



Malmesbury
Church of
England

Curriculum
Handbook

EYFS and Milepost 1 – Years 1 and 2

Term 4 Year 1 and 2 combine: Year A Pirates Year B Circus

Term 6 Year 2 and 3 combine: Year A Vikings Year B Brilliant Brunel

Geography – EYFS & Milepost 1: Key Skills

Mile Post 1, Year EYFS, 1 & 2 Geography Key Skills					
EYFS	Y1 Skills	Y2 skills	IPC learning Goals	Themes / topic	Year & term taught
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (30-50 months)	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the United Kingdom countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries, continents and oceans.	1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host/home country. 1.12 Be able to use secondary sources to obtain simple geographical information	All About Me Spring and Growth At the Seaside Under the Sea	Term 1 Term 4 Term 5 Term 6
				Pirates	Year A, Term 4
				Journeys Pirates/Circus Bugs Feast	Term 6 Term 4 Term 5
Developing an understanding of growth, decay and changes over time (30-50 months)	Use fieldwork to observe, measure and record the human and physical features within the school grounds using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use simple compass directions (N,S,E,W) and locational and directional language (far, near, left, right) to describe the location of features and routes on a map	1.07 Be able to use geographical terms 1.08 Be able to follow directions	Spring and Growth At the Seaside	Term 4 Term 5
				Pirates	Year A, Term 4
				Pirates Circus Bugs Feast Brilliant Brunel	Year A, Term 4 Year A, Term 4 Term 5 Year B, Term 6
Shows care and concern for living things and the environment. (30-50 months)	Use fieldwork to observe, measure and record the human and physical features in the local	Use fieldwork to observe, measure and record the human and physical features in the local	1.10 Be able to make maps and plans of real and imaginary places, using pictures and symbols	All About me Spring and Growth At the Seaside Under the Sea	Term 1 Term 4 Term 5 Term 6

		area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use and construct basic symbols in a key.	1.12 Be able to use secondary sources to obtain simple geographical information	Fantastic Fairy Tales Journeys	Term 3 Term 6
Looks closely at similarities, differences, patterns and change (40-60 months)			1.01 Know about the main physical and human features of particular localities 1.03 Know about how land and buildings are used in particular localities 1.09 Be able to describe the geographical features of the school site and other familiar places 1.12 Be able to use secondary sources to obtain simple geographical information	Pirates Circus Vikings Brilliant Brunel All About me Spring and Growth At the Seaside Under the Sea	Year A, Term 4 Year A, Term 4 Year A, Term 6 Year B, Term 6 Term 1 Term 4 Term 5 Term 6
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. (ELG)				Fantastic Fairy Tales Journeys Brilliant Brunel All About me Spring and Growth At the Seaside Under the Sea	Term 3 Term 6 Year B, Term 6 Term 1 Term 4 Term 5 Term 6

Geography – EYFS & Milepost 1: Key Knowledge

Milepost 1 Years EYFS, 1 & 2 Geography Key Knowledge

EYFS	Y1 Knowledge	Y2 Knowledge	IPC Learning Goals	Themes / topic	Year & term taught
Features of the environment and how they vary.	Location Knowledge Name, locate and identify Characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans Know the main rivers that run through each British Isle.	1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context 1.02 Know about the main physical and human features of particular localities 1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host/home country.	All About me Spring and Growth At the Seaside Under the Sea	Term 1 Term 4 Term 5 Term 6
				Castles	Term 5
				Our World Pirates Circus Bugs Feast Vikings	Term 3 Year A Term 4 Year B Term 4 Term 5 Year B Term 6
Recognise their immediate environment and the natural world. Why things grow decay and change. Being aware of their own actions and how it affects environment.	Human and Physical Geography To recognise similarities and differences in their immediate environment. Talk about people and places beyond their local environment.	Compare a local City/town in England with a contrasting city in a different country.	1.01 Know about the main physical and human features of particular localities 1.02 Know about similarities and differences between different localities 1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context	All About me Spring and Growth At the Seaside Under the Sea	Term 1 Term 4 Term 5 Term 6
				Journeys Celebrations Our World Pirates Bugs Feast	Term 6 Term 2 Term 3 Year A Term 4 Term 5
Seasons- how they change.	Weather - where in the world, where in the world is cold.	Hot / cold in relation to the equator and	1.04 Know about the weather and climatic conditions in particular localities and how they affect the	Celebrations Spring and Growth	Term 2 Term 4 Term 5

