></p> <p>Use stories to draw information from a map and begin to understand why maps are important (The Jolly Postman). <b>(AAM)</b></p> <p>Explore routes to school and transport used. <b>(TT)</b></p> <p>Use bee-bots on simple maps. Begin to use navigational language. <b>(TT)</b></p>	<p>Use world maps, atlases and globes to identify the UK and its countries <b>(BB)</b></p> <p>Use locational and directional language (near, far, left, right) to describe the location of features and routes on a map. <b>(BB and AA)</b></p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. <b>(HfH)</b></p> <p>Devise a simple map of a familiar place and construct basic symbols in a key. <b>(HFH)</b></p>	<p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at KS1. <b>(I2I)</b></p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. <b>(TT and SS)</b></p> <p>Devise a map and construct symbols in a key <b>(TT and SS)</b></p>
Vocabulary Development (Additional theme specific vocabulary can be found in Themes overview document)	place, home, school, Haddenham, country, England, world, near, far/far away, journey, map, land, sea	country, capital city, continent, ocean, compass, direction, left, right, North, South, East, West, symbol, key	Atlas, globe, physical feature, human feature, ariel view/birds eye view, perspective, landmark

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Art	EYFS	<b>KS1 (National Curriculum)</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products</li> <li>• use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		
	Reception	Yr 1	Yr 2	
Themes				
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Begin to use a variety of drawing tools - Use drawings to tell a story Investigate different lines - Explore different textures Encourage accurate drawings of people	Extend the variety of drawings tools - Explore different textures - Observe and draw landscapes - Observe patterns	Experiment with tools and surfaces - draw a way of recording experiences and feelings - discuss use of shadows, use of light and dark	
Texture (textiles, clay, sand, plaster, stone)	Handling, manipulating and enjoying using materials - Sensory experience - Simple collages - simple weaving	Weaving - collage - Sort according to specific qualities - how textiles create things	Use large eyed needles – running stitches - Simple appliqué work - Start to explore other simple stitches - collage	
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Experimenting with and using primary colours - Naming - mixing (not formal) - Learn the names of different tools that bring colour - Use a range of tools to make coloured marks on paper	Name primary colours - mixing of colours - Find collections of colour - applying colour with a range of tools	-Begin to describe colours - Make as many tones of one colour as possible (using white) - Darken colours without using black - using colour on a large scale	



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Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )	Handling, feeling, enjoying and manipulating materials - Constructing - Building and destroying - Shape and model	Construct - Use materials to make known objects for a purpose – Carve.	Expression of personal experiences and ideas - to shape and form from direct observation (malleable and rigid materials) - decorative techniques - Replicate patterns and textures in a 3-D form - work and that of other sculptors
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Rubbings - Print with variety of objects - Print with block colours	Create patterns - Develop impressed images	Identify the different forms printing takes
Pattern ( paint, pencil, textiles, clay, printing)	-Repeating patterns - irregular painting patterns - Simple symmetry	Awareness and discussion of patterns - repeating patterns - symmetry	Natural and man-made patterns.

**EYFS**

**KS1 (National Curriculum)**

Pupils should be taught to:

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## Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:

### Design -

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### Make -

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- elect from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### Evaluate –

