




Cycle B	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
	Coastlines 	Dinosaur Planet 	Scented Garden 
Key Vocabulary Tier 3 words Tier 2 words	Arch, bay, beach , café, cave, cliff, coastline, harbour , headland, lifeboat station, lighthouse, pier, sea wall, stack, tourist, tourist information .	Amphibian, carnivore, dinosaur , excavate, extinct, fossil, habitat , herbivore, invertebrate, landscape, map , marine, museum, omnivore, palaeontologist, predator, prehistoric, prey, reptile, vertebrate.	Bud, bulb, exotic, flower , foliage, fruit, garden , germinate, herb, leaf, petal , poisonous, rainforest, root, scent, seed, shoot , stem, weed.
Project overview	In the Coastline project, your child will use maps to learn about the location of the world's seas and oceans and keys to learn about map symbols. They will also find out about the directions on a compass. They will learn about the human and physical features of a coastline, including the effects of erosion and how to stay safe when visiting the coast. They will have the opportunity to learn about the work of the RNLI, what happened to the SS Rohilla and about the coastal town of Whitby, including how Captain Cook is linked to the town. They will research the tourism industry and consider what features make a place a successful tourist destination.	Watch out everyone – the dinosaurs are on the prowl. They're rampaging across the dusty earth, swishing their enormous tails and baring their fearsome teeth. Let's explore the Dinosaur Planet. Imagine you're a palaeontologist (that's a scientist who studies bones and fossils). Dig deep and discover dazzling dinosaur facts. Create a dinosaur museum and invite visitors to see your awesome dinosaur artefacts. You could even do a dinosaur dance or produce some prehistoric percussion. Which is your favourite dinosaur? The Tyrannosaurus, the Brachiosaurus or the Micropachycephalosaurus? Doyouthinkhesawus? Yes, he did. Run!	Tiptoe through the tulips as your senses discover the blooming foliage and enchanting fragrances of flowers and herbs. Round and round the mulberry bush we go, planting bulbs and seeds, and then watch them grow beneath sunshine and showers. Explore the astounding world of the scented garden, but be careful, there are some wild and dangerous plants out there that do astonishing things. Don't touch them. Use the marvellous properties of plants, flowers and herbs to make an exceptional gift for somebody special. Everything is coming up roses. Why not grow your own?

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, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.

Cycle B	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	
<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	Coastlines (Geography)
History	<p>A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.</p> <p>Chronological Knowledge</p> <p>EYFS</p> <p>Know that familiar situations were different in the past – would we do this now?</p> <p>Yr 1</p> <p>Know and identify the main similarities and differences between jobs in Sidmouth / Exmouth in Victorian times and present day.</p> <p>Know and describe the achievements of historical figures – Captain Cook.</p> <p>Yr 2</p> <p>Know how to sequence historical studied events.</p> <p>Know why what is being studied is important to that time.</p>

Historical Enquiry

Yr 1

Know the causes of the change to jobs in Sidmouth / Exmouth over time.

Know how valuable the memories of adults who lived in Sidmouth /Exmouth in the past are when gathering primary evidence from interviews.

Know why famous history makers are considered history makers – Captain Cook.

Know reasons for the changes in ways of life they have identified.

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

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

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

Yr 2

Know how to gather primary evidence to build a simple argument.

Know how to use evidence to compare why some people could be regarded as history makers.

Interpretations of History

Yr 1

Know the main motives of great explorers (Captain Cook).

Know a variety of reasons why jobs in Sidmouth / Exmouth have changed over time.

Yr 2

Know what history makers might achieve and explain what they personally would like to be remembered for.

Changes Over Time

Yr 1/2

Know the common jobs in Sidmouth / Exmouth's past, comparing with those of today, observing similarities and differences that they observe.

Know how knowledge of the world discovered by explorers impacted lives.

Cause and Consequence

Yr 1/2

Know why jobs have changed in Sidmouth / Exmouth.

Similarity and Difference

EYFS

Know that things at the seaside have changed over time – buildings, transport, clothing people wear, things to do.

Yr 1/2

Know reasons which suggest why jobs, and those that carry them out, have changed in Sidmouth / Exmouth over time.

Significance

EYFS

Know about a significant event in history – Captain Cook's explorations.

Yr 1/2

Know why Captain Cook's explorations were so significant.

Know how to explain what it means for an action to be considered historically significant – major impact on people's lives, beliefs or ideas.

	<p>Know that jobs in Sidmouth / Exmouth's past included shipbuilding, factory working, tourism and fishing.</p> <p>Play the Jobs in the past audio to help the children understand more about jobs in Whitby's history. Encourage them to listen carefully to the recording and ask questions.</p> <p>Ask the children to write captions on the Jobs in the past recording sheet to record their learning.</p> <p>Captain James Cook was a significant naval explorer. Born 27th October 1728, he lived, worked and sailed from Whitby.</p> <p>Show the children the Captain Cook video from the British History library. After watching the video, talk with the children about Captain Cook, his life and his link to Whitby. Ask questions to explore the children's understanding. Children to either create dramatisation or create comic strip of 10 things you may not know about Captain Cook.</p>
Geography	<p>Physical features of the coastline include headlands, caves, arches, stacks, bays, beaches, cliffs, sandbanks and sand dunes.</p> <p>Human features of the coastline include hotels, castles, sea walls, lifeboat stations, harbours, piers, amusement arcades, lighthouses, shops and cafes.</p> <p>The United Kingdom is a group of islands with an expansive coastline.</p> <p>An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding.</p> <p>The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.</p> <p>A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p> <p>Whitby is a coastal town with a range of human features.</p> <p>An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as house building.</p> <p>Industries are businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these.</p> <p>Locational Knowledge</p> <p>EYFS</p> <p>Know that I have visited places that are different to where I live.</p>

Know that to visit different places I will need to travel.

Know where I live.

Know where I live been on holiday.

Yr 1

Know how to identify hot and cold areas of the world map and begin to understand climate in simple terms e.g. what they might wear if visiting.

Know the names of the four countries of the UK and some main towns and cities inc. Plymouth, Eeter, Bristol, London, Edinburgh, Cardiff, Belfast.

Yr 2

Know how to name the continents of the world and find them in an atlas (Europe, North America, South America, Africa, Asia, Antartica, Oceania).

Know how to name the world's oceans and find them in an atlas (Atlantic, Pacific, Indian, Arctic, Southern).

Place Knowledge

EYFS

Know some of the features of my immediate environment.

Yr 1

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

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.

Know how to recognise how places have become the way they are e.g. shops, attractions.

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

Yr 2

Know key features of a place using words like beach, coast, hill, mountain, ocean, valley, coastline, cliff, sea etc.

Know how to consider geographical questions – where is this place?, what is it like? How has life changed?

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

Know how to compare and describe an area of the UK to a place outside Europe using geographical words.

Human Features

EYFS

Know some simple human features/landmarks of where I live.

Know familiar landmarks on a photograph/Google Earth to establish location.

Yr 1

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.

Yr 2

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

Know how the jobs people do may be different in different parts of the world.

Know how to explain what facilities a town or village might need.

Know how to suggest ways of improving the local environment.

Know how to describe how a physical or human process has changed an aspect of the local environment – consider questions such as ‘do you think that people ever spoil the area or make it better?’.

Physical Features

EYFS

Know some of the physical features of my local environment.

Know how the local area changes throughout the year.

Yr 1

Know the four seasons and describe typical weather conditions for each.

Know how wind or water has affected the geography of an area.

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

Yr 2

Locate the equator and North and South Poles and explain how the weather affects these areas.

Skills, Maps Work and Field Work

EYFS

Know that maps exist and that they can show where places are.

Know that maps show you where places are in the world.

Know how to draw a simple line map identifying some of the key landmarks they will see on a visit to the coastline.

