



What can you see in the woods? Term 3 2023 - 2024

	Kingfishers Reception Year One	Woodpeckers Year One Year Two	Robins Reception Year One Year Two
Art	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Computing	<p>Online Safety</p> <ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Computer Skills</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 	<p>Online Safety</p> <ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Computer Skills</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 	<p>Online Safety</p> <ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Computer Skills</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school
Design and Technology	Art Focus	Art Focus	Art Focus
Geography	<p>Locational knowledge:</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<p>Locational knowledge:</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<p>Locational knowledge:</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas



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	<p>Place Knowledge: Human and physical geography:</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its counties, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and 	<p>Place Knowledge: Human and physical geography:</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its counties, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and 	<p>Place Knowledge: Human and physical geography:</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its counties, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and
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	physical features of its surrounding environment.	physical features of its surrounding environment.	physical features of its surrounding environment.
History	History taught Term 2	History taught Term 2	History taught Term 2
Music	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	Being me in my world	Being me in my world	Being me in my world
RE	FS2 Why is the word of 'God' important to Christians? Creation – Understanding Christianity Y1/2 Is it possible to be kind all of the time? Discovery RE Christianity	Y1/2 Is it possible to be kind all of the time? Discovery RE Christianity	FS2 Why is the word of 'God' important to Christians? Creation – understanding Christianity Y1/2 Is it possible to be kind all of the time? Discovery RE Christianity
Science	Y1- across the year Seasonal Changes My Body Animals including humans Naming body parts Health and growth	Y1- across the year Seasonal Changes My Body Animals including humans Naming body parts Health and growth	Y1- across the year Seasonal Changes My Body Animals including humans Naming body parts Health and growth