<p>Comparing and Contrasting a farm with the garden, the seaside and the town.</p>	<p>Discussing in relation to the equator.</p> <p>Seasons- how they change.</p> <p>Comparing and Contrasting a farm with the seaside</p>	<p>North/South Poles.</p> <p>Weather in the UK- Identify patterns. Hot in Summer- Start to look at why patterns are starting to become less common due to global warming.</p>	<p>environment and the lives of people living there.</p>	<p>At the Seaside</p>	
	<p>Geographical vocabulary - Refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		<p>1.01 Know about the main physical and human features of particular localities</p> <p>1.03 Know about how land and buildings are used in particular localities</p> <p>1.07 Be able to use geographical terms</p> <p>1.09 Be able to describe the geographical features of the school site and other familiar places</p> <p>1.13 Be able to express views on the attractive and unattractive features of an environment</p> <p>1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways</p>	<p>We Are What We Eat</p> <p>Fantastic Fairy Tales</p> <p>Pirates</p> <p>Castles</p> <p>Journeys</p>	<p>Term 1</p> <p>Term 3</p> <p>Year A Term 4</p> <p>Term 5</p> <p>Term 6</p>
				<p>Celebrations</p> <p>Our World</p> <p>Pirates</p> <p>Circus</p> <p>Bugs Feast</p>	<p>Term 2</p> <p>Term 3</p> <p>Year A Term 4</p> <p>Year B Term 4</p> <p>Term 5</p>

History – EYFS & Milepost 2: Key Knowledge and Skills

EYFS AND MILEPOST 1 HISTORY SKILLS

Skills	EYFS	Year 1	Year 2	Topic Covered in	Year and Term Taught
Chronology	Use everyday language related to time. Order and sequence familiar events.	Sequence events or objects in chronological order. Understand the difference between things that happened in the past and present. Use a timeline to place important events.	Sequence artefacts closer together in time. Sequence events on a timeline. Sequence photos etc from different periods of their life. Describe memories of key events in lives.		
				Amazing Toys Castles	Term 2 Term 5
				The Victorians Brunel Vikings	Term 1 Term 6 Year B Term 6 Year A
Range and Depth of Historical Knowledge	Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in times of family members.	Begin to describe similarities and differences in artefacts. Drama – why people did things in the past. Use a range of sources to find out characteristic features of the past	Find out about people and events in other times. Collections of artefacts – confidently describe similarities and differences. Drama – develop empathy and understanding (hot seating, sp. and listening).		
				Amazing Toys Castles	Term 2 Term 5
				The Victorians Brunel Vikings	Term 1 Term 6 Year B Term 6 Year A
Interpretation of History	Show children different ways of representing the past.	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past). (photos, BBC website	Compare pictures or photographs of people or events in the past. Able to identify different ways to represent the past. Use a range of Media to interpret information.		
				Amazing Toys Castles	Term 2 Term 5
				The Victorians Brunel Vikings	Term 1 Term 6 Year B Term 6 Year A
Historical Enquiry	Be curious about people and show interest in stories.	Sort artefacts “then” and “now” Use as wide a range of sources where possible.	Use a source – why, what, who, how, where to ask questions and find answers.		
				Amazing Toys Castles	Term 2 Term 5

	<p>Answer how and why questions in response to stories or events. Explain own knowledge and understanding and ask appropriate questions.</p>	<p>To ask and answer questions related to different sources and objects. Understand some ways of finding out about the past.</p>	<p>Sequence a collection of artefacts. Use of time lines Discuss the effectiveness of sources. Ask questions about the past.</p>	<p>The Victorians Vikings Celebrations</p>	<p>Term 1 Term 6 Year A Term 2</p>
<p>Organisation and Communication</p>	<p>Know that information can be retrieved from books and computers. Record, using marks they can interpret and explain.</p>	<p>Time lines (3D with objects/ sequential pictures) Drawing Drama/role play writing (reports, labelling, simple recount) ICT</p>	<p>Class display/ museum Annotated photographs ICT</p>		
				<p>Amazing Toys Castles</p>	<p>Term 2 Term 5</p>
				<p>The Victorians Brunel</p>	<p>Term 1 Term 6 Year B</p>