Know how to take photographs on their walk.

Yr 1

Know how to observe, identify and record buildings and attractions at the coastline.

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

Know how to answer simple questions regarding straight forward geographical patterns e.g. what are the busiest times at the ice cream shop?

Know how to use simple field sketches and use a camera.

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

Know how to collect data during fieldwork such as the number of shops.

Know how to make some maps and plans.

Know how to explore maps of the local area.

Know how to draw a simple picture map.

Yr 2

Know how to observe and record in different ways e.g. sketches, diagrams, ICT, charts.

Know how to use information texts and the web to gather information about the worlds human and physical geography.

Know how to use simple field sketches and diagrams, use a camera.

Know how to use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features.

Know how to collect and organise simple data from first and second hand sources including fieldwork.

Know how to explain simple patterns and offer an explanation (e.g. count traffic and offer an explanation as to why the flow changes at different times)

Know how to compare two tourist areas using globes, maps, plans (at a range of scales).

Know how to draw simple maps or plans using symbols for a key.

Class to explore, record and clarify meaning of significant amount of vocabulary associated with this topic via the class vocabulary board.

Tourism is an industry that provides services for visitors when they travel for pleasure or business. Tourist services include accommodation, catering and entertainment. Many local people work in the tourism industry to provide entertainment, leisure, catering and accommodation.

Branscombe Mouth is a shingle beach which forms part of the East Devon and Dorset Jurassic Coast.

Stretching over a mile, the beach offers beautiful views of the Jurassic cliffs on either side of the valley, and is a popular starting point for walks on the coast path. Close by to the east is Beer, and slightly further to the west is Sidmouth.

Although not far away, the beaches at Budleigh Salterton and Exmouth have different surfaces to that at Branscombe. Budleigh Salterton beach has large rocks, stones and pebbles. Whilst Exmouth beach is a sandy beach.

A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.

A physical feature is one that forms naturally and can change over time due to weather and other forces.

Observe and understand about how the shape of the coastline in our locality changes. Refer to cliff falls at Sidmouth, the estuary and how beaches such as Exmouth, Seaton and Sidmouth all form part of our coast line.

A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.

Before visiting the coast, show the children where they are going on an Ordnance Survey map and Google earth. Highlight which sea or ocean surrounds the coastal location. Explain that they will be exploring the human and physical features of the area and allow them time to look at the Physical and human features picture cards in preparation.

Use Daily Dashboard time to carry out much of this learning and revision.

	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Set out a range of large world maps, globes and atlases for the children to explore. Challenge them to find the names and locations of seas and oceans around the world, including those that surround the UK.</p> <p>Show children the United Kingdom coastline map. Draw their attention to the compass and read the words north, south, east and west. Explain that compass points can describe a location or the direction of travel.</p> <p>Show the children the Coastal town map picture card. Point out the symbols on the map and explain that each one represents a physical or human feature. Ask the children to make suggestions for what each symbol might represent, encouraging them to give reasons for their suggestions.</p> <p>Show the children the Coastal erosion presentation. After sharing the presentation, ask the children to describe what erosion is and how the coastline erodes.</p> <p>Show the children the Whitby then and now Pinterest board. Look at each picture and ask questions to help guide the children's observations. For example, 'What are the people doing? What human features can you see?'</p> <p>Show the children the Visiting Whitby video. After watching the video, explain that tourism is an industry that provides services and amenities for people who are visiting or on holiday (tourists). Ask the children to discuss some of the reasons that tourists might visit Exmouth.</p> <p>Search for Saltwick Nab. Explain that this is a rocky platform situated off the coast of Whitby, which is, at times, hidden by the sea. Provide the Saltwick Nab picture card for the children to observe its shape and form. Ask them to consider the dangers of such a feature</p> <p>Display a range of different maps and aerial images of the UK coastline with paper and drawing materials for independent map making.</p> <p>Find out about and research a contrasting coastline outside of Europe e.g. Hawaii (Link to History Captain Cook)</p> <p>The key attention-grabbing activity to ignite children's interest is the visit to Orcombe point monument/ coast and the virtual tours via google earth.</p>
Science	<p>Animals Including Humans</p> <p>Living things are those that are alive. Dead things are those that were once living but are no longer. Some things have never been alive. Food chains show how living things depend on one another for food. All food chains start with a plant, followed by animals that either eat the plant or other animals.</p>

	<p>Local habitats include parks, woodland and gardens. Habitats beyond the locality include beaches, rainforests, deserts, oceans and mountains. All living things live in a habitat to which they are suited and it must provide everything they need to survive.</p> <p>Animals can be sorted and grouped into six main groups: fish, amphibians, reptiles, birds, mammals and invertebrates.</p> <p>Different animal groups have some common body parts, such as eyes and a mouth, and some different body parts, such as fins or wings.</p> <p>Carnivores eat other animals (meat).</p> <p>Herbivores eat plants.</p> <p>Omnivores eat other animals and plants.</p> <p>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.</p> <p>EYFS</p> <p>Know the names of minibeasts that live in my immediate environment such as ant, worm, snail, spider.</p> <p>Know the names of minibeasts such as woodlouse, beetle, ladybird, slug, dragonfly, moth and bee.</p> <p>Know that some minibeasts with wings can fly and others without wings cannot.</p> <p>Know the names of some farm animals including pig, sheep, cos, horse, duck and chicken</p> <p>Know the names of some African safari animals including giraffe, tiger, lion, elephant, rhino and zebra.</p> <p>Yr 1</p> <p>Know that animals vary in many ways having different structures such as wings, tails, ears etc.</p> <p>Know that animals have different skin coverings such as scales, feather and hair.</p> <p>Know a range of animals from each of the vertebrate group e.g. birds, fish, mammals, reptiles. (Children don't need to know the terms reptile, mammal etc or know the key characteristics of each although they will probably be able to identify birds and fish based on their characteristics).</p> <p>Know that animals eat certain things.</p>
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Know that some animals eat other animals and these are called carnivores.

Know that some animals eat plants and these are called herbivores.

Know that some animals eat both plants and animals and these are called omnivores.

Yr 2

Know that animals, including humans have offspring which grow into adults.

Know that in humans and some animals, these offspring will be young, such as babies or kittens that grow into adults.

Know that in other animals, such as chickens or insects there may be eggs laid that hatch to young or other stages which then grow into adults, for example, butterflies.

Know that the young of some animals do not look like their parents such as tadpoles.

Know that all animals, including humans, have the basic needs of feeding, drinking and breathing that must be met in order to survive.

Living Things and Their Habitats

EYFS

Know that living things and our natural environment must be respected.

Yr 1/2

Know that all objects are either living, dead, or have never been alive.

Know that living things are plants (including seeds) and animals.

Know that animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food.

Know the names of a range of plants and animals that live in a habitat and micro-habitat.

Know that a habitat provides the basic needs of the animals and plants such as shelter, food and water e.g. a plant can provide shelter for an animal.

Know that within a habitat there are different microhabitats e.g. in a woodland there are microhabitats in the leaf litter, on the bark of a tree, on the leaves.

Know that micro-habitats have different conditions such as light or dark and damp or dry.

Know that these conditions affect which plants and animals live there.

Know that the plants and animals in a habitat depend on each other for food and shelter etc.

Know that animals obtain their food from plants and other animals and that this can be represented on a food chain.

Knowledge of Working Scientifically

EYFS

Know how to have my own ideas.

Know how to use my senses and look closely.

Know how to question why things happen and how things work.

Know how to notice similarities and differences.

Know how to talk about plants, animals, natural and found objects.

Know how to begin to use scientific vocabulary.

Know how to use equipment and tools carefully.

Know how to test ideas and record results through writing, drawings or photographs.