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

### Technical knowledge -

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products

Reception

Yr 1

Yr 2

Themes

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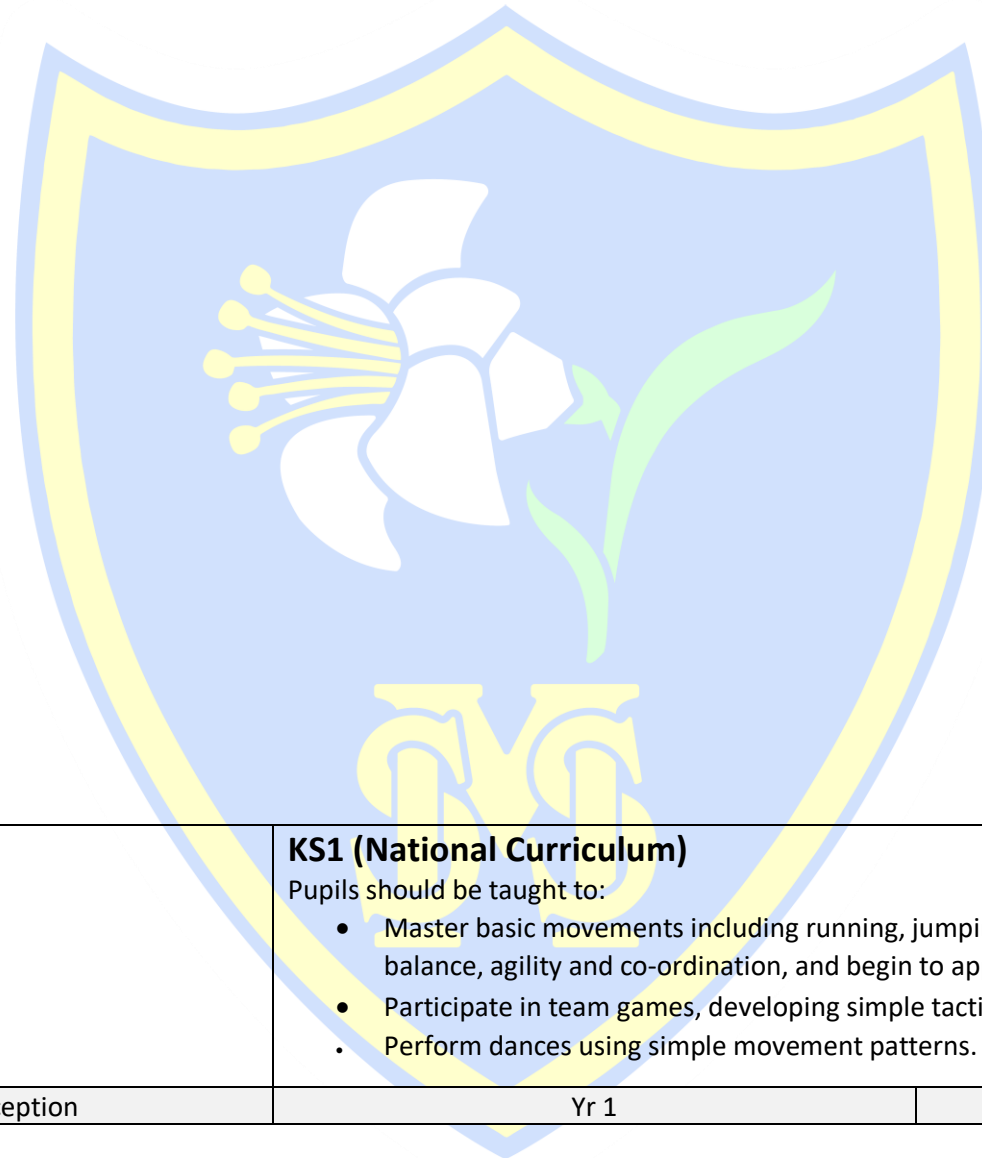
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Design	Understands that different media can be combined to create new effects. They select and use technology for purposes.	To describe the features of the product I am designing and making. To describe what the product will be used for. To generate and develop ideas by talking and drawing.	To model ideas by exploring with a variety of materials and other products. To discuss why the features of the product are suitable for my users. To use a design plan to help create a product. To use, develop and communicate my ideas using information and communication technology where appropriate.
Make	Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.	To select from a range of tools and equipment to perform practical tasks. To select from, and use, a range of materials and components e.g. construction, material, textiles and ingredients. To use tools safely. To measure, mark, cut and shape materials appropriately.	To discuss why I use tools for certain purposes. To discuss the benefits of using certain materials. To use finishing techniques.
Evaluate	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	To look at current products and recognise what they are for, how they work and why. To talk about what I am making and why.	To discuss the materials used for existing products and recognise why. To talk about my ideas and evaluate if they will be effective.
Technical Knowledge	Selects tools and techniques needed to shape, assemble and join materials they are using.	To talk about different materials and describe their properties. To build a structure and explain why I have used certain materials. To investigate what different mechanisms could do to my product.	To discuss how to make my structures stronger. To make my structure stronger by adding or changing materials. To add in mechanisms to my product and explain the effect they have.
Cooking	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.	To recognise foods that are good for me. To know which foods are bad for me. To know how to prepare simple dishes safely and hygienically, without using a heat source. To know how to use techniques such as cutting, peeling and grating.	DT- Sensational salads To know where different food types come from. To prepare dishes that are balanced and healthy. To know how to prepare simple dishes safely and hygienically, without using a heat source. To know how to use techniques such as cutting, peeling and grating.

