

# Early Years and Key Stage 1 Topic Cycle

	Year 1	Year 2	Year 3
<b>Autumn</b> A	Fantasy World	Food Glorious Food	Dancing with Dinosaurs
<b>Autumn</b> B	Real Heroes	Potions	Lost in Space
<b>Spring</b> A	The Magic of Music	The Wild West	All About Me
<b>Spring</b> B	Rise of the Robots	Our Real World	Where I Live
<b>Summer</b> A	Wacky Weather	Rumble in the Jungle	Enchanted Woodlands (minibeasts and habitats)
<b>Summer</b> B	Circus and Sport	Down on the Farm	Over the Sea and Under the Sea

# Key Stage 1-

Year 1

Year 2

Year 3

## Key Stage 1 Curriculum Framework – Year 1

	Autumn Term - A	Spring Term - A	Summer Term - A
Subjects	Fantasy World	The Magic of Music	Wacky Weather
English and Maths	Work should be planned around the theme of Fantasy World. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of The Magic of Music. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Wacky Weather. It should be differentiated to meet individual needs and include IEP targets.
Science	<p><b>Living Things and their Habitats</b></p> <ol style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats</li> </ol> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p><b>Everyday Materials</b></p> <ol style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> </ol> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><b>Seasonal Changes</b></p> <ol style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ol>
Computing	<ol style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programmes</li> </ol>	<ol style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Recognise common uses of information technology beyond school</li> </ol>	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.
History	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

	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]		Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
Geography	<p><b>Human and physical geography</b></p> <p>Use basic geographical vocabulary to refer to:</p> <ol style="list-style-type: none"> <li>1. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>2. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ol>	<p><b>Geographical skills and fieldwork</b></p> <ol style="list-style-type: none"> <li>1. 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>2. 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</li> </ol> <p>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</p>	<p><b>Human and physical geography</b></p> <ol style="list-style-type: none"> <li>1. 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</li> </ol> <p>Use basic geographical vocabulary to refer to:</p> <ol style="list-style-type: none"> <li>2. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>3. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ol>
PSHCE	<p><b>Develop effective and satisfying relationships</b></p> <ul style="list-style-type: none"> <li>* Play co-operatively with a friend</li> <li>* Names male/female</li> <li>* Listens to others</li> <li>* To say no when something feels wrong</li> <li>* Develop and be able to practice simple ways of keeping safe and finding help</li> <li>* Recognise how our behaviour affects others</li> <li>* Understand the concept of male/female</li> <li>* Know about personal safety e.g. that there are differences between good and bad touches</li> </ul>	<p><b>Play an active role as members of society</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>* Acquire skills of caring for young animals for a limited time under supervision</li> <li>* Make decisions within the learning and home environment e.g. not dropping litter</li> <li>* Identify local facilities e.g. shops, police station etc.</li> <li>* Know that there is a wide range of environments e.g. work, natural, built, urban, rural</li> <li>* Develop an understanding of how and why rules are made concerning various environments</li> </ul>	<p><b>Make the most of their abilities</b></p> <ul style="list-style-type: none"> <li>* Develop fine and gross motor skills for simple physical activities e.g. running, jumping, ball skills etc.</li> <li>* Know that people feel better when they take regular exercise</li> <li>* Celebrating success</li> <li>* Value achievements</li> </ul>