Know how to create simple representations of people and objects.

Yr 1

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

Know how to be able 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 groups e.g. which has more or less.

Know how to make simple observations of changes guided by prompt questions.

Know how to use non standard units of measure using simple equipment such as egg timers.

Know how to begin to say what happened in an investigation.

Yr 2

Know how to ask one or two simple questions linked to a topic.

Know how to use simple secondary sources to find information from books and computers with help.

Know how to use secondary sources of information to help in answering questions.

Know how to observe changes over time and, with guidance, begin to notice patterns and relationships.

Know how to use observations and ideas to suggest answers to questions noticing similarities, differences and patterns.

Know how to ask a yes/no question to aid sorting.

Know how to identify the headings for the two groups.

Know how to be able to compare objects based on given criteria.

	<p>Know how to begin to spot simple patterns e.g. making links between properties and objects.</p> <p>Know how to say what happened in the investigation and whether or not the results were a surprise.</p>
Art and design	<p>Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting.</p> <p>Artists that have painted sea themes include Abraham Willaerts (Stormy Sea, 1629), Hokusai (Great Wave of Kanagawa, 1829–32), William Turner (Snow Storm, 1842), Gustave Courbet (The Wave, 1869), Claude Monet (Stormy Sea in Étretat, 1883).</p> <p>Use of Sketchbook</p> <p>Yr 1</p> <p>Know how to use their sketchbook to show the progression of their work.</p> <p>Know how to use their sketchbook to show initial ideas, thoughts and feelings about a piece of art work.</p> <p>Yr 2</p> <p>Know how to use annotation in their books to show how their ideas have progressed.</p> <p>Know how to use sketchbooks to keep notes about what changes they have made or would make in their work.</p> <p>Know how to use their sketchbooks to show knowledge and art history they have learnt.</p> <p>Painting</p> <p>EYFS</p> <p>Know that two colours can be combined to make a new colour – primary colours.</p> <p>Know and name the primary colours (red, blue and yellow) and secondary colours (purple, green and orange) and black and brown and white.</p>

Know that adding white to a colour makes it lighter, black makes it darker.

Yr 1

Know how to mix colours and create a colour wheel and notice what happens if you add more of one colour.

Know how to paint with expression.

Yr 2

Know how to mix a variety of colours for different purposes.

Know which colours to choose and why.

Know how to paint with creativity and expression.

Collage

EYFS

Know how to stick different paper on top of each other to create a themed picture.

Yr 1/2

Know how to tear, overlap and stick materials.

Know how to cut out a range of shapes.

Know what the complimentary colours are and can use this knowledge to arrange a primary and complimentary coloured papers.

Know what colours would be classed as hot and cold.

Know how to work with others to complete a large scale collaborative piece.

Textiles

EYFS

Know how to group different materials based on their texture.

Know how to choose a particular material to represent something e.g. wool for sheep.

Yr 1/2

Know different types of textiles.

Know that I can attach fabrics in different ways.

Know that folding and dipping fabric in different ways will produce different dyed effects.

Colour

EYFS

Know names of colours and mixing red, blue and yellow make other colours.

Yr 1

Know the primary colours and how to mix them to create secondary colours.

Know how to create shades of colours.

Yr 2

Know how to mix, apply and refine colour mixing for purpose using wet and dry media.

Know how to explain colour choices.

	<p>Texture</p> <p>EYFS</p> <p>Know that different materials have different textures and can describe them.</p> <p>Yr 1</p> <p>Know how to use materials to create texture.</p> <p>Yr 2</p> <p>Know how to identify and describe different textures.</p> <p>Know which materials are appropriate when creating particular textures.</p> <p>Display the Waves Pinterest board. Invite the children to look at each of the paintings and explain what they show. Highlight the names of a range of key paintings and give the names of the artists who painted them.</p> <p>Encourage the children to describe similarities and differences between the paintings and identify common themes, colours and textures. Invite the children to use a range of powder paints and brushes to explore ways of creating waves and water. When ready, they can translate their ideas to create a wave-themed painting. When complete, ask the children to show their work to others, describing what they like about it and considering improvements</p> <p>Children work together in groups to create a large scale group collage of waves and water using painting techniques, fabrics (including dyed fabrics) and a selection of paper etc.</p>
Music	<p>Sea Compositions</p> <p>Debussy – Le Mer, Elgar – Sea Pictures, Handel – Water Music, Britten – Four Sea Interludes, Wood – Fantasia on British Sea Songs.</p> <p>Composition</p> <p>EYFS</p>

Know how to make a range of sounds with their voice.

Know how to represent a sound by drawing.

Yr 1

Know that composing is like writing a story with music.

Know that everyone can compose.

Know how to help to create a melody using one, two or three notes.

Know how the notes of the composition can be written down and changed if necessary.

Yr 2

Know that composing is like writing a story with music.

Know that everyone can compose.

Know how to help to create a melody using one, three or five different notes.

Know how the composition can be written down and changed if necessary.

Playing

EYFS

Know how to clap a short and simple rhythmic pattern.

Know that instruments and objects can make a different sound when they are hit, blown or plucked.

Yr 1/2

Know the names of the instruments they are playing.

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

Know how to treat instruments carefully and with respect.

	<p>Know how to play a tuned instrument with a piece they perform.</p> <p>Know how to play an instrumental part that matches their challenge.</p> <p>Know how to play the part in time with the steady pulse.</p> <p>Dimensions of Music</p> <p>Y1/2</p> <p>Know, and be able to make appropriate choices for the musical dimensions in an Ocean Composition in relation to pulse, rhythm, pitch, texture, instrument choice.</p> <p>Having listened to some examples of music themed about the sea and discussed reasons for the musical choices, in small groups pupils create a composition based on the theme of the ocean. Consider which instruments make sounds that reflect those of the sea – tuned and untuned instruments. They experiment with forms of musical notation to record their compositions. They then play their compositions to an audience.</p>
Computing	<p>Multimedia</p> <p>EYFS</p> <p>Know how to type their name or label images in simple software.</p> <p>Know how to use a laptop and tablet keyboard and mouse.</p> <p>Know how to take a photo.</p> <p>Know how to use simple software to paint a picture.</p> <p>Yr 1</p> <p>Know that a keyboard is an input device and that this can be used to create text on screen.</p> <p>Know how to use the backspace and space bar on the keyboard.</p> <p>Know how to save and then open a piece of work to continue working on it at a later stage.</p> <p>Yr 2</p>

	<p>Know how to use the keyboard on my device to add, delete and space text for others to read.</p> <p>Know how to save and open files on the device I use.</p> <p>Know how to use technology to organise and present my ideas in different ways.</p> <p>Handling Data</p> <p>Know how to take photos and video to capture learning.</p> <p>Know where these are stored to go back and reflect on learning.</p> <p>Know how to use QR codes to select information they want to find out.</p> <p>Yr 1</p> <p>Know how to use technology to collect information including photos.</p> <p>Know how to sort different kinds of information and present it to others.</p> <p>Yr 2</p> <p>Know that data can be collected in a variety of ways including a camera.</p> <p>Know how to make and save a chart or graph using data they have collected.</p> <p>Know what kind of information may be needed in order to investigate or answer a question.</p> <p>Children design a poster to advertise a seaside tourist area or seaside attraction. Include photos and text and, for Year 2 children, include a chart or graph.</p> <p>Ensure lessons are taught following the Progression of Skills document- making links to theme where appropriate.</p>
Design and Technology	<p>Structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares. A broader base will also make a structure more stable.</p>

Across the region there are many structures at our beaches. Branscombe – chalets and the anchor (from the Napoli), Sidmouth, Budleigh Salterton and Exmouth have beach huts. Exmouth and Sidmouth have Lifeboat stations.

