

Infants		Autumn Term Topic: Journeys		
Subject	Previous Milestone	Key Learning 'Sticky Knowledge'	Skills	Possible Evidence
Science Life cycles	<p>ELG – Understanding THE World - Children know about similarities and differences in relation to places, objects, materials and living things</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes</p>	<p>Identify and describe the basic structure of a variety of common flowering plants, including trees (at least: flower, leaf, root, stem, trunk, seed, branch and petal). Animals are alive; they move, feed, grow, use their senses and reproduce.</p> <p>Notice that humans have offspring which grow into adults. Find out about and describe the basic needs of animals for survival (water, food and air). 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.</p> <p>Different kinds of plants and animals live in different kinds of places.</p> <p>There are different kinds of habitat near school which need to be cared for</p> <p>Habitats provide the preferred conditions for the animals/plants that live there (compare local habitats and less familiar examples).</p>	<p>Begin to use simple scientific language (from Y1 PoS) to talk about or record what they have noticed.</p> <p>Use observations to make suggestions and / or ask questions.</p> <p>Look / observe closely and communicate changes over time.</p> <p>Look / observe closely and communicate the features or properties of things in the real world.</p> <p>Ask simple questions about what they notice about the world around them.</p> <p>Demonstrate curiosity by the questions they ask.</p> <p>Use simple primary and secondary sources (such as objects, books and photographs) to find things out.</p> <p>Share ideas in a group and listen to the ideas of others.</p> <p>Work with others on a science task.</p>	<p>Annotated diagrams</p> <p>Explanations</p> <p>Reports</p> <p>Photographs and video clips</p> <p>IT – Purple Mash</p>

		Observe living things in their habitats during different seasonal changes.		
History Christopher Columbus- Famous past explorers	<p>Understanding the world: People and communities</p> <p>Early Learning Goal</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Recognise the distinction between past and present.</p> <p>Identify some similarities and differences between ways of life at different times.</p> <p>Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.</p> <p>Retell some events from beyond their living memory, which are significant nationally or globally.</p> <p>Choose parts of stories and other sources to show what they know about the past.</p> <p>Describe special or significant events.</p> <p>Retell simple stories or events from the past.</p> <p>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Recognise some basic reasons why people in the past acted as they did.</p> <p>Choose parts of stories and other sources to show what they know about significant people and events.</p>	<p>To describe and refer to key vocabulary such as past and present.</p> <p>To know what the word explorer means and what they might need.</p> <p>To know what an explorer does and where they might go.</p> <p>To make comparisons between explorers, based on prior learning.</p> <p>To research a modern day explorer, looking at similarities and differences.</p>	<p>Discussions</p> <p>Drawings</p> <p>Annotated diagrams</p> <p>Reports</p> <p>Drama</p> <p>Art and design</p>

		<p>Talk about what / who was significant in simple historical accounts.</p> <p>Demonstrate simple historical concepts and events through role-play, drawing and writing.</p>		
<p>Geography Human Geography</p>	<p>Understanding the world: The world</p> <p>Early Learning Goal</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Name and locate some places in their locality, the UK and wider world.</p> <p>Describe some places and features using basic geographical vocabulary.</p> <p>Describe some similarities and differences when studying places.</p> <p>Use a range of sources such as simple maps, globes, atlases and images.</p> <p>Draw, speak or write about simple geographical concepts such as what they can see where.</p> <p>Ask and answer simple geographical questions when investigating different places and environments.</p> <p>Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of a region of the UK.</p> <p>To name and identify the characteristics of the four countries and capital cities of the UK.</p>	<p>Map studies Reading/fact sources Observations Photo/video studies IT – Purple Mash</p>

