

Australia Topic Overview 2024 2025

|           | Kingfishers<br>EYFS Year One  | Woodpeckers<br>Year Two   | Robins<br>EYFS Year One Year Two  |
|-----------|---|---|---|
| History   | Geography focus   | Geography focus   | Geography focus   |
| Geography | <ul style="list-style-type: none"> <li>I can locate hot and cold areas of the world</li> <li>I can compare local to a non-European country</li> <li>I can use basic vocabulary to describe a less familiar place</li> <li>Use basic geographical vocabulary to refer to key physical features.</li> </ul> <p>Year One</p> <ul style="list-style-type: none"> <li>ask simple geographical questions e.g. what is it like to live in this place?</li> <li>use simple observational skills to study the geography of the school and its grounds</li> <li>use simple maps of the local area e.g. large scale print, pictorial etc.</li> <li>use locational language (e.g. near and far, left and right) to describe the location of features and routes</li> <li>make simple maps and plans e.g. pictorial place in a story.</li> </ul> | <ul style="list-style-type: none"> <li>I can locate hot and cold areas of the world</li> <li>I can compare local to a non-European country</li> <li>I can use basic vocabulary to describe a less familiar place</li> <li>Use basic geographical vocabulary to refer to key physical features.</li> </ul> <p>Year Two</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>I can locate hot and cold areas of the world</li> <li>I can compare local to a non-European country</li> <li>I can use basic vocabulary to describe a less familiar place</li> <li>Use basic geographical vocabulary to refer to key physical features.</li> </ul> <p>Year One</p> <ul style="list-style-type: none"> <li>ask simple geographical questions e.g. what is it like to live in this place?</li> <li>use simple observational skills to study the geography of the school and its grounds</li> <li>use simple maps of the local area e.g. large scale print, pictorial etc.</li> <li>use locational language (e.g. near and far, left and right) to describe the location of features and routes</li> <li>make simple maps and plans e.g. pictorial place in a story.</li> </ul> <p>Year Two</p> <ul style="list-style-type: none"> <li>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</li> <li>use simple compass direction (North, South, East and West) and locational</li> </ul> |

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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"> <li>• 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</li> <li>• 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</li> </ul> |
| <p>Art</p> | <ul style="list-style-type: none"> <li>• I can use a range of materials</li> <li>• I can draw, paint and sculpt</li> <li>• I have developed techniques of colour, pattern, texture, line, shape, form and space</li> <li>• I know about different artists, craftsmen and designers</li> <li>• Make marks in print to create repeated patterns<br/>Fabric printing skills.<br/>Year One</li> <li>• Use artwork to record ideas, observations and experience</li> <li>• Experiment with different materials to design and make products</li> </ul> | <ul style="list-style-type: none"> <li>• I can use a range of materials</li> <li>• I can draw, paint and sculpt</li> <li>• I have developed techniques of colour, pattern, texture, line, shape, form and space</li> <li>• I know about different artists, craftsmen and designers</li> <li>• Make marks in print to create repeated patterns<br/>Fabric printing skills.<br/>Year Two</li> <li>• try out different activities and make sensible choices about what to do next</li> </ul> | <ul style="list-style-type: none"> <li>• I can use a range of materials</li> <li>• I can draw, paint and sculpt</li> <li>• I have developed techniques of colour, pattern, texture, line, shape, form and space</li> <li>• I know about different artists, craftsmen and designers</li> <li>• Make marks in print to create repeated patterns<br/>Fabric printing skills.<br/>Year One</li> <li>• Use artwork to record ideas, observations and experience</li> <li>• Experiment with different materials to design and make products</li> </ul>    |

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

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|           | <ul style="list-style-type: none"> <li>• Use their voice in different ways such as speaking, singing and chanting with accompaniment.</li> <li>• Develop control and accuracy on tuned and un-tuned percussion and can copy simple rhythm patterns</li> <li>• Order sounds within simple structures.</li> <li>• Begin to represent sounds with symbols and can recognise some of the musical dimensions.</li> <li>• Recognise mood, character and contrast in pieces.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop their control of pitch and duration when singing with accompaniments.</li> <li>• Performs simple patterns and accompaniments on tuned and un-tuned instruments keeping to a steady beat.</li> <li>• Respond to graphic notation for pitch, duration and rhythm</li> <li>• Recognises changes in mood, character and contrasts in pieces.</li> </ul> | <ul style="list-style-type: none"> <li>• Use their voice in different ways such as speaking, singing and chanting with accompaniment.</li> <li>• Develop control and accuracy on tuned and un-tuned percussion and can copy simple rhythm patterns</li> <li>• Order sounds within simple structures.</li> <li>• Begin to represent sounds with symbols and can recognise some of the musical dimensions.</li> <li>• Recognise mood, character and contrast in pieces.</li> </ul> <p style="text-align: center;">Year Two</p> <ul style="list-style-type: none"> <li>• Develop their control of pitch and duration when singing with accompaniments.</li> <li>• Performs simple patterns and accompaniments on tuned and un-tuned instruments keeping to a steady beat.</li> <li>• Respond to graphic notation for pitch, duration and rhythm</li> <li>• Recognises changes in mood, character and contrasts in pieces.</li> <li>•</li> </ul> |
| Computing | <p>Computer art</p> <ul style="list-style-type: none"> <li>• To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a</li> </ul>   | <p>Computer art</p> <ul style="list-style-type: none"> <li>• To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of</li> </ul>   | <p>Computer art</p> <ul style="list-style-type: none"> <li>• To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the</li> </ul>  |

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|                              | <p>computer program to recreate an artistic style.</p> <ul style="list-style-type: none"> <li>• - I can create computer art.</li> <li>• I can use a range of tools in a computer program to reproduce a style of art.</li> <li>• I can make and edit shapes to create a piece of art.</li> <li>• I can change the shade of a colour for effect.</li> <li>• I can retrieve a file to edit in a computer program.</li> <li>• I can use a range of skills to create a piece of art.</li> </ul> | <p>using a computer program to recreate an artistic style.</p> <ul style="list-style-type: none"> <li>• - I can create computer art.</li> <li>• I can use a range of tools in a computer program to reproduce a style of art.</li> <li>• I can make and edit shapes to create a piece of art.</li> <li>• I can change the shade of a colour for effect.</li> <li>• I can retrieve a file to edit in a computer program.</li> <li>• I can use a range of skills to create a piece of art.</li> </ul> | <p>context of using a computer program to recreate an artistic style.</p> <ul style="list-style-type: none"> <li>• - I can create computer art.</li> <li>• I can use a range of tools in a computer program to reproduce a style of art.</li> <li>• I can make and edit shapes to create a piece of art.</li> <li>• I can change the shade of a colour for effect.</li> <li>• I can retrieve a file to edit in a computer program.</li> <li>• I can use a range of skills to create a piece of art.</li> </ul> |
| <p>Design and Technology</p> | <p>Art focus</p>  | <p>Art Focus</p>  | <p>Art Focus</p>   |