Design

EYFS

Know how to develop their own ideas and then decide which materials to use to express them.

Know how to explore different materials freely, to develop their ideas about how to use them and what to make.

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

Know how to design collaboratively, sharing ideas, resources and skills.

Know how to explore existing materials and select the best material.

Yr 1/2

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

Know how to propose more than one idea (Y2 several) for their product.

Know how to use kits / reclaimed materials to develop more than one idea.

Know how to model and explore ideas with kits / reclaimed materials.

Know how to select appropriate technique explaining First ... Next ... Last ...

Know how to explore ideas by rearranging and investigating materials.

Know how to select pictures to help develop ideas.

Know how to use drawings to record ideas as they are developed (Y2 and to help explanations).

Know how to describe their models and drawings of ideas and intentions including what will make it successful.

Make

EYFS

Know how to make imaginative and complex 'small worlds' with blocks and construction kits.

Know how to join different materials using glue and tape.

Know how to use a range of tools competently, safely and confidently.

Know how to safely use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Yr 1/2

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 how to select and name the tools needed to work the materials.

Know how to explain what they are making.

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

Know the names of the tools they are using (Y2 and why they are suitable for the task).

Know how to describe what they need to do next.

Know how to use simple finishing techniques (Y2 and describe the importance for a high level finish).

Know how to use the technical vocabulary when talking to an adult.

Evaluate

EYFS

Know how to explain what they like and do not like about items they have made.

Yr 1/2

Know how to explore existing products and investigate how they have been made.

Know how to talk about their design as they develop and identify good and bad points.

Know how to note changes made during the making process as annotation to plans/drawings.

Know how to say what they like and do not like about items they have made and attempt to say why.

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.

Structures

EYFS

Know how to use construction kits e.g. Lego, Duplo.

Know how to use basic cutting and joining skills.

Yr 1/2

Know how to explore how to make structures stronger.

Know how to investigate different techniques to stiffening a variety of materials.

Know how to test different methods of enabling structures to remain stable.

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

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

	<p>Know how to use a glue gun with close supervision.</p>
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	<p>Offer a range of materials and/or construction kits for children to make a structure mentioned above or others. These could include; beach huts, lighthouses, lifeboat station, ice cream shop.</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, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.

Cycle B	Term 2 - Spring
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>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	Dinosaur Planet (History)
History	<p>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.</p> <p>Mary Anning was born in England on 21st May 1799. She lived in the seaside town of Lyme Regis, in Dorset, and became a well-known fossil hunter. She died in 1847 aged 47.</p> <p>Mary Anning's fossil finds were some of the most significant geological discoveries in history. They shook the world and made many question their scientific and religious beliefs. Her discoveries led scientists to develop new ideas about the history of the Earth.</p> <p>Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</p> <p>There are many scientific theories about why dinosaurs became extinct, but the exact reason is still unknown. It is known, however, that between 65 and 66 million years ago, the last of the non-avian dinosaurs were wiped out. It is thought that more than half of the world's species also became extinct at this time, including many other animals and plants. The fact that some species of animals and plants were able to survive is a mystery that scientists are still trying to explain.</p> <p>There are two main related theories. One is that an asteroid, comet or meteorite hit the Earth with a force far more powerful than any nuclear bomb ever discharged. If so, the heat would have baked the Earth's surface, caused forest fires, triggered tsunamis, earthquakes and volcanoes, and then covered the Earth in darkness due to debris in the atmosphere. The Earth may have been in</p>

darkness for months or years, which would have massively altered the climate of the planet, killing plants, herbivores and, in turn, carnivores and omnivores. Once the darkness passed, the climate would have shifted again and become warmer.

The other main theory is that many **volcanoes erupted** around this time, covering the Earth in magma and blasting dust and soot into the atmosphere. The dust and soot would have initially blocked the light from the Sun, causing the Earth to cool. It would then have warmed again, once the dust and soot had cleared.

Chronology

EYFS

Know details about my immediate family and community – order photos of life.

Yr 1

Know how to describe the achievements of historical figures studied – Mary Anning.

Know how to describe a day in the life of a studied figure – Mary Anning.

Know how to describe the achievements of a studied figure – Mary Anning.

Yr 2

Know how to identify ways in which historians divide time (BC/AD) and suggest reasons for doing it.

Know why what is being studied is important to that time.

Historical Enquiry

Yr 1

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

Know how to begin to use artistic reconstructions.

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

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

Know how to begin to use primary and secondary sources and explain why primary sources may be reliable.

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

Yr 2

Know how to begin to gather primary evidence to build a simple historical argument.

Know how to use evidence to compare why some people could be regarded as history makers.

Interpretations of History

Yr 1

Know how to recognise main motives for a significant character.

Yr 2

Know how to reflect on what history makers might achieve and explain what they personally would like to be remembered for.

Continuity and Change

Yr 1/2

Know how to recognise how some events and findings change the thoughts and understanding of people.

Similarities and Differences

EYFS

Know that living by the sea has changed from Mary Anning's time to present day.

Yr 1/2

	<p>Know why situations a person finds themselves in might their achievements even greater than they would be today – Mary Anning was relatively poor and a woman.</p> <p>Know in simple terms how significant achievements act as a catalyst for social change.</p> <p>Significance</p> <p>EYFS</p> <p>Know about a significant event in history.</p> <p>Yr 1</p> <p>Know how to describe in simple terms why an achievement was significant.</p> <p>Know how to describe in simple terms why an individual could be described as significant.</p> <p>Yr 2</p> <p>Know why some objects/artefacts may be considered significant.</p> <p>Know people who they feel are significant and explain why.</p> <p>Read picture books about Mary Anning including Stone Girl, Bone Girl by Laurence Anholt to learn about and discuss her achievements.</p> <p>Identify on a timeline when dinosaurs and the animals that Mary's fossils were from were alive on earth.</p> <p>Arrange a visit to the museum in Lyme Regis.</p>
Geography	<p>The Jurassic Coast is a hugely diverse and beautiful landscape underpinned by incredible geology of global importance. In 2001 it became a UNESCO World Heritage Site.</p> <p>The Jurassic Coast begins at Orcombe Point in Exmouth, Devon, and continues for 95 miles to Old Harry Rocks, near Swanage, Dorset.</p> <p>This span takes in four distinct geographic regions – East Devon, West Dorset, Weymouth & Portland and Purbeck – each containing their own iconic towns, villages and natural landscapes.</p>

The Jurassic Coast is England's only natural World Heritage Site.

Natural features seen on this stretch of coast include arches, pinnacles and stack rocks. In some places the sea has broken through resistant rocks to produce coves with restricted entrances and, in one place, the Isle of Portland is connected to the land by a narrow spit.

In some parts of the coast, landslides are common. These have exposed a wide range of fossils, providing evidence of how animals and plants evolved in this region.

Locational Knowledge

EYFS

Know that I have visited places that are different to where I live.

Know that to visit different places I have to travel.

Yr 1

Know how to identify hot and cold areas in the world and begin to understand climate in simple terms – on stormy days the waves crash on the rocks.

Yr 2

Know the world's oceans and find them in an atlas – Atlantic, Pacific, Indian, Arctic, Southern.

Place Knowledge

EYFS

Know some of the features of my immediate environment.

Yr 1

Know simple geographical vocabulary to describe features of location e.g. coastline, rocks, shore, cliff.

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

Yr 2

Know how to describe key features of a place using words such as beach, coastline, ocean, cliff, sea, seasons, rocks.

Know how to consider geographical questions e.g. where is this place? What is it like? How has it changed?

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

Human Features

Yr 1

Know how humans have attempted to overcome extreme conditions.

Yr 2

Know how places have become the way they are and why – e.g. Lyme Regis tourist area due to Mary Anning story.

Know what facilities a tourist area may need.