Art – IPC Program of Study: EYFS & MILEPOST 1

Media	EYFS	Year 1	Year 2	Media	EYFS	Year 1	Year 2
	Term Taught theme & topic	Term Taught theme & topic	Term Taught theme & topic		Term Taught theme & topic	Term taught, theme & topic	Term taught, theme & topic
Watercolours	All Year	We are what we eat, Term 1		Pencil sketching	All about me, Term 1 Spring and Growth, Term 4	We are what we eat Term 1	Bugs feast, Term 5
Paints	All Year	Amazing Toys, Term 2 Pirates/Circus, Term 4	Celebrations, Term 2 Pirates/Circus Term 4 (B)	Clay		Amazing Toys, Term 2 Journeys, Term 6	Celebrations, Term 3
Oil pastels			Bugs feast, Term 5	Sculpture		Castles, Term 5 Pirates, Term 4	Pirates, Term 4
Chalk pastels	All Year		Celebration, Term 2 Vikings, Term 6 (A)	Digital Art	All Year		Bugs Feast, term 5
Printing and Inks			Celebrations Term 2	Collage	All Year		

Artists studied Year EYFS1&2.

Henri Matisse- EYFS AD	Van Gogh – Year 1 PP	Chagall – Year 2 - MC
Piet Mondrian- EYFS SH	Monet – Year 1 SA	Dali- Year 2 MM

Art – Milepost 1: Key Skills

Art Milepost 1 Years EYFS, 142 Key Skills

EYFS	National Curriculum	IPC learning Goals	Themes / topic	Year & term taught
Explores what happens when they mix colours. (40-60 months)	Use a range of materials creatively to design and make products	1.02 Be able to use a variety of materials and processes	All About me	Term 1
			We Are What We Eat Pirates Journeys	Term 1 Term 4 Year a Term 6
			Celebrations Bugs Feast Vikings/Brunel Special days	Term 2 Term 5 Term 6
Experiments to create different textures. (40-60 months)	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	1.02 Be able to use a variety of materials and processes 1.03 Be able to suggest ways of improving their own work	All About me Spring and Growth	Term 1 Term 4
			We Are What We Eat Pirates Journeys	Term 1 Term 4 Year a Term 6
			Celebrations Bugs Feast Vikings/Brunel	Term 2 Term 5 Term 6
Understands that different media can be combined to create new effects. (40-60 months)	Develop a wide range of art and design techniques in using colour, pattern,	1.01 Know about some of the forms used by artists in their work 1.02 Be able to use a variety of materials and processes	All topics	All topics
			We Are What We Eat Pirates	Term 1 Term 4 Year a Term 6

Constructs with a purpose in mind, using a variety of resources. (40-60 months)	texture, line, shape, form and space		Journeys	
			Celebrations Bugs Feast Vikings/Brunel	Term 2 Term 5 Term 6
Manipulates materials to achieve a planned effect. (40-60 months)	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.	1.01 Know about some of the forms used by artists in their work 1.04 Be able to comment on works of art 1.05 Understand that the work of artists can be seen in a wide variety of places and situations	All topics	All topics
			Fantastic Fairy Tales	Term 3
			Banksy	
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)			All topics	All topics

Design and Technology – IPC Program of Study: EYFS & Milepost 1

Areas of Design and Technology	Year 1	Year 2	Areas of Design and Technology	Year 1	Year 2
	Year & Term Taught theme & topic	Year & Term Taught theme & topic		Year & Term Taught theme & topic	Year & Term Taught theme & topic
Junk modeling	Term 4 Pirates Year A Term 5 Castles	Victorians Term 4 Pirates Year A	Food technology	Term 1 We are what we eat	Terms 1,2 Victorians, Celebrations
Resistant materials		Term 6 Year B Brilliant Brunel	Textiles	Term 2 Toys	Victorians
Digital design			Lego	Year 1 and 2 - Pirates year A	