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PE	EYFS	<b>KS1 (National Curriculum)</b> Pupils should be taught to: <ul style="list-style-type: none"><li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li><li>• Participate in team games, developing simple tactics for attacking and defending</li><li>• Perform dances using simple movement patterns.</li></ul>	
	Reception	Yr 1	Yr 2



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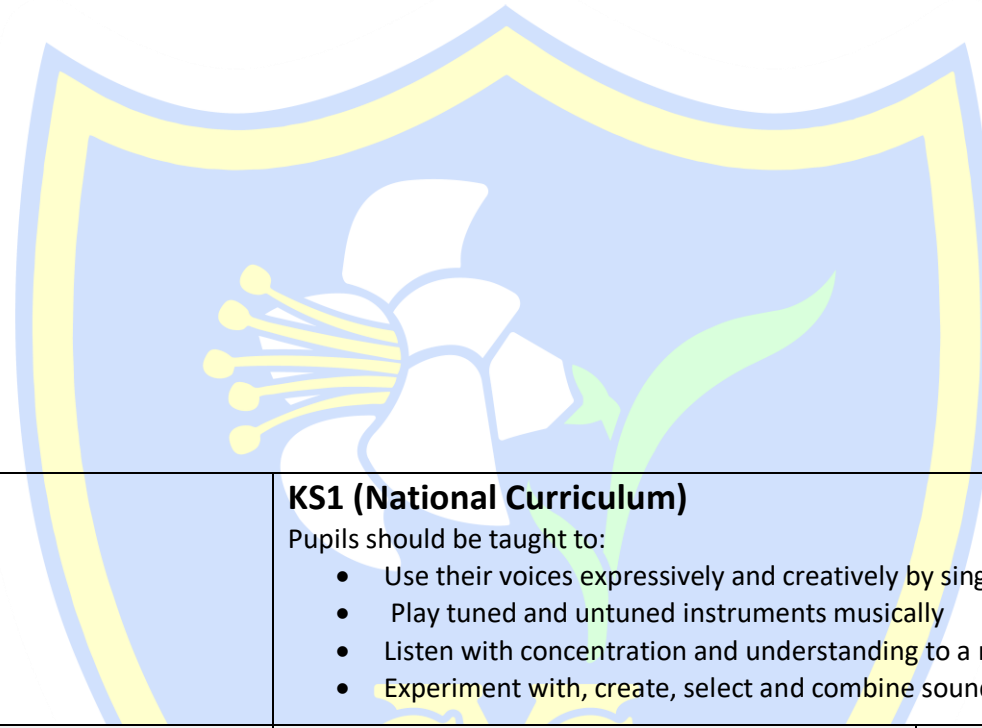
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Movement	Experiment with different ways of moving. Jump off an object and land appropriately. Travel with confidence and skill around, under, over and through balancing and climbing equipment. Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space.	To run, jump, throw and catch. To develop balance, agility and co-ordination. To move confidently and safely in their own and general space, using change of speed and direction. To recognise how the body feels when still and when exercise in	To remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. To recognise and describe what a body feels like during different types of activity. To improve the way they coordinate and control their bodies and a range of equipment. To apply running, jumping, throwing, catching, balance, agility and coordination skills to a range of activities.
Team Games	Show increasing control over an object in pushing, patting, throwing, catching or kicking it. Play co-operatively, taking turns with others. Take account of one another's ideas about how to organise an activity	To participate in team games respecting the people on the team and other teams.	To develop simple tactics for attacking and defending. To communicate with my team mates.
Dance	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Begins to build a repertoire of songs and dances.	To copy simple dances. To watch, copy and describe what they and others have done.	To perform a dance that has been learned or created.

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Music	EYFS	KS1 (National Curriculum)	
		Pupils should be taught to:	
		<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	
	Reception	Yr 1	Yr 2
Performance Vocal	use their voice to speak/sing/chant. Sings to self and makes up simple songs. join in with singing. encouraged to perform to an audience. respond to a simple direction i.e. stop/start sings by themselves, matching pitch and following melody	To sing songs, rounds and chants building rhythm and melody. Happy to perform to an audience To sing with good diction To begin to be able to sing in tune songs with a limited range To sing in time to a steady beat To respond to simple directions i.e. stop/start, loud, quiet To warm-up their voice Can perform a song with the class	To sing songs, rounds and chants and use simple vocal patterns as accompaniments. Increasing confidence to perform to an audience. To sing with good diction To sing in tune songs with a limited range To respond to simple directions i.e. stop/start, loud/quiet, spotlight individual play To warm-up their voice To sing a song with two or more parts or a round To sing and perform with expression i.e. dynamics and phrasing