Know how to describe how a physical or human process has changed an aspect of the local environment.

Physical Features

EYFS

Know the physical features of the area studied.

Know how the local area changes through the year.

Know the cycle of the seasons and how this affects what will be seen in the area through the year.

Yr 1/2

Know the four seasons and describe typical weather conditions for each.

Know how to describe in simple terms how wind or water has affected the Geography of an area.

Skills, Maps Work and Fieldwork

EYFS

Know how to take photos of things they see on a walk.

Yr 1

Know how to use simple field sketches.

Know how to use a camera.

Know how to use maps, pictures and stories to find out about a place.

Know how to collect data during fieldwork.

Know how to make simple maps and plans.

Yr 2

Know how to observe and record in different ways e.g. sketches, photos, diagrams.

Know how to use simple field sketches and diagrams and to use a camera.

Know how to collect and organise simple data from first and second hand sources including fieldwork.

Know how to make simple maps and plans using symbols for a key.

	On a visit to Lyme Regis carry out fieldwork on the beach, looking for fossils and recording findings.
Science	<p>Different animal groups have some common body parts, such as eyes and a mouth, and some different body parts, such as fins or wings.</p> <p>Label the parts of a dinosaur's body on a large scale diagram or picture. Look at images of dinosaur skeletons, identifying the main features. Compare with the parts of a lizard's body, discussing any differences.</p> <p>Carnivores eat other animals (meat), herbivores eat plants and omnivores eat other animals and plants.</p> <p>Look at images of different dinosaur teeth. Use the Dinosaur teeth sorting cards to sort them into groups of meat eaters and plant eaters.</p> <p>All living things (plants and animals) change over time as they grow and mature.</p> <p>Investigate a range of fossils by handling them and observing their features. Identify whether the fossils show a plant or animal and explain why they think this, based on living things they have seen. Sort the fossils into groups, according to observable features, and make rubbings of their prints where appropriate.</p> <p>Simple equipment is used to take measurements and observations. Examples include metre sticks, measuring tapes, egg timers and hand lenses.</p> <p>Draw a life sized dinosaur in chalk on the playground. Measure it in metres using trundle wheels or tape measures. Then, draw some smaller dinosaurs, making sure they are the right sizes too.</p> <p>Animals can be sorted and grouped into six main groups: fish, amphibians, reptiles, birds, mammals and invertebrates.</p> <p>Different animal groups have some common body parts, such as eyes and a mouth, and some different body parts, such as fins or wings.</p> <p>Carnivores eat other animals (meat).</p> <p>Herbivores eat plants.</p> <p>Omnivores eat other animals and plants.</p> <p>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.</p> <p>Animals Including Humans</p> <p>EYFS</p> <p>Know the names of minibeasts that live in my immediate environment such as ant, worm, snail, spider.</p> <p>Know the names of minibeasts such as woodlouse, beetle, ladybird, slug, dragonfly, moth and bee.</p> <p>Know that some minibeasts with wings can fly and others without wings cannot.</p>

Know the names of some farm animals including pig, sheep, cow, horse, duck and chicken

Know the names of some African safari animals including giraffe, tiger, lion, elephant, rhino and zebra.

Yr 1

Know that animals vary in many ways having different structures such as wings, tails, ears etc.

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

Know a range of animals from each of the vertebrate group e.g. birds, fish, mammals, reptiles. (Children don't need to know the terms reptile, mammal etc or know the key characteristics of each although they will probably be able to identify birds and fish based on their characteristics).

Know that animals eat certain things.

Know that some animals eat other animals and these are called carnivores.

Know that some animals eat plants and these are called herbivores.

Know that some animals eat both plants and animals and these are called omnivores.

Yr 2

Know that animals, including humans have offspring which grow into adults.

Know that in humans and some animals, these offspring will be young, such as babies or kittens that grow into adults.

Know that in other animals, such as chickens or insects there may be eggs laid that hatch to young or other stages which then grow into adults, for example, butterflies.

Know that the young of some animals do not look like their parents such as tadpoles.

Know that all animals, including humans, have the basic needs of feeding, drinking and breathing that must be met in order to survive.

Living Things and Their Habitats

EYFS

Know that living things and our natural environment must be respected.

Yr 1/2

Know that all objects are either living, dead, or have never been alive.

Know that living things are plants (including seeds) and animals.

Know that dead things include dead animals and plants and part of plants and animals that are no longer attached for example leaves and twigs, shells, fur, hair and feathers.

Know that an object made of wood is classes as dead because it has been made from a tree that has been cut down.

Know that animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food.

Know the names of a range of plants and animals that live in a habitat and micro-habitat.

Know that a habitat provides the basic needs of the animals and plants such as shelter, food and water e.g. a plant can provide shelter for an animal.

Know that within a habitat there are different microhabitats e.g. in a woodland there are microhabitats in the leaf litter, on the bark of a tree, on the leaves.

Know that micro-habitats have different conditions such as light or dark and damp or dry.

Know that these conditions affect which plants and animals live there.

Know that the plants and animals in a habitat depend on each other for food and shelter etc.

Know that animals obtain their food from plants and other animals and that this can be represented on a food chain.

Knowledge of Working Scientifically

EYFS

Know how to have my own ideas.

Know how to use my senses and look closely.

Know how to question why things happen and how things work.

Know how to notice similarities and differences.

Know how to talk about plants, animals, natural and found objects.

Know how to begin to use scientific vocabulary.

Know how to use equipment and tools carefully.

Know how to test ideas and record results through writing, drawings or photographs.

Know how to create simple representations of people and objects.

Yr 1

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

Know how to be able 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 groups e.g. which has more or less.

Know how to make simple observations of changes guided by prompt questions.

Know how to use non standard units of measure using simple equipment such as egg timers.

	<p>Know how to begin to say what happened in an investigation.</p> <p>Yr 2</p> <p>Know how to ask one or two simple questions linked to a topic.</p> <p>Know how to use simple secondary sources to find information from books and computers with help.</p> <p>Know how to use secondary sources of information to help in answering questions.</p> <p>Know how to observe changes over time and, with guidance, begin to notice patterns and relationships.</p> <p>Know how to use observations and ideas to suggest answers to questions noticing similarities, differences and patterns.</p> <p>Know how to ask a yes/no question to aid sorting.</p> <p>Know how to identify the headings for the two groups.</p> <p>Know how to be able to compare objects based on given criteria.</p> <p>Know how to begin to spot simple patterns e.g. making links between properties and objects.</p> <p>Know how to say what happened in the investigation and whether or not the results were a surprise.</p>
Art and design	<p>Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. The Maiasaura laid their eggs in a circle. Sauropods laid theirs in a row as if they were laid while walking. Hypselosaurus laid football-shaped eggs in groups of five, while the Protoceratops cleverly laid theirs in a spiral.</p> <p>Use of Sketchbook</p> <p>Yr 1</p> <p>Know how to use their sketchbook to show the progression of their work.</p> <p>Know how to use their sketchbook to show initial ideas, thoughts and feelings about a piece of art work.</p>

Yr 2

Know how to use annotation in their sketchbook to show how their ideas have progressed.

Know how to use sketchbooks to keep notes about what changes they have made or would make in their work.

Know how to use sketchbooks to show knowledge and art history they have learnt.

3D Art

EYFS, Y1/2

Know that there are different patterns, colours and shapes in the environment.

Know that I can pull, pinch and smooth clay to create a piece inspired by nature.

Know that different techniques to add patterns and texture to clay.

Know how to form clay slabs using the techniques taught.

Form

EYFS

Know that we can draw and make pieces.

Yr 1

Know about form and space through making sculptures and developing language.

Yr 2

Know how to create 3D sculptural forms and begin to understand how to represent form when drawing.