Design and Technology – EYFS & Milepost 1: Key Skills

Design and Technology Mile Post 1 Years EYFS, 1+2 Key Skills				
EYFS	National Curriculum	IPC learning Goals	Themes / topic	Year & term taught
Constructs with a purpose in mind, using a variety of resources. (40-60 months)	Design purposeful, functional, appealing products for themselves and other users based on design criteria	1.2 Be able to plan what they are going to make	Spring and Growth Under the Sea	Term 4
			Term 5	
			Amazing Toys	Term 2
			Bugs Feast-English	Term 5
Selects appropriate resources and adapts work where necessary. (40-60 months)	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	1.3 Be able to describe their plans in pictures and words	Spring and Growth Under the Sea	Term 4
			Term 5	
			Amazing Toys	Term 2
			Pirates Brilliant Brunel	Term 4 Year a Term 6 Year b
Selects tools and techniques needed to shape, assemble and join materials they are using. (40-60 months)	Select from and use a range of tools and equipment to perform practical tasks	1.4 Be able to use simple tools and materials to make products 1.5 Be able to choose appropriate tools and materials for their tasks	Spring and Growth Under the Sea	Term 4
			Term 5	
			We Are What We Eat Amazing Toys Castles	Term 1 Term 2 Term 5
			Victorians Celebrations Pirates	Term 1 Term 2 Term 4 Year a
	Select from and use a wide variety of materials and components, including construction materials,	1.4 Be able to use simple tools and materials to make products 1.5 Be able to choose appropriate tools and materials for their tasks		
			We Are What We Eat Amazing Toys Castles	Term 1 Term 2

	textiles and ingredients, according to their characteristics			Term 5
			Victorians Celebrations Pirates Brilliant Brunel	Term 1 Term 2 Term 4 Year a Term 6 Year b
	Explore and evaluate a range of existing products	1.07 Be able to communicate on the usefulness of products in everyday use		
			Amazing Toys Pirates	Term 2 Term 4 Year A
			Celebrations Pirates/Circus	Term 2 Term 4
	Evaluate their ideas and products against design criteria	1.06 Be able to comment on their own plans and products and suggest areas of improvement		
			Amazing Toys Pirates	Term 2 Term 4 Year A
			Pirates	Term 4 Year A
	Build structures, exploring how they can be made stronger, stiffer and more stable			
			Castles	Term 5
			Victorians Brilliant Brunel	Term 1 Term 6 Year B
	Explore and use mechanisms, in their products			
			Castles	Term 5
			Vikings	Term 6 Year A
	Use the basic principles of a healthy and varied diet to prepare dishes			
			We Are What We Eat	Term 1
			Victorians	Term 1
	Understand where food comes from			
			We Are What We Eat	Term 1
			Celebrations	Term 2

Science: EYFS

National Curriculum (Referenced in rising stars scheme of work)	IPC Themes/Topic
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (30-50 months)	All About me Under the Sea At the Seaside Growth and Spring
Can talk about some of the things they have observed such as plants, animals, natural and found objects. (30-50 months)	Under the Sea At the Seaside Growth and Spring
Talks about why things happen and how things work. (30-50 months)	All About me People Who Help us Under the Sea At the Seaside Growth and Spring
Developing an understanding of growth, decay and changes over time. (30-50 months)	Growth and Spring Under the Sea At the Seaside All About me
Shows care and concern for living things and the environment. (30-50 months)	Growth and Spring Under the Sea At the Seaside
Looks closely at similarities, differences, patterns and change. (40-60 months)	Growth and Spring Under the Sea At the Seaside All About me

Science – IPC Program of Study: Milepost 1: Years 1 and 2

Areas of Study					
Area of study	Year 1 Year & Term Taught theme & topic	Year 2 Year & Term Taught theme & topic	Area of study	Year 1 Year & Term Taught theme & topic	Year 2 Year & Term Taught theme & topic
Plants	Term 5, Castles	Term 5, Bug Feast	Everyday materials	Term 1, We are what we eat	Term 1: Victorians Term 4: Pirates/Circus Term 6: Vikings/Brilliant Brunel
Animals including humans	Term 1, We are what we eat Term 3, Fantastic Fairy Tales Term 4: Pirates/Circus Term 6, Journeys	Term 4: Pirates/Circus Year 1 and 2	Seasonal changes	Term 3, Fantastic Fairy Tales Term 5, Castles Term 6, Journeys	
Living things and their habitats		Term 5, Bug Feast			