	<p>* Appreciate that individuals have rights over their own bodies  *Begin to show respect for others</p>	<p>* Know that individuals are part of environments and have some responsibility for their care  * Know the world immediately around them e.g .shops, library etc.  * Begin to develop social and moral responsibility  * Appreciate and want to care for local environments e.g. classroom, bedroom etc.</p>	
Art and Design	<p><b>Painting / Form / Shape</b>  Colour mixing (random) use of sponges and paintbrushes, free painting, painting in shapes</p>	<p><b>Construction / Tools and Techniques</b>  Junk modelling, snipping, applying glue correctly  Using adapted scissors for straight line cutting, Marbling,  Duplo / sticklebricks / large mobilo, models, large wooden bricks to make paths for programmable toys, using stick pins for moving a toy.</p>	<p><b>Drawing / Artists / Collage / Painting</b>  Line drawing using wax crayons and chalks, pictures from an artist's work appropriate to the topic.</p>
Music	<p>Pitch - high / low  To attempt recall of a musical experience  Using 'Carnival of the Animals'. 'The Nutcracker' sound story from previous week eg. 'Peace at Last'  Texture - several sounds played or sung at the same time / one sound on its own.</p>	<p>Dynamics - loud / quiet / silence  To make sounds with basic contrasts on classroom percussion, requiring non-complex and motor skills. To make a single sound from an instrument.</p>	<p>To identify sounds in a sequence towards recognising musical patterns.  Using backwards songs eg. 'In the middle of the night' with accompanying actions.  Singing the register.  Peace at Last</p>
RE	<p><b>Story - how and why some stories are sacred and important in religion</b>  In these studies pupils will experience:  Learning about religion  Learning from religion  Religions and beliefs - Christianity and at least one other principle religion  ( West Sussex Agreed Syllabus)</p>	<p><b>Myself - who I am and my uniqueness as a person in a family and community</b>  In these studies pupils will experience:  Learning about religion  Learning from religion  Religions and beliefs - Christianity and at least one other principle religion  ( West Sussex Agreed Syllabus)</p>	<p><b>Celebrations - how and why celebrations are important in religion</b>  In these studies pupils will experience:  Learning about religion  Learning from religion  Religions and beliefs - Christianity and at least one other principle religion  ( West Sussex Agreed Syllabus)</p>
Physical Development	<p><b>GYMNASTICS</b>  To include:  Travelling, Balancing, linking a series of actions</p>	<p><b>DANCE</b>  To include:  Composing - directions, speed, levels  Performing</p>	<p><b>GAMES</b>  To include:  Ball skills - sending, receiving, aiming  Elements of games play</p>

	Autumn Term - B	Spring Term - B	Summer Term - B
	Real Heroes	Rise of the Robots	Circus and Sport
English and Maths	Work should be planned around the theme of Real Heroes. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Rise of the Robots. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Circus and Sport. It should be differentiated to meet individual needs and include IEP targets.
Science	<p><b>Everyday Materials</b></p> <ol style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ol>	<p><b>Everyday Materials</b></p> <ol style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ol>	<p><b>Animals Including Humans</b></p> <ol style="list-style-type: none"> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ol>
Computing	<ol style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programmes</li> </ol>	<ol style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Recognise common uses of information technology beyond school</li> </ol>	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.
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,	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>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</p>

	Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]		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]
Geography	<p><b>Place knowledge</b></p> <p>1. understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p><b>Geographical skills and fieldwork</b></p> <p>1. 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</p> <p>2. 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</p> <p>3. 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</p> <p>4. 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.</p>	<p><b>Geographical skills and fieldwork</b></p> <p>5. 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</p> <p>6. 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</p> <p>7. 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.</p>
PSHCE	<p><b>Develop effective and satisfying relationships</b></p> <ul style="list-style-type: none"> <li>* Play co-operatively with a friend</li> <li>* Names male/female</li> <li>* Listens to others</li> <li>* To say no when something feels wrong</li> <li>* Develop and be able to practice simple ways of keeping safe and finding help</li> <li>* Recognise how our behaviour affects others</li> <li>* Understand the concept of male/female</li> </ul>	<p><b>Play an active role as members of society</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>* Acquire skills of caring for young animals for a limited time under supervision</li> <li>* Make decisions within the learning and home environment e.g. not dropping litter</li> <li>* Identify local facilities e.g shops, police station etc.</li> <li>* Know that there is a wide range of environments e.g. work, natural, built, urban, rural</li> </ul>	<p><b>Make the most of their abilities</b></p> <ul style="list-style-type: none"> <li>* Develop fine and gross motor skills for simple physical activities e.g. running, jumping, ball skills etc.</li> <li>* Know that people feel better when they take regular exercise</li> <li>* Celebrating success</li> <li>* Value achievements</li> </ul>