Pattern

	<p>EYFS</p> <p>Know what patterns are.</p> <p>Yr 1</p> <p>Know that patterns are found in nature.</p> <p>Yr 2</p> <p>Know that there are natural and man made patterns.</p> <p>Make dinosaur eggs using malleable materials, such as mud, dough and clay. Explore ways of changing the shape of the materials by rolling, squeezing and pressing, and changing textures by adding sand, glitter and other textural materials. Arrange the eggs in the egg laying formations of different types of dinosaur.</p> <p>On a clay tile make fossils within the clay – either with dinosaur stencil shapes, or footprints – or with plants to show fossils of leaves or small flowers. Paint and glaze and fire the tiles afterwards and then the class could hide them in some sand to pretend to be fossil hunters!</p>
Music	<p>Listen and Appraise</p> <p>EYFS</p> <p>Know what the pulse of a piece of music is and that the pulse keeps a steady beat.</p> <p>Yr 1/2</p> <p>Know 5 songs off by heart.</p> <p>Know what the songs are about.</p> <p>Know some songs have a chorus or response/answer part.</p> <p>Know that songs can tell a story or describe an idea.</p>

Singing

EYFS

Know how to use the voice to speak, sing or chant.

Know how to show confidence to join in with singing.

Yr 1/2

Know how to confidently sing 5 songs from memory.

Know that unison is everyone singing at the same time.

Know why we need to warm up our voices.

Know how to make different sounds with their voices and say words in rhythm.

Know about voices singing different pitches.

Know how to find a comfortable singing position.

Know how to start and stop when following a leader.

Dimensions of Music

EYFS

Know how to sing songs and add actions.

Yr 1/2

Know that music has a steady pulse like a heartbeat.

Know how to find the pulse in a piece of music.

	<p>Know how to listen to a rhythm and clap it back.</p> <p>Know how to create rhythms for others to copy.</p> <p>Know how to listen and sing back</p> <p>Learn songs about dinosaurs – (Use Charanga resource). Begin to consider dynamics, singing in unison, keeping to time etc. Practise and sing them for others at an end of term celebration.</p>
Computing	<p>Hardware is the parts of a computer that you can touch, such as a mouse, tablet or floor robot.</p> <p>Software is the programs that are used by a computer, such as word processing software, presentation software or image editing software.</p> <p>Programming</p> <p>EYFS</p> <p>Know how to explore the buttons of a floor robot or remote control toy.</p> <p>Know how, with guidance, to make the object move.</p> <p>Know how to follow a set of instructions.</p> <p>Know how to explore apps such as Beebot to make things happen.</p> <p>Know how, with the support of adults, be willing to make mistakes and learn from them - building the foundations for debugging.</p> <p>Know how to build environments for floor robots and work together to navigate the toy around obstacles.</p> <p>Yr 1</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 you want.</p> <p>Know how to look for mistakes within a sequence and accurately debut parts of the algorithm.</p>

	<p>Know how to predict and justify what will happen following a short sequence of instructions.</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> <p>Yr 2</p> <p>Know how to give instructions to a partner using directional language – forward, backward, left, right, half turn, quarter turn, right angle.</p> <p>Know the order you need to do things to make something happen and talk about this as an algorithm.</p> <p>Know from looking at a program what will happen when the program is started.</p> <p>Know how to use programming software to make objects move.</p> <p>Know how to watch a program execute and spot where it goes wrong so that it can be debugged.</p> <p>Make a small world floor display of a dinosaur landscape with rocks and model dinosaurs. Guide a floor robot from one side of the landscape to the other without being caught by the dinosaurs!</p>
Design and Technology	<p>Design</p> <p>EYFS</p> <p>Know how to develop their own ideas and then decide which materials to use to express them.</p> <p>Know how to explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Know how to use words to convey what they want to design / make and why.</p> <p>Know how to design collaboratively, sharing ideas, resources and skills.</p> <p>Know how to explore existing materials and select the best material.</p>

Yr 1/2

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

Know how to propose more than one idea (Y2 several) for their product.

Know how to use kits / reclaimed materials to develop more than one idea.

Know how to model and explore ideas with kits / reclaimed materials.

Know how to select appropriate technique explaining First ... Next ... Last ...

Know how to explore ideas by rearranging and investigating materials.

Know how to select pictures to help develop ideas.

Know how to use drawings to record ideas as they are developed (Y2 and to help explanations).

Know how to describe their models and drawings of ideas and intentions including what will make it successful.

Make

EYFS

Know how to make imaginative and complex 'small worlds' with blocks and construction kits.

Know how to join different materials using glue and tape.

Know how to use a range of tools competently, safely and confidently.

Know how to safely use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Yr 1/2

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 how to select and name the tools needed to work the materials.

Know how to explain what they are making.

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

Know the names of the tools they are using (Y2 and why they are suitable for the task).

Know how to describe what they need to do next.

Know how to use simple finishing techniques (Y2 and describe the importance for a high level finish).

Know how to use the technical vocabulary when talking to an adult.

Evaluate

EYFS

Know how to explain what they like and do not like about items they have made.

Yr 1/2

Know how to explore existing products and investigate how they have been made.

Know how to talk about their design as they develop and identify good and bad points.

Know how to note changes made during the making process as annotation to plans/drawings.

Know how to say what they like and do not like about items they have made and attempt to say why.

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.

Know how to decide how existing products do / do not achieve their purpose.

Textiles

EYFS

Know how to explore and use different fabrics.

Know how to cut and join fabrics with simple techniques.

Yr 1/2

Know how to cut out shapes which have been created by drawing round a template onto the fabric.

Know how to join fabrics by using e.g. running stitch, glue, staples, over sewing, tape.

Know how to decorate fabrics with attached items e.g. buttons, beads, sequins, ribbons.

Know how to describe how fabrics look and feel.

Create a Sockasaurus Rex. Plan their ideas and choose appropriate materials for embellishing their sock to create a sock dinosaur. Stick or sew felt, googly eyes and other decorative materials to a brightly coloured sock. Then, evaluate the success of their design.

Food

Using **non-standard measures** is a way of measuring that does not involve reading scales. For example, weight may be measured using a balance scale and lumps of plasticine. Length may be measured in the number of handspans or pencils laid end to end.

EYFS

Know how to experience sensory activities – appearance, taste and smell of ingredients.

Know how to use appropriate utensils when carrying out recipe instructions.

Yr 1/2

Know how to develop a food vocabulary using taste, smell, texture and feel.

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

Know how to work safely and hygienically.

Know how to measure and weigh food items, non statutory measures e.g. spoons, cups.

Make dinosaur biscuits, measuring ingredients and using the correct tools to mix and roll dough. Decorate after baking using a range of decorative ingredients.

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, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.

Cycle B	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</p> <p>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent. Text in this colour describes example activities to support the main theme of the topic.</p>	
Main Topic	The Scented Garden (Science)
History	
Geography	<p>Locational Knowledge</p> <p>EYFS</p> <p>Know where I live.</p> <p>Know where I have been on holiday.</p> <p>Yr 1</p> <p>Know how to identify hot and cold areas in the world map and begin to understand climate in simple terms.</p> <p>Know the names of the four countries of the UK.</p> <p>Know the names of the main towns and cities in the UK – Plymouth, Exeter, Bristol, London, Edinburgh, Cardiff, Belfast.</p> <p>Yr 2</p>

Know the names of the continents of the world and find them in an Atlas – Europe, Africa, North America, South America, Asia, Antarctica, Oceania.

Know the names of the world's oceans – Atlantic, Pacific, Indian, Arctic, Southern.

Know the names of the main towns and cities in England, Ireland, Scotland and Wales – Plymouth, Exeter, Bristol, Birmingham, London, Edinburgh, Cardiff, Belfast, Dublin.

