Hot off the Press Term 1 2023 - 2024

	Kingfishers Reception Year One	Woodpeckers Year One Year Two	Robins Reception Year one Year Two
Art	Design and Technology focus	Design and Technology focus	Design and Technology focus
Computing	Programming toys • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs	Programming toys • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs Preparing for turtle logo • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Programming toys • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs Preparing for turtle logo • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
Design and Technology	Design • design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)	Design • design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)	Design • design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)

	• Select and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria Technical knowledge • Explore and use mechanisms (for example, lever, sliders, wheels and axles) in their products.	• Select and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria Technical knowledge • Explore and use mechanisms (for example, lever, sliders, wheels and axles) in their products. •	• Select and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria Technical knowledge • Explore and use mechanisms (for example, lever, sliders, wheels and axles) in their products. •
Geography	History focus Term 3	History focus Term 3	History focus Term 3
History	• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

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Music	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
PSHEE	Dreams and Goals	Dreams and Goals	Dreams and Goals
RE	FS2 How do people celebrate? Islam/ Judaism- Discovery RE Y1/2 Does praying at regular intervals every day help a Muslim in his/her everyday life? Islam- Discovery RE	Y1/2 Does praying at regular intervals every day help a Muslim in his/her everyday life? Islam- Discovery RE	FS2 How do people celebrate? Islam- Discovery RE Y1/2 Does praying at regular intervals every day help a Muslim in his/her everyday life? Islam- Discovery RE
Science	Sound Exploration unit	Sound Exploration unit	Sound Exploration unit