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			<p>To stand with a good posture when singing</p> <p>To understand the meaning of what they sing</p> <p>To understand the importance of a vocal warm-up?</p> <p>Can perform singing and instrumental music to peers</p>
<p>Performance Instrumental</p>	<p>Makes up rhythms.</p> <p>Uses a range of percussion instruments correctly.</p> <p>Keeps a steady beat</p> <p>Knows the contrasts loud/quiet, fast/slow, smooth/jumpy, high/low</p> <p>Begins to use music vocabulary i.e. piano, forte</p> <p>Perform a song with class at school concerts/services</p> <p>Recognises a musical note</p>	<p>To use a range of percussion and tuned handbell instruments correctly.</p> <p>To keep a steady beat and copy simple rhythm patterns.</p> <p>To walk/move/clap to a steady beat</p> <p>To make body percussion together</p> <p>To respond to pulse through dance, stepping, jumping etc.</p> <p>To copy a simple rhythm</p> <p>To understand pitch is high/low</p> <p>To follow online representation of notes when playing handbells, follow simple rhythm notation and coloured/lettered music notation</p> <p>Can respond to pitch change</p> <p>Knows that dynamics are loud/quiet</p> <p>To know a crotchet and quavers</p> <p>Can perform their own composition to peers</p> <p>Perform with a good sense of beat and rhythm;</p>	<p>To use the correct technique for a range of percussion instruments including drum sticks with practise mats.</p> <p>To play tuned instruments – recorders and handbells.</p> <p>To follow simple music notation both rhythms and some notes on stave.</p> <p>To choose and play patterns with increasing confidence.</p> <p>To understand tempo is change of speed</p> <p>To mark a beat with body</p> <p>To keep body percussion in time as a group</p> <p>To invent/create rhythms</p> <p>To know crotchet, quavers, minim, end bar line, crotchet rest</p> <p>To respond to pitch change</p> <p>Can perform singing and instrumental music to peers</p> <p>Can perform in small groups to the rest of their class</p> <p>To perform with a good sense of beat and rhythm;</p> <p>To perform with a sense of occasion</p>
<p>Improvising Composing</p>	<p>Represent own ideas, thoughts and feelings through music, dance, role play and stories.</p> <p>make a range of sounds with their voice</p> <p>make a range of sounds with instruments</p> <p>repeat (short rhythmic and melodic) patterns</p>	<p>To choose, create and order sounds for different purposes.</p> <p>To choose, create and remember higher and lower sound patterns and simple rhythmic patterns.</p> <p>To invent symbols to represent sounds.</p> <p>To make a range of sounds with their voice</p> <p>To make a range of sounds with instruments</p> <p>To identify changes in sounds</p>	<p>To choose, create and order sounds to show simple contrasts.</p> <p>To choose, create and remember higher and lower sound patterns and rhythmic patterns.</p> <p>To invent symbols to represent sounds</p> <p>To order sounds to create a beginning, middle and end</p> <p>To choose sounds to achieve an effect</p>