Know how to locate areas of rainforest and areas of desert on an atlas or globe.

Physical Features

EYFS

Know some of the physical features of my local environment e.g. fields, trees, woodland.

Know how the local area changes throughout the year.

Yr 1

Know some of the physical features of my local environment e.g. fields, trees, woodland.

Know how the local area changes throughout the year.

Know the cycle of the seasons and how this affects what they see – changes to fauna.

Yr 2

Know the names of the four seasons and describe typical weather conditions for each.

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

Skills, Maps Work and Fieldwork

EYFS

Know how to draw a simple line map identifying some of the key landmarks that they will see on the route.

Know how to take photographs of the things they see on a walk.

Know how to record the physical changes in a season – using a tick chart.

Yr 1

Know how to do simple field sketches and use a camera.

Know how to keep a weather chart and answer questions about the weather.

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

Know how to collect data during fieldwork such as the number of trees.

Know how to make simple maps and plans.

Know how to draw a simple picture map (could be from a story) and label particular features.

Yr 2

Know how to observe and record in different ways e.g. sketches, diagrams, ICT, charts.

Know how to use information texts and the web to gather information about the world's physical geography.

Know how to use simple field sketches and diagrams and to use a camera.

Know how to collect and organise simple data from first and second hand sources including fieldwork.

Know how to compare two settlements using globes, maps, plans (at a range of scales).

Know how to draw simple maps or plans using symbols for a key.

	<p>Know how to use contents/index to locate a country and draw information from a map.</p> <p>Take a walk around the local community, park or meadow to see what plants and flowers are growing there. Capture interesting images using cameras or tablets. Make a list of the plants and flowers seen, recording their findings in a simple table. Make maps and plans of the walk, recalling and sequencing what was seen, using the images as a reference. Include a key, identifying geographical features, such as the school, shops, post office, road, park and woodland.</p> <p>Point out those plants which are dangerous and shouldn't be touched, such as nettles, deadly nightshade and berries. Back in the classroom, display images of common plants and flowers so that children become familiar with their names and features – perhaps roses, lavender, sweet peas, and hydrangeas from the garden and wild flowers such as buttercups, daisies, poppies and foxgloves.</p> <p>A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain.</p> <p>Find out about plants and flowers that grow in a non-European location, such as the Brazilian rainforest. Use books, video and pictures to gather information about different types of plants and flowers, including how the climate affects how and where plants grow. Locate the rainforests on a world map, particularly in relation to the equator.</p>
Science	<p>Plants grow from seeds and bulbs. Seeds and bulbs need nutrients from soil, water and warmth to start growing (germinate). As the plant grows bigger, it develops leaves and flowers. Plants need water, light and a suitable temperature to grow and stay healthy. Without any one of these things, they will die.</p> <p>Plant sweet pea seeds in eco-friendly plant pots made from newspaper and tape. Soak seeds for a few hours before planting to help them germinate. Create different growing conditions to see which is best (with soil/without, in the light/in the dark, in a warm place/cold place etc). Children water the seeds daily and observe and record how they grow and which are the best growing conditions.</p> <p>Plants need air, light, water and nutrients to produce the food that helps them grow and survive. Many plants reproduce by creating seeds that are dispersed away from the parent plant. Plants grow in all habitats, from our gardens and parks to deserts and jungles. Soil gives plants water and nutrients, and it provides a substrate for their roots to anchor to. Soil and compost are a mixture of organic material (humus), living organisms, water, broken rocks, minerals and air.</p> <p>Once pollinated, plants produce seeds that grow into new plants. Plants cannot physically move to new places, but they have evolved a number of methods that allow their seeds to move, such as wind, animal and water dispersal. Seeds germinate in a suitable environment where they have adequate warmth, water and oxygen. Most seeds do not require light to start growing due to 'food' stored inside them, but they need light to continue growing and survive.</p>

Our finest landscapes have been looked after through being named as National Parks and Areas of Outstanding Natural Beauty (AONBs). The East Devon AONB was designated in 1963 and is one of the 46 AONBs situated across the UK. Much of the local land is also owned by The National Trust.

It is important to care for living things and the local, natural and built environment. Some strategies that can be used to care for the environment include recycling, avoiding using disposable products, growing fruit and vegetables, reusing materials, walking or cycling instead of travelling by car, turning off lights when they are not needed and conserving water.

Plants

EYFS

Know how to plant a bean.

Know that plants need water and light to grow.

Know that beans grow into beanstalks.

Yr 1/2

Know that there is a vast array of plants which have specific names.

Know that plants can be identified by looking at the key characteristics.

Know the names of trees and other plants that they see regularly.

Know that plants have common parts such as roots, stem / branches, leaves, flower / blossom, seed, fruit, bud, stalk.

Know that these parts vary between different plants, e.g. that some leaves and stems may not be green.

Know that some trees keep their leaves all year, these trees are evergreen.

Know that some trees lose their leaves during autumn and grow them again in spring, these are deciduous.

Know that plants may grow from either a seed or a bulb.

Know that these then germinate and grow into seedlings which then continue to grow into mature plants.

Know that these mature plants may have flowers which then develop into seeds, berries, fruits etc.

Know that some seeds and bulbs need to be planted outside at particular times and know that they will germinate and grow at different rates.

Know that some plants are better suited to growing in full sun and some grow better in partial or full shade.

Know that plants also need different amounts of water and space to grow and stay healthy.

Living Things and Their Habitats

Y1/2

Know that plants live in a habitat to which they are suited.

Know the names of a range of plants that live in a habitat and micro-habitat.

Know that plants have suitable features that help them grow well and know why these features make them suitable.

Know that a habitat provides the basic needs of the plants such as food and water.

Know that within a habitat there are different microhabitats e.g. in a woodland there are microhabitats in the leaf litter, on the bark of trees, on the leaves.

Know that micro habitats have different conditions such as light or dark and damp or dry.

Know that these conditions affect which plants live there.

Know that plants and animals in a habitat depend on each other for food and shelter.

Know that animals obtain their food from plants and other animals and that this can be represented on a food chain.

Knowledge of Working Scientifically

EYFS

Know that I have my own ideas.

Know how to use my senses and look closely.

Know how to can question why things happen and how things work.

Know how to notice similarities and differences.

Know how to talk about plants, animals, natural and found objects.

Know how to begin to use scientific vocabulary.

Know how to use equipment and tools carefully.

Know how to test ideas and record results through writing, drawing or photographs.

Yr 1

Know how to gather and record data with some adult support to help in answering questions.

Know how to make simple observations of changes guided by prompt questions.

Yr 2

Know how to identify the question to investigate from a scenario.

Know how to perform simple comparative tests, choosing equipment to use, what to measure or observe in order to answer a question.

Know how to make relevant observations, using simple equipment, in order to answer the question guided by prompt questions.

Know how to communicate what has been found out in a variety of ways.

Know how to record data in simple prepared tables and tally charts.

Yr 1/2

	<p>Know how to ask a yes/no question to aid sorting.</p> <p>Know how to identify the headings for the two groups.</p> <p>Know how to be able to compare plants based on given criteria.</p> <p>Know how to spot simple patterns e.g. making links between properties and plants.</p> <p>Know what happened in the investigation and whether or not the results were surprising.</p> <p>Make a pledge to protect and become ambassadors for the East Devon AONB Partnership / National Trust. As part of the project pledge a simple commitment to living and working in ways that promote sustainability and help to protect the environment and our outstanding landscape. Involve the Branscombe National Trust wardens.</p> <p>Help to tidy up the school's garden and another local community area. Wear gloves to pick up litter, pull out weeds and dig over borders and small patches of earth. Perhaps plant seeds and bulbs that will flower in the spring so that others may enjoy them. Children will need to wear sturdy gardening gloves, collecting leaf litter and other rubbish in gardening bags and disposing of these in the correct way. Talk about how their work will help others to enjoy the local environment. Carry out experiments and observations whilst doing so.</p> <p>Plant seeds or beans in the classroom and make regular observations about how they grow. Carry out control experiments e.g. in dark room, no water etc to see what conditions the plants need to grow successfully.</p>
Art and design	<p>Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.</p> <p>Use of Sketchbook</p> <p>Yr 1</p> <p>Know how to use their sketchbook to show the progression of their work.</p> <p>Know how to use their sketchbook to show initial ideas, thoughts and feelings about a piece of art work.</p> <p>Yr 2</p> <p>Know how to use annotation in their books to show how their ideas have progressed.</p>

Know how to use sketchbooks to keep notes about what changes they have made or would make in their work.