Science – Milepost 1: Knowledge

National Curriculum (Referenced in rising stars scheme of work)	IPC learning Goals	IPC Themes/Topic
Plants: <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees observe and describe how seeds and bulbs grow into mature plants 	1.11 Be able to recognise living things in the school environment	Term 5: Castles Term 5: Bugs Feast
Plants: <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including trees find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	1.20 Know the names of the parts of plants	Term 5: Castles Term 5: Bugs Feast
Animals including Humans identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	1.14 Know the names and characteristics of a range of animals	Term 6: Journeys Term 1: We Are What We Eat Term 4 Year B Circus
Animals including Humans identify and name a variety of common animals that are carnivores, herbivores and omnivores notice that animals, including humans, have offspring which grow into adults	1.14 Know the names and characteristics of a range of animals	Term 3: Fantastic Fairytales Term 4: Pirates/Circus Term 6: Journeys Term 4: Pirates/Circus Year 1 and 2
Animals including Humans find out about and describe the basic needs of animals, including humans, for survival (water, food and air)		Term 4: Pirates/Circus Year 1 and 2
Animals including Humans describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene		Term 4: Pirates/Circus Year 1 and 2

<p>Animals including Humans describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p>1.10 Be able to sort living things into simple groups</p>	<p>Term 4: Pirates/Circus Year 1 and 2</p>
<p>Animals including Humans identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>1.13 Know the names of the main external body parts of humans and animals 1.17 Know about the senses</p>	<p>Term 1: We Are What We Eat</p>
<p>Everyday Materials distinguish between an object and the material from which it is made</p>	<p>1.29 Understand that the uses to which materials are put depend on their properties</p>	<p>Term 2: Amazing Toys Term 3: Fantastic Fairytales</p>
<p>Everyday Materials</p> <ul style="list-style-type: none"> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses 	<p>1.27 Be able to describe similarities and differences between materials</p>	<p>Term 1: Victorians Term 4: Pirates/Circus Term 6: Vikings/Brilliant Brunel</p>
<p>Everyday Materials</p> <ul style="list-style-type: none"> describe the simple physical properties of a variety of everyday materials find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p>1.28 Be able to sort materials into groups according to their properties</p>	<p>Term 2: Amazing Toys</p>
<p>Living things and their Habitats</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive 		<p>Term 1: Victorians Term 4: Pirates/Circus</p>
<p>Living things and their Habitats</p> <ul style="list-style-type: none"> 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 		<p>Term 5: Bugs Feast</p>
<p>Living things and their Habitats</p>		<p>Term 5: Bugs Feast</p>

<ul style="list-style-type: none"> identify and name a variety of plants and animals in their habitats, including microhabitats 		
<p>Living things and their Habitats</p> <ul style="list-style-type: none"> 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 		Term 5: Bugs Feast
<p>Seasonal Changes</p> <p>observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</p>		

Science – Milepost 1: Key Skills

National Curriculum	IPC learning Goals	IPC Themes
Asking simple questions and recognizing that they can be answered in different ways	1.1 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement 1.2 Be able to pose simple scientific questions	Term 1: We Are What We Eat Term 2: Amazing Toys Term 3: Fantastic Fairytales Term 4: Pirates/Circus Term 5: Castles Term 6: Journeys
Observing closely, using simple equipment	1.4 Be able, with help, to conduct simple investigations <ul style="list-style-type: none"> Thinking about what will happen Using, with help, simple scientific equipment Recognizing when a test or comparison with one variable is fair 	Term 1: Victorians Term 2: Celebrations Term 4: Pirates/Circus. Term 5: Bugs Feast Term 6: Vikings/ Brilliant Brunel
Performing simple tests	1.4 Be able, with help, to conduct simple investigations <ul style="list-style-type: none"> Thinking about what will happen Using, with help, simple scientific equipment Recognizing when a test or comparison with one variable is fair 	Term 3: Fantastic Fairytales Term 4: Pirates/Circus
Using their observations and ideas to suggest answers to questions	Be able, with help, to conduct simple investigations <ul style="list-style-type: none"> Observing what happens Comparing what happens with what they thought would happen Offering explanations for what happened, and why it happened Making simple comparisons, identifying similarities, differences and simple patterns 	Term 4: Pirates/Circus Term 5: Bugs Feast
Gathering and recording data to help in answering questions	1.4 Be able, with help, to conduct simple investigations <ul style="list-style-type: none"> Recording and communicating their observations- orally, in writing and through ICT 	Term 3: Fantastic Fairytales Term 1: Victorians Term 2: Celebrations Term 4: Pirates/Circus Term 5: Bugs Feast Term 6: Vikings/ Brilliant Brunel
	1.3 Be able to identify ways of finding out about scientific issues	Term 4: Pirates/Circus Term 5: Bugs Feast
Identifying and Classifying	1.4 Be able, with help, to conduct simple investigations <ul style="list-style-type: none"> Making simple comparisons, identifying similarities, differences and simple patterns 	Term 4: Pirates/Circus Term 5: Castles Term 6: Vikings/ Brilliant Brunel

