

Australia Topic Overview 2021 2022

	Kingfishers EYFS Year One	Woodpeckers Year Two	Robins EYFS Year One Year Two
History	Geography focus	Geography focus	Geography focus
Geography	<ul style="list-style-type: none"> I can locate hot and cold areas of the world I can compare local to a non-European country I can use basic vocabulary to describe a less familiar place Use basic geographical vocabulary to refer to key physical features. <p>Year One</p> <ul style="list-style-type: none"> ask simple geographical questions e.g. what is it like to live in this place? use simple observational skills to study the geography of the school and its grounds use simple maps of the local area e.g. large scale print, pictorial etc. use locational language (e.g. near and far, left and right) to describe the location of features and routes make simple maps and plans e.g. pictorial place in a story. 	<ul style="list-style-type: none"> I can locate hot and cold areas of the world I can compare local to a non-European country I can use basic vocabulary to describe a less familiar place Use basic geographical vocabulary to refer to key physical features. <p>Year Two</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass direction (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<ul style="list-style-type: none"> I can locate hot and cold areas of the world I can compare local to a non-European country I can use basic vocabulary to describe a less familiar place Use basic geographical vocabulary to refer to key physical features. <p>Year One</p> <ul style="list-style-type: none"> ask simple geographical questions e.g. what is it like to live in this place? use simple observational skills to study the geography of the school and its grounds use simple maps of the local area e.g. large scale print, pictorial etc. use locational language (e.g. near and far, left and right) to describe the location of features and routes make simple maps and plans e.g. pictorial place in a story. <p>Year Two</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass direction (North, South, East and West) and locational

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			<p>and directional language e.g. near and far; left and right, to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
Art	<ul style="list-style-type: none"> • I can use a range of materials • I can draw, paint and sculpt • I have developed techniques of colour, pattern, texture, line, shape, form and space • I know about different artists, craftsmen and designers • Make marks in print to create repeated patterns Fabric printing skills. Year One • Use artwork to record ideas, observations and experience • Experiment with different materials to design and make products 	<ul style="list-style-type: none"> • I can use a range of materials • I can draw, paint and sculpt • I have developed techniques of colour, pattern, texture, line, shape, form and space • I know about different artists, craftsmen and designers • Make marks in print to create repeated patterns Fabric printing skills. Year Two • try out different activities and make sensible choices about what to do next 	<ul style="list-style-type: none"> • I can use a range of materials • I can draw, paint and sculpt • I have developed techniques of colour, pattern, texture, line, shape, form and space • I know about different artists, craftsmen and designers • Make marks in print to create repeated patterns Fabric printing skills. Year One • Use artwork to record ideas, observations and experience • Experiment with different materials to design and make products

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	<ul style="list-style-type: none"> • Explain what he/ she likes about the work of others • Know the names of tools, techniques and elements that he/ she uses 	<ul style="list-style-type: none"> • select particular techniques to create a chosen product and develop some care and control over materials and their use • give reason for his/her preference when looking at art/craft or design work • know that different artistic works are made by craftspeople from different cultures and times 	<ul style="list-style-type: none"> • Explain what he/ she likes about the work of others • Know the names of tools, techniques and elements that he/ she uses Year Two • try out different activities and make sensible choices about what to do next • select particular techniques to create a chosen product and develop some care and control over materials and their use • give reason for his/her preference when looking at art/craft or design work • know that different artistic works are made by craftspeople from different cultures and times
Science	Humans and my body	Humans and my body	Humans and my body
PSHEE	Dreams and Goals Jigsaw Y1	Dreams and Goals Jigsaw Y2	Dreams and goals Jigsaw Y2
Music	<ul style="list-style-type: none"> • I can sing songs • I can play tuned and untuned instruments musically • I can listen and understand live and recorded music • I can make and combine sounds musically Year One 	<ul style="list-style-type: none"> • I can sing songs • I can play tuned and untuned instruments musically • I can listen and understand live and recorded music • I can make and combine sounds musically Year Two 	<ul style="list-style-type: none"> • I can sing songs • I can play tuned and untuned instruments musically • I can listen and understand live and recorded music • I can make and combine sounds musically Year One

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	<ul style="list-style-type: none"> • Use their voice in different ways such as speaking, singing and chanting with accompaniment. • Develop control and accuracy on tuned and un-tuned percussion and can copy simple rhythm patterns • Order sounds within simple structures. • Begin to represent sounds with symbols and can recognise some of the musical dimensions. • Recognise mood, character and contrast in pieces. 	<ul style="list-style-type: none"> • Develop their control of pitch and duration when singing with accompaniments. • Performs simple patterns and accompaniments on tuned and un-tuned instruments keeping to a steady beat. • Respond to graphic notation for pitch, duration and rhythm • Recognises changes in mood, character and contrasts in pieces. 	<ul style="list-style-type: none"> • Use their voice in different ways such as speaking, singing and chanting with accompaniment. • Develop control and accuracy on tuned and un-tuned percussion and can copy simple rhythm patterns • Order sounds within simple structures. • Begin to represent sounds with symbols and can recognise some of the musical dimensions. • Recognise mood, character and contrast in pieces. <p style="text-align: center;">Year Two</p> <ul style="list-style-type: none"> • Develop their control of pitch and duration when singing with accompaniments. • Performs simple patterns and accompaniments on tuned and un-tuned instruments keeping to a steady beat. • Respond to graphic notation for pitch, duration and rhythm • Recognises changes in mood, character and contrasts in pieces. •
Computing	<p>Using computers:</p> <ul style="list-style-type: none"> • I can recognise common uses of IT in the home and school environment (Y1) • I can use technology to purposely create digital content (Y1) 	<p>Using computers:</p> <ul style="list-style-type: none"> • I can recognise common uses of IT in the home and school environment (Y1) • I can use technology to purposely create digital content (Y1) 	<p>Using computers:</p> <ul style="list-style-type: none"> • I can recognise common uses of IT in the home and school environment (Y1)

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	<ul style="list-style-type: none"> • I can recognise common uses of IT beyond school (Y2) • I can use technology to purposely create, organise, store, manipulate and retrieve digital content (Y2) • I can use technology to purposely create digital content comparing the benefits of different programs (Y2) 	<ul style="list-style-type: none"> • I can recognise common uses of IT beyond school (Y2) • I can use technology to purposely create, organise, store, manipulate and retrieve digital content (Y2) • I can use technology to purposely create digital content comparing the benefits of different programs (Y2) 	<ul style="list-style-type: none"> • I can use technology to purposely create digital content (Y1) • I can recognise common uses of IT beyond school (Y2) • I can use technology to purposely create, organise, store, manipulate and retrieve digital content (Y2) • I can use technology to purposely create digital content comparing the benefits of different programs (Y2)
Design and Technology	Art focus	Art Focus	Art Focus