Know how to use their sketchbooks to show knowledge and art history they have learnt.

Printing

Yr 1/2

Know how to create prints using a variety of objects e.g. fruit, vegetables, leaves.

Know that you can apply ink, draw into a surface and take a print to make a monoprint.

Know how to make a repeated pattern using a print.

Form

EYFS

Know that we can draw and make pieces.

Yr 1

Know about form and space through making sculptures and developing language.

Yr 2

Know how to create 3D sculptural forms and begin to understand how to represent form when drawing.

Pattern

EYFS

Know what patterns are.

Yr 1

	<p>Know what patterns are found in nature.</p> <p>Know how to design and make patterns in a range of materials.</p> <p>Yr 2</p> <p>Know that there are a range of techniques to create repeating and non repeating patterns and create their own.</p> <p>Know that there are natural and man made patterns.</p> <p>Tasks Required for Coverage</p> <p>By making observations of plants and leaves create a polystyrene tile of an outline of a flower or leaf to create prints. Use the tile to create repeating patterns.</p> <p>Introduce the artist Andy Goldsworthy who creates sculptures out of natural objects outside. The children create their own sculptures in his style.</p> <p>Optional Tasks</p> <p>Make detailed observational drawings of scented flowers, using hand lenses to look closely at colours, shapes and patterns. Choose from a range of drawing materials, such as chalks, felt pens, wax and pencil crayons and pastels, to record their ideas. Tulips, roses and sweet peas are very colourful and fragrant, as well as having an interesting form for drawing work. Inspire the children with a display of paintings by different artists. The work of artist Georgia O'Keeffe is an excellent starting point for flower work. Encourage the children to talk about the style of painting of the different artists – what are the similarities and differences.</p> <p>Press a garden or wild flower between the pages of an old book and weigh down, leaving in a warm, dry place to dry out. Laminate pressed flowers when dry to create a bookmark or tag. Write a simple explanation or set of instructions on how they did it. Pressed flowers can be glued onto card and laminated. Create a hole using a hole punch, tying a ribbon through it to create simple mobiles, gift tags or bookmarks. Good flowers to press include pansies, daisies and roses. Link with science work to name the parts of the flower once dried.</p>
Music	<p>Listen and Appraise</p> <p>EYFS</p> <p>Know what the pulse of a piece of music is and that the pulse keeps a steady beat.</p>

Yr 1

Know 5 songs off by heart.

Know what the songs are about.

Know how they can enjoy moving to music by dancing or doing actions.

Yr 2

Know 5 songs off by heart.

Know some songs have a chorus or a response/answer part.

Know that songs have a musical style.

Know how they can enjoy moving to music by dancing or doing actions.

Know that songs can tell a story or describe an idea.

Singing

EYFS

Know how to use the voice to speak, chant or sing.

Know how to show confidence when singing.

Yr 1/2

Know how to confidently sing a song from memory and in unison.

Know how voices sing in different pitches – high and low.

Know how to say words in rhythm.

	<p>Know how to start and stop when following a leader.</p> <p>Dimensions of Music</p> <p>EYFS</p> <p>Know how to sing common nursery rhymes and accompany them with actions.</p> <p>Yr 1/2</p> <p>Know that we can create rhythms from words.</p> <p>Know that music has a steady pulse like a heartbeat.</p> <p>Know that rhythms are different from the steady pulse.</p> <p>Know that we add high and low sounds, pitch, when we sing.</p> <p>Know how to create rhythms for others to copy.</p> <p>Learn an action rhyme, such as Here We Go Round the Mulberry Bush joining in with words and actions. Work collaboratively to create new lyrics that inform others how to plant a seed or bulb. Before starting, sequence the process making suggestions about actions to use for each verse. Add percussion as appropriate and practise for a performance.</p>
Computing	<p>Technology in our Lives</p> <p>EYFS</p> <p>Know that information sites can help us to find out information about our topic e.g. CBeebies Topics.</p> <p>Know how to take a photo to show their learning experiences and share them with others.</p> <p>Know how to use a variety of technology e.g. printer, camera, laptop, tablet.</p> <p>Know how to find out about aspects of our topic in other countries using Google Earth.</p> <p>Yr 1/2</p>

	<p>Know how technology is integrated in our daily lives and recognise this with in familiar environments.</p> <p>Know who uses technology and why they might choose to do so – what uses are there in school by children, staff, parents?</p> <p>Know how technology can help us with our class topic.</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> <p>Yr 2</p> <p>Know that other people have created the information that we use on the internet.</p>
Design and Technology	<p>Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong but it can be difficult to paint.</p> <p>Design</p> <p>EYFS</p> <p>Know how to develop their own ideas and then decide which materials to use to express them.</p> <p>Know how to explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Know how to use words to convey what they want to design / make and why.</p> <p>Know how to design collaboratively, sharing ideas, resources and skills.</p> <p>Know how to explore existing materials and select the best material.</p> <p>Yr 1/2</p> <p>Know how to use pictures and words to convey what they want to design / make.</p>

Know how to propose more than one idea (Y2 several) for their product.

Know how to use kits / reclaimed materials to develop more than one idea.

Know how to model and explore ideas with kits / reclaimed materials.

Know how to select appropriate technique explaining First ... Next ... Last ...

Know how to explore ideas by rearranging and investigating materials.

Know how to select pictures to help develop ideas.

Know how to use drawings to record ideas as they are developed (Y2 and to help explanations).

Know how to describe their models and drawings of ideas and intentions including what will make it successful.

Make

EYFS

Know how to make imaginative and complex 'small worlds' with blocks and construction kits.

Know how to join different materials using glue and tape.

Know how to use a range of tools competently, safely and confidently.

Know how to safely use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Yr 1/2

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 how to select and name the tools needed to work the materials.

Know how to explain what they are making.

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

Know the names of the tools they are using (Y2 and why they are suitable for the task).

Know how to describe what they need to do next.

Know how to use simple finishing techniques (Y2 and describe the importance for a high level finish).

Know how to use the technical vocabulary when talking to an adult.

Evaluate

EYFS

Know how to explain what they like and do not like about items they have made.

Yr 1/2

Know how to explore existing products and investigate how they have been made.

Know how to talk about their design as they develop and identify good and bad points.

Know how to note changes made during the making process as annotation to plans/drawings.

Know how to say what they like and do not like about items they have made and attempt to say why.

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.

Structures

Yr 1/2

Know how to make structures stronger.

Know how to test different methods of enabling structures to remain stable.

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

Get creative with containers. Children to discuss what choices they would make and why, focusing on the properties of the materials. You can make great planters from old wellies, plastic bottles, painted flower pots and plastic watering cans. Make sure homemade containers have holes and pebbles for drainage.

Play, explore and experiment in an outdoor mud kitchen. Use a range of kitchen utensils to grind, mix and colour mud, adding other garden ingredients, such as gravel, leaves, berries and water, to their concoctions. Make the mud kitchen extra exciting with gathered and donated items, including those that the children collect and find at home.