	<ul style="list-style-type: none"> <li>* Know about personal safety e.g. that there are differences between good and bad touches</li> <li>* Appreciate that individuals have rights over their own bodies</li> <li>*Begin to show respect for others</li> </ul>	<ul style="list-style-type: none"> <li>* Develop an understanding of how and why rules are made concerning various environments</li> <li>* Know that individuals are part of environments and have some responsibility for their care</li> <li>* Know the world immediately around them e.g .shops, library etc.</li> <li>* Begin to develop social and moral responsibility</li> <li>* Appreciate and want to care for local environments e.g. classroom, bedroom etc.</li> </ul>	
Art and Design	<p><b>Painting / Form / Shape</b> Colour mixing (random) use of sponges and paintbrushes, free painting, painting in shapes</p>	<p><b>Construction / Tools and Techniques</b> Junk modelling, snipping, applying glue correctly Using adapted scissors for straight line cutting, Marbling, Duplo / sticklebricks / large mobilo, models, large wooden bricks to make paths for programmable toys, using stick pins for moving a toy.</p>	<p><b>Drawing / Artists / Collage / Painting</b> Line drawing using wax crayons and chalks, pictures from an artist's work appropriate to the topic.</p>
Music	<p>Pitch - high / low To attempt recall of a musical experience Using 'Carnival of the Animals'. 'The Nutcracker' sound story from previous week eg. 'Peace at Last' Texture - several sounds played or sung at the same time / one sound on its own.</p>	<p>Dynamics - loud / quiet / silence To make sounds with basic contrasts on classroom percussion, requiring non-complex and motor skills. To make a single sound from an instrument.</p>	<p>To identify sounds in a sequence towards recognising musical patterns. Using backwards songs eg. 'In the middle of the night' with accompanying actions. Singing the register. Peace at Last</p>
RE	<p><b>Leaders and Teachers - figures who have an influence on others locally, nationally and globally in religion</b> In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion ( West Sussex Agreed Syllabus)</p>	<p><b>Symbols - Places of Worship - how and why symbols express religious meaning</b> In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion ( West Sussex Agreed Syllabus)</p>	<p><b>Leaders and Teachers - figures who have an influence on others locally, nationally and globally in religion</b> In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion ( West Sussex Agreed Syllabus)</p>
Physical Development	<p><b>GYMNASTICS</b> To include:</p>	<p><b>DANCE</b> To include:</p>	<p><b>GAMES</b> To include:</p>

	Travelling, Balancing, linking a series of actions	Composing - directions, speed, levels Performing	Ball skills - sending, receiving, aiming Elements of games play
--	--	---	--