Music:

linked to topic and supported by Charanga– EYFS & Milepost 1

EYFS Goals	National Curriculum Objective	Topic/Charanga Unit	Term and Year A/B
Begins to build a repertoire of songs and dances. (30-50 months)	use their voices expressively and creatively by singing songs and speaking chants and rhymes	EYFS: Nativity	Term 1, 2
		Year 1: Nativity Charanga: Rhythm in the way we walk	Term 2 Nativity Term 4
		Year 2: Harvest Festival Abbey Service/Friendship song	Terms: 1 Term 6
Explores the different sounds of instruments. (30-50 months)	play tuned and untuned instruments musically	Charanga: Our World	Term 4
		Drumming workshop Charanga: In the Grove	Term 6 Term 6
		Charanga - Celebrations Our world	Terms: 2 Term 3
Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. (30-50 months) Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (40-60 months)	listen with concentration and understanding to a range of high-quality live and recorded music	Charanga: depending on topic	All Terms
		Womad Assembly Drumming Workshop	Term 6 Term 6
		Womad Assembly	Terms: 2, 4 and 6
Children sing songs, make music and dance, and experiment with ways of changing them. (ELG)	experiment with, create, select and combine sounds using the inter-related dimensions of music.		
		Charanga: In the Grove	Term 6
		Charanga – Zoo time Charanga I wanna play in a band	Term: 4 Year B Term: 4 Year A

Computing – Milepost 1

	Y1/YR2 Skills	Year 1, I Can Statements	Year 2, I Can Statements	Topic and Term	term taught
Computer science	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.	I Can explain what an algorithm is. I Can identify everyday tasks that are algorithms – such as making a Sandwich. I Can give a sequence of instructions to my friend to undertake a task and identify that this is an algorithm. I Can use directional language to create an algorithm.	I Can Create an electronic game. I Can explain what an algorithm is. I Can give an example of an algorithm	Healthy Eating Pirates (Beebots)	Term 1 Term 4
				Bugs Feast	Term 5
Computer science	Create and debug simple programs.		I Can identify 'bugs' in computer Programs. I Can fix a 'bug' and explain how I did it.	Celebrations- Code for life	Term 2
Computer science	Use logical reasoning to predict the behaviour of simple programs.	I Can complete simple programs on the computer.	I Can predict the outcome of a sequence of code.	Pirates- Beebot app	Term 4
				Celebrations- Code for Life	Term 2
Information Technology	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	I Can use a digital camera. I Can create a photo story with audio. I Can record. Add text and images to a template document using an image & word bank Use index fingers (left and right hand) on a keyboard to build words & sentences. Know when & how to use the SPACE BAR (thumbs) to make spaces between words	I Can Create digital Images. Create own documents, adding text and images Use keyboard to enter text (index fingers left & right hand). Know when and how to use the RETURN/ ENTER key. Use SHIFT & CAPS LOCK to enter capital letters. Use DELETE & BACKSPACE buttons to correct text. Create sentences, SAVE & edit later. I Can Create a video message using an iPad. I Can complete a tally Chart. I Can Create a graph using a Computer package.	Amazing Toys Going on Holiday	Term 2 Term 6
				Celebrations Our World Bugs Feast	Term 2 Term 3 Term 5
Digital Literacy	Use technology safely and respectfully, keeping personal information private; identify	I Can explain what personal information is.	I Can explain what is meant by personal information and explain who I should share it with.	Healthy Eating	Term 1

	where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	I can identify people I can trust and discuss any concerns I may have about using the internet.	I can explain what is meant by the term cyberbullying. I can explain risks when using the internet.	The Victorians	Term 1
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