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		<ul style="list-style-type: none"> <li>To tell the difference between long and short sounds</li> <li>To represent sounds pictorially</li> <li>To make a sequence of sounds for a purpose</li> <li>To repeat (short rhythmic and melodic) patterns</li> <li>To give a reason for choosing an instrument</li> </ul>	<ul style="list-style-type: none"> <li>To begin to compose short melodic patterns using two or three notes (tuned instruments/voice)</li> <li>To create short, rhythmic patterns – sequences of long and short sounds</li> <li>To be selective in the control used on an instrument in order to create an intended effect</li> <li>To draw music notation to show a simple rhythm</li> <li>To choose sounds to create an effect on the listener</li> <li>To create sound effects for a picture or story, thinking about how music can create a mood.</li> </ul>
Listening Understanding	<ul style="list-style-type: none"> <li>Uses movement to express feelings.</li> <li>Creates movement in response to music.</li> <li>says if they like or dislike a piece of music</li> <li>identifies and distinguishes environmental sounds</li> <li>begins to describe the sounds (e.g. loud, quiet, high, low, fast, slow)</li> <li>begins to express how music makes them feel</li> <li>identifies reasons why they like some music more than others</li> <li>responds to different moods of music, in different ways</li> <li>Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'</li> </ul>	<ul style="list-style-type: none"> <li>To respond to changes in character through movement, words or pictures.</li> <li>To talk about music heard with appropriate vocabulary, giving opinions.</li> <li>To listen with concentration to live and recorded music.</li> <li>To form an opinion to express how they feel about a piece of music</li> <li>To recognise repeated patterns</li> <li>To tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds</li> <li>To hear the pulse in a piece music</li> <li>To tell the difference between loud and quiet sounds</li> <li>To describe how sounds are made and changed</li> <li>To respond to different moods in music and say how a piece of music makes them feel</li> </ul>	<ul style="list-style-type: none"> <li>To respond to changes in mood through movement, words or pictures.</li> <li>To give opinions, justifying musical ideas with appropriate vocabulary.</li> <li>To listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>To identify particular features when listening to music</li> <li>To begin to associate sounds they hear with instruments</li> <li>To independently identify the pulse in a piece of music and tap along</li> <li>To listen carefully to recall short rhythmic patterns</li> <li>To begin to recognise changes in dynamics and pitch</li> <li>To recognise and name different instruments by sight</li> <li>To evaluate and improve their own work and give reasons</li> <li>To verbally recall what they have heard with simple vocabulary – loud, soft, high, low</li> <li>To begin to say what they like and dislike, express an opinion</li> </ul>



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## RE

Religious Education (RE) plays a vital role in children's personal development and prepares them for the opportunities, responsibilities and experiences of life. It supports the school's Christian values while celebrating the diversity of religions, beliefs, and customs. RE encourages children to reflect on their own beliefs (religious or non-religious), build identity and belonging, and develop respect and understanding for others and helps to challenge prejudice.

RE contributes to children's spiritual, moral, social, and cultural growth, promoting community cohesion and tolerance and supporting children to live in multicultural society. Through exploration, enquiry, and reflection, children enhance their emotional, creative and analytical skills

Learning about religion:

Children should be encouraged to:

- Recognise and interpret religious symbols, and begin to use key religious vocabulary.
- Explore a variety of religious stories and sacred texts, and discuss their meanings.
- Learn about different religious celebrations, forms of worship, and rituals, identifying similarities where relevant.
- Understand why belonging to a religion is important for some people, and how it influences their lives.
- Discover how religious beliefs and ideas are expressed through art, and share their own responses.

Reception

Yr 1

Yr 2

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<b>Understanding the World Past and Present</b>	Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.	<p>Pupils will recognise which of the stories they have heard have a religious significance and will be able to say one thing that they or others learn from the story. They will be able to identify and order key events from one of the stories and talk about what they like or dislike about the story or the characters in the story.</p> <p>To explore some Old Testament stories and find what can be learned from the Christianity; Judaism; Old Testament; Moral stories; God; Faith</p>	Pupils will know that the beatitudes are a key part of Jesus' teaching; to explore the way that the beatitudes may influence Christian practice and behaviour.
<b>People, Culture and Communities</b>	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	<p>Be able to identify some ways in which these ideas are connected; they will have an understanding of the concept of community and belonging.</p> <p>Explore how and why people choose to belong to groups and religions and the difference that makes to their lives. Recognise that everyone is different, but equally of value</p>	<p>Pupils will explore whether religious symbols mean the same to everyone. Key Questions: What things are special in your home, to you your family and friends? What objects are sacred or important in religion and why? What do special things show about what is important to people? How do people show they belong to a religion? Does belonging to groups make a difference to who I am?</p> <p>To discover what Muslims believe about Muhammad and Allah from the stories that they tell; to learn that Muslims believe in one God,</p>

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			<p>Allah; to make a link between the stories and way many Muslims live.</p> <p>What does the Torah mean and what ways is the synagogue important to Jews? Judaism. Look at scroll, understand what is in there, rules and stories, history of the Jewish people. In Hebrew, sacred language for prayers</p> <p>Central place of community to come together for learning, fellowship, prayer, and service. Place to store Torah</p>
<b>Communication and Language Listening, Attention and Understanding</b>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Pupils will be able to retell simply the parables of the Lost Coin and the Lost Sheep; they will recognise that parables are stories with meaning; they will recognise the sacrament of baptism as a ceremony of belonging; they will be able to describe the key events of the ceremony; they will know the basic meaning of the baptism symbols; they will know that these stories and the ceremony are Christian and be able to identify that other religions may have different ways of expressing belonging; they will know the Golden Rule.</p>	<p>What are the best reasons for following a leader? Christianity/Judaism</p> <p>Focus on authority of text, person and place, testing whether ideas make sense and testing their reliability.</p>

