

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG's
Understanding the World	Skills	<p>To talk about how they have changed since they were a baby. (Au1)</p> <p>To talk about the changes they observe in their environment – Seasons link. (Au1)</p> <p>To be able to recount changes within living memory. (Au1)</p> <p>Identify some similarities and differences between now and the past. (Au1)</p> <p>I can discuss daily weather/seasons. (Au1)</p>	<p>To talk about how Hindus celebrate Diwali. (Au2)</p> <p>To be able to differentiate between nocturnal and diurnal animals. (Au2)</p> <p>To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/doctors/fire fights/postman/shop assistant etc). (Au2)</p> <p>Answer basic questions about the past. (Au2) Talk, draw or write about aspects of the past. (Au2)</p> <p>I can talk about some features of the areas</p>	<p>To talk about a special event in their life. (Sp1/2)</p> <p>Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. (Su1/2)</p> <p>Sort information using Venn Diagrams. (Sp1/2)</p> <p>Know that their own experiences differ to those of others. (Sp1/2)</p> <p>Identify some similarities and differences between ways of life in different periods. (Sp1/2)</p> <p>I can talk about features of my own immediate environment and how environments may vary from one another (Sp1/2)</p> <p>I can make observations and express their views of the environment. (Sp1/2)</p>	<p>To identify and sort healthy/unhealthy foods. (Sp1/2)</p> <p>To identify and group a range of fruits and vegetables. (Sp1/2)</p> <p>Talking about the life cycle of plants and animals and what they need to survive. (Su1/2)</p> <p>Exploring a range of habitats, looking at why the animal lives like that. (Su1/2)</p> <p>Understand key features of events. (Su1/2)</p> <p>I can explain why geographic changes occur. (Su1/2)</p> <p>I can ask questions about their familiar world (where they live or the natural world). (Su1/2)</p>	<p>Past and Present. Talk about the lives of the people around them and their roles in society. *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. *Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. *Explain some</p>		

			where I live. (Au2)			similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
	Knowledge	<p>To know the names of different body parts. (Au1)</p> <p>To know that there are many countries around the world. (Au1)</p> <p>To know that people in other countries may speak different languages. (Au1)</p> <p>To know that they have a family unit that can/will change over time. (Au1)</p> <p>To name members of their family. (Au1)</p> <p>To begin to use a mouse/pad to navigate a computer. (Au1)</p>	<p>To know that people around the world have different religions. (Au2)</p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali. (Au2)</p> <p>To know that some animals are nocturnal. (Au2)</p> <p>To know that adults do a variety of jobs. (Au2)</p> <p>To know that the emergency services exist and what they do. (Au2)</p> <p>To identify who they are, that they are an individual. (Au2)</p> <p>To try and understand that</p>	<p>To know that some foods are unhealthy. Sorting healthy and unhealthy foods. (Sp1/2)</p> <p>To know that humans and other animals can grow. (Sp1/2)</p> <p>To understand and use positional language. (Sp1/2)</p> <p>To know that Christians celebrate Easter. (Sp1/2)</p> <p>To identify members of the community who help us. (Sp1/2)</p> <p>To identify and talk about a time when someone has helped them. (Sp1/2)</p> <p>To use a mouse/pad to complete a simple ICT programme. (Sp1/2)</p> <p>To know that dinosaurs no longer exist. (Su1/2)</p> <p>To know how to use a keyboard and a mouse effectively. (Su1/2)</p>	<p>To select appropriate materials according to their properties. (Su1/2)</p> <p>To know the names of common fruits and vegetables. (Sp1/2)</p> <p>To name and identify a range of different materials and to know how they are used in familiar environments. (Su1/2)</p> <p>To begin to understand that things change over time. (Su1/2)</p> <p>To begin to understand that things happened a really long time ago. (Su1/2)</p> <p>To be able to say how members of the community help them. (Sp1/2)</p> <p>To be able to say what the reasons and results are of people helping us. (Sp1/2)</p> <p>To know what they ate and where they lived. (Su1/2)</p>	<p><u>The Natural World.</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

			<p>things change over time. (Au2)</p> <p>To begin to use a mouse/pad to navigate a computer. (Au2)</p>			
	Religious Education	<p>Christianity. What can we learn from faith and other stories?</p>	<p>Christianity; What is interesting about the Christmas story? Hinduism – Diwali – why is light important is different religions?</p>	<p>Islam; How do Islam and other faiths use water and why? Link to ritual wudu and themes of cleanliness, the need to be prepared, the importance of water in desert climate where Islam originated. Judaism; How do we choose what food to eat? Passover / symbolic foods (Kosher concept is more accessibly taught within KS2)</p>	<p>Sikhism; How can we help other people? Service to others, to the community, charity, kindness to others, langar, sewa. Christianity; What kind of person was Jesus?</p>	
	Skills	<p>Children will explore the concept of similarities and differences in their immediate world. This includes talking about their friends and the adults around them to explore how and why they may be similar or different. They will explore why people are different, for example, does the person next to them go to the same place of worship, if not, then why not. Children will learn about why special foods are eaten and their significance.</p>				
	Knowledge	<p>Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</p>				