Art – Andy Warhol (Key Artist) Pop Art	<p>They represent their own ideas, thoughts and feelings through design technology and art.</p> <p>Children safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about use and purpose.</p> <p>Selects appropriate resources and adapts work where necessary.</p>	<p>Explore and record their own ideas through painting, drawing. Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials.</p> <p>Beginning to work creatively e.g. with a range of media on different scales.</p> <p>Develop and record their ideas through painting, drawing.</p> <p>Recognise the styles of artists, craft makers or designers and use this to inform their own work.</p> <p>Talk about the similarities and differences between different artists, craft makers or designers.</p> <p>Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'.</p> <p>Adapt and make changes to their work and the tools they use as it develops.</p>	<p>To collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>To draw upon ideas from existing artists.</p> <p>To sketch (lightly) before colouring to combine line and colour.</p> <p>To make preferences for colour choices.</p> <p>To reflect the style of an artist in their finished work, whilst adding their own interpretation where needed.</p>	<p>Floorbook</p> <p>Seesaw (photographic evidence)</p> <p>IT – Purple Mash</p> <p>Evidence through resources in creative area (free access) to practise skills.</p> <p>Sketch book/ideas journal and final piece of art work</p>
PE Invasion games and dance (linked to 'Journeys').	<p>Children are able to negotiate space effectively, moving in a range of directions and avoiding obstacles.</p> <p>Children experiment with different ways of moving based on a topic.</p>	<p>To begin to develop all fundamental movement skills in travelling, sending and receiving.</p> <p>Perform basic body actions with control and show some sense of</p>	<p>Apply a simple tactic in a 1v1, 2v2 or 3v1 net type game.</p> <p>Engage in simple competitive and cooperative activities.</p>	<p>Observations</p> <p>Discussions – peer to peer feedback</p> <p>Photographs</p> <p>Video clips</p> <p>Performances</p>

	(e.g. Minibeasts - Crawl like a spider).	<p>dynamic, expressive and rhythmic qualities in their own dance.</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in:</p> <ul style="list-style-type: none"> ○ Travelling skills. ○ Sending skills. ○ Receiving skills. <p>Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.</p>	<p>Choose appropriate movements for different dance ideas and repeat short dance phrases.</p> <p>Engage in simple competitive and cooperative activities.</p>	
Computing – Purple Mash scheme of work	<p>To use a range of control toys and devices.</p> <p>To talk about what they are doing on a computer.</p> <p>To say if something they find on the Internet makes them feel bad.</p> <p>To speak to an adult about what they have seen.</p> <p>To follow the school's safer internet rules.</p> <p>To understand the purpose of and experiment with hardware such as cameras, computers, ipads, voice recorders etc.</p>	<p>Recognise common uses of information technology beyond school.</p> <p>Understand the rules and responsibilities outlined by the school's acceptable use policy and begin to understand where to go for help when they have concerns.</p> <p>Develop an understanding of how to keep their personal information private and understand they need to use technology safely and respectfully.</p> <p>Make simple programs.</p> <p>Recognise situations using technology and the internet involving content and contact that</p>	<p>To create and follow a simple algorithm.</p> <p>To be able to log in to various learning platforms and access key learning/tasks.</p> <p>Children can save work into the My Work folder in Purple Mash and understand that this is a private saving space just for their work.</p> <p>Children can find messages that their teacher has left for them on Purple Mash.</p> <p>Children can search Purple Mash to find resources.</p> <p>Children can follow instructions in a computer program.</p>	<p>Evidence in Purple Mash 'Work' folders.</p> <p>Observations</p> <p>Discussions</p> <p>Videos and photographs.</p> <p>Through free use of tools such as Bee Bots and class computers.</p>

		<p>are not safe and know where to go for help.</p> <p>Begin to develop an understanding of the importance of computers and the internet to communicate.</p> <p>Use algorithms and know that they can be implemented as programs on devices.</p> <p>Know what debugging is and find errors in their programs.</p> <p>Understand that programs execute by following a precise set of instructions.</p> <p>Create simple programs and further develop their strategies and logical thinking to find bugs and predict outcomes in their algorithms and programs.</p>	<p>Children can explain the effect of carrying out a task with no instructions.</p> <p>Children know that computers need precise instructions to follow.</p> <p>Children know that an algorithm written for a computer to follow is called a program</p> <p>Children know that correcting errors in an algorithm or program is called 'debugging'.</p>	
<p>Music – recorders/singing (linked to Journeys)</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>Rehearse and perform with others, using untuned instruments and voices to sing songs, speak chants and rhymes.</p> <p>Perform with confidence cumulative songs (songs with a simple melody that changes each verse).</p> <p>Play tuned and untuned instruments.</p> <p>Use their voices expressively to rehearse and perform with others, recognising a song with an</p>	<p>Recognise and match sounds with pictures of different instruments.</p> <p>To make an intermittent sound on the recorder when asked.</p> <p>To select one simple note to play.</p> <p>To play a note in time with a beat.</p> <p>To know how to handle an instrument with respect and care and for its purpose.</p> <p>To perform a song with a simple melody.</p>	<p>Instrument work</p> <p>Videos</p> <p>Observations</p> <p>Performances</p> <p>Peer to peer feedback and reflection/discussions</p>

		accompaniment (<i>instrumental backing</i>) and one without. Can start and finish together and can keep to a steady pulse.		
--	--	---	--	--