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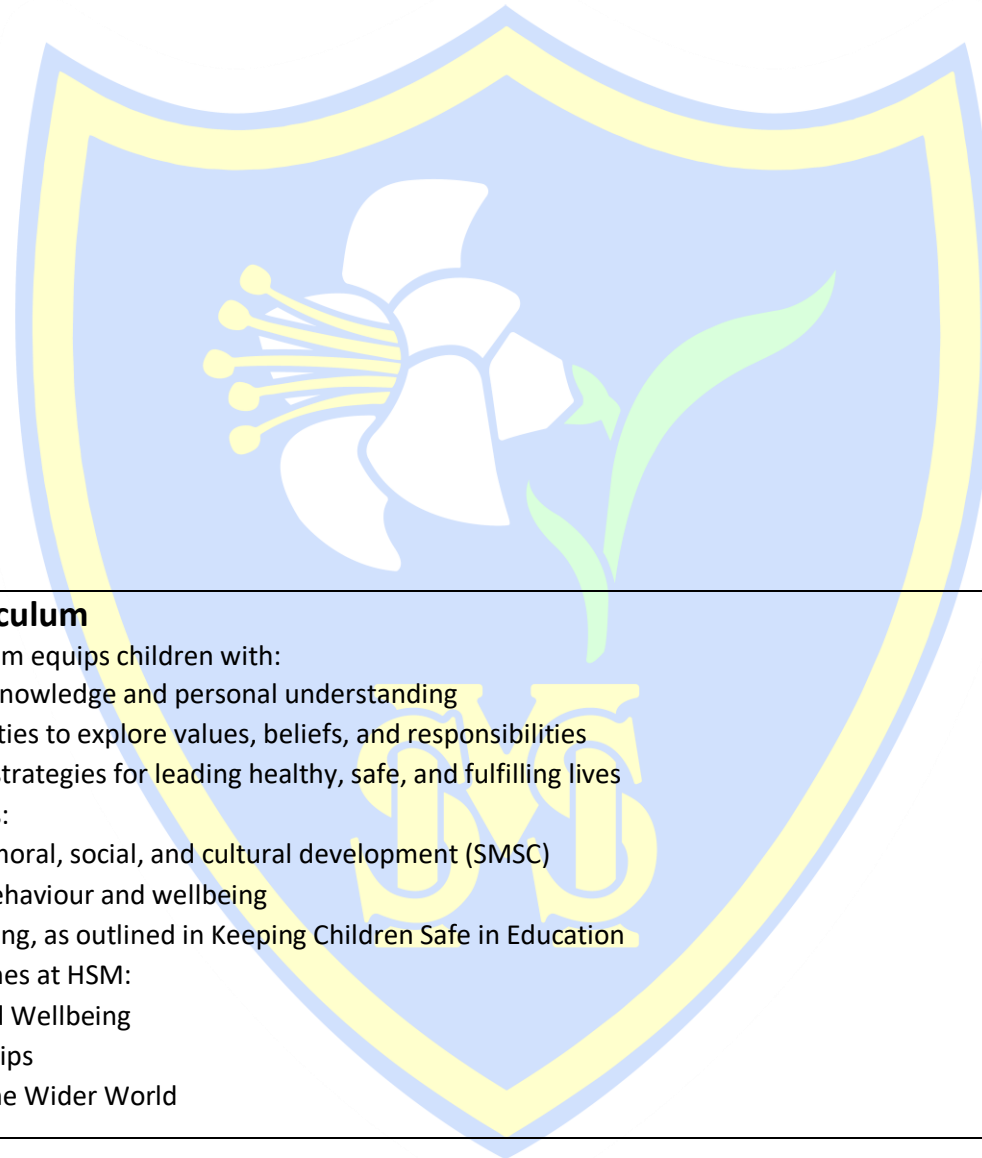
<b>Speaking</b>	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	<p>Pupils will learn the Creation story from Genesis 1 and be able to retell it simply; they will know the Phrase “And God saw that it was good”. Talk about some interesting and puzzling questions to do with Creation.</p> <p>They will be able to comment on the beauty of the world and begin to make a connection between that and Christian views of God.</p> <p>Talk about how the world is important to them. Say what they think is good about the world and why it may be important to look after it</p>	
<b>Celebrations &amp; Festivals</b>	Christmas Easter Diwali Eid Hanukah Chinese New Year	Christmas Easter Diwali Eid Hanukah Chinese New Year	<p>How should the Church celebrate Easter? Key Questions: What special times do I celebrate with my family and friends and why? How do religious people celebrate their special times? What do these special occasions show about what is important to people?</p> <p>Who is important to me and why? Who is special for religious people and what makes them special? How do special people influence the way we behave?</p>



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## PSHE

### National Curriculum

The PSHE curriculum equips children with:

- Accurate knowledge and personal understanding
- Opportunities to explore values, beliefs, and responsibilities
- Skills and strategies for leading healthy, safe, and fulfilling lives
- It supports:
  - Spiritual, moral, social, and cultural development (SMSC)
  - Positive behaviour and wellbeing
  - Safeguarding, as outlined in Keeping Children Safe in Education
- Core Themes at HSM:
  - Health and Wellbeing
  - Relationships
  - Living in the Wider World

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	As an infant school the focus is on building positive relationships—friendships, family, and interactions with others. Also, we to begin to provide guidance to navigate a complex, digital world safely and responsibly.		
	Reception	Yr 1	Yr 2
Health & wellbeing	<p><b>Self– Awareness &amp; Confidence</b>            Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Confident to try new activities, and say why they like some activities more than others. Confident to speak in a familiar group, talk about ideas, Choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b>Health &amp; Self-Care</b>            Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>	<p>what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)            that things people put into or onto their bodies can affect how they feel            how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy            why hygiene is important and how simple hygiene routines can            stop germs from being passed on            what they can do to take care of themselves on a daily basis,            that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people            who can help them in different places and situations; how to attract someone's attention or ask for help; what to say            how to respond safely to adults they don't know            what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</p>	<p>how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)            how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them            how to resist pressure to do something that makes them feel                unsafe or uncomfortable, including                keeping secrets            how not everything they see online is true or trustworthy and that people can pretend to be someone they are not            how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them            that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest            that eating and drinking too much sugar can affect their health,                including dental health            how to be physically active and how much rest and sleep they                should have everyday</p>

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		how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say	that there are different ways to learn and play; how to know when to take a break from screen-time how sunshine helps bodies to grow and how to keep safe and well in the sun how to recognise, name and describe a range of feelings what helps them to feel good, or better if not feeling good how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) how feelings can affect people in their bodies and their behaviour ways to manage big feelings and the importance of sharing their feelings with someone they trust how to recognise when they might need help with feelings and how to ask for help when they need it
Relationships	<b>Making Relationships</b> Initiate conversations, attend to and take account of what others say. Explain own knowledge and understanding, and asks appropriate questions of others. Take steps to resolve conflicts with other children, e.g. finding a compromise. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others'	what makes them special and how everyone has different strengths what they like/dislike and are good at how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private	how to make friends with others how to recognise when they feel lonely and what they could do about it how people behave when they are being friendly and what makes a good friend how to resolve arguments that can occur in friendships how to ask for help if a friendship is making them unhappy how words and actions can affect how people feel

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	needs and feelings and form positive relationships with adults and other children.	that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them what their family members, or people that are special to them do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them about different features of family life, including what families do/enjoy together that it is important to tell someone if something about their family makes them feel unhappy or worried.	how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable how to respond if this happens in different situations how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
Living in the Wider World	<b>People &amp; Communities</b> Show interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Enjoys joining in with family customs and routines. Children talk about past and present events in their own lives and in the lives of family members. They	what money is - that money comes in different forms how money is obtained (e.g. earned, won, borrowed, presents) how people make choices about what to do with money, including spending and saving the difference between needs and wants - that people may not always be able to have the things they want how to keep money safe and the different ways of doing this how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively the responsibilities they have in and out of the classroom	how jobs help people earn money to pay for things they need and want about a range of different jobs, including those done by people they know or people who work in their community how people have different strengths and interests that enable them to do different jobs how people use the internet and digital devices in their jobs and everyday life



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know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

how people and animals need to be looked after and cared for  
what can harm the local and global environment; how they and others can help care for it  
how people grow and change and how people's needs change as they grow from young to old  
how to manage change when moving to a new class/year group