## Key Stage 1 Curriculum Framework – Year 2

	Autumn Term - A	Spring Term - A	Summer Term - A
Subjects	Food Glorious Food	The Wild West	Rumble in the Jungle
English and Maths	Work should be planned around the theme of Food Glorious Food. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of The Wild West. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Rumble in the Jungle. It should be differentiated to meet individual needs and include IEP targets.
Science	<p><b>Animals Including Humans</b></p> <ol style="list-style-type: none"> <li>3. notice that animals, including humans, have offspring which grow into adults</li> <li>4. find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>5. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ol>	<p><b>Living Things and their Habitats</b></p> <ol style="list-style-type: none"> <li>4. explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>5. identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>6. identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>7. describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ol>	<p><b>Living Things and their Habitats</b></p> <ol style="list-style-type: none"> <li>1. explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>2. identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>3. identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>4. describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ol>
Computing	<ol style="list-style-type: none"> <li>4. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>5. Create and debug simple programs</li> <li>6. Use logical reasoning to predict the behaviour of simple programmes</li> </ol>	<ol style="list-style-type: none"> <li>3. Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>4. Recognise common uses of information technology beyond school</li> </ol>	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>History</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<p>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]</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>
<p>Geography</p>	<p><b>Locational knowledge</b></p> <ol style="list-style-type: none"> <li>1. name and locate the world's seven continents and five oceans</li> <li>2. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ol>	<p><b>Human and physical geography</b></p> <p>Use basic geographical vocabulary to refer to:</p> <ol style="list-style-type: none"> <li>4. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ol> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><b>Human and physical geography</b></p> <p>Use basic geographical vocabulary to refer to:</p> <ol style="list-style-type: none"> <li>1 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>5. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ol>
<p>PSHCE</p>	<p><b>Learn to keep themselves and others safe</b></p> <ul style="list-style-type: none"> <li>* Develop skills of recognition of some medicines and harmful products e.g. bleach</li> <li>* Decide what to do when things go wrong and when to seek help</li> <li>* Know that all medicines are drugs but not all drugs are medicines</li> <li>* Know that all substances can be harmful if not used properly</li> <li>* Know about different types of medicine and that some people need them to live a normal life</li> </ul>	<p><b>Develop self awareness, positive self esteem and confidence</b></p> <ul style="list-style-type: none"> <li>* Begin to make simple choices and express likes/dislikes</li> <li>* Develop skills for dealing with and discussing a range of emotions</li> <li>* To set simple goals</li> <li>*Recognise likes/dislikes, right/wrong, fair/unfair</li> <li>*Recognise a range of simple emotions e.g. happy, upset, sad, angry</li> <li>* Understand the importance of valuing oneself and others</li> <li>*Recognise their uniqueness *Celebrate what they are good at</li> </ul>	<p><b>Develop independence and responsibility</b></p> <ul style="list-style-type: none"> <li>* Develop skills for carrying out simple personal routines independently e.g. washing, dressing</li> <li>* Develop skills to enable them to undertake simple preventative health tasks e.g. blowing nose, keeping clean</li> <li>* Performs simple task independently</li> <li>* Understands the need to practise simple personal routines e.g. washing hands, cleaning teeth</li> <li>* To understand they can complete tasks on their own</li> <li>* Be motivated and trusted to work independently</li> </ul>

	<p>* Know and understand simple safety rules about medicines, tablets, solvents and household substances</p> <p>* Know the potential dangers in different environments e.g.</p> <p>* Take responsibility for their own safety</p>	*Feel good about themselves	
Art and Design	<p><b>Food Technology</b> Tasting, touching and smelling a variety of foodstuffs, mixing dry / wet ingredients, simple food hygiene, hot and cold (dangers of heat and electricity).</p>	<p><b>Textiles Pattern / Collage / Printing</b> Collage using a variety of mediums randomly selected. Pinch sewing on net, Printing using a variety of objects eg, toothbrushes, lego, rollers etc. body printing (hands, feet etc.)</p>	<p><b>Clay / Sculpture / Photography / Papier Mache</b> Covering a simple 3D shape with paper mache eg. A box, Looking at old / new photographs, Pushing, pulling and rolling clay and dough making random designs</p>
Music	<p>To compose a two part structure (A-B) with strongly contrasting sounds that repeat. Trains - A - chugging B - whistle (using instruments or voice). Colours - A - blue B - red Racing cars - A - revving up B - cornering, robots etc. Tempo - fast / slow</p>	<p>Developing active listening and appraising To become aware of how to make a single sound by tapping, scraping etc. Using body to make a sound / rhythm - stamping, clapping, clicking, mouth sounds, noise of the furniture. To relate to familiar sounds. Identify taped sounds. What do we do when we hear this? eg. Assembly music, school bus.</p>	Dynamics - loud / quiet / silence
RE	<p><b>Celebrations - Food - how and why celebrations are important in religion</b> In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion ( West Sussex Agreed Syllabus)</p>	<p><b>Leaders and Teachers - figures who have an influence on others locally, nationally and globally in religion</b> In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion ( West Sussex Agreed Syllabus)</p>	<p><b>Believing - what people believe about God, humanity and the natural world</b> In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion ( West Sussex Agreed Syllabus)</p>
Physical Development	<p><b>GYMNASTICS</b> To include: Travelling, Balancing, linking a series of actions</p>	<p><b>DANCE</b> To include: Composing - directions, speed, levels Performing</p>	<p><b>GAMES</b> To include: Ball skills - sending, receiving, aiming Elements of games play</p>
	Autumn Term - B	Spring Term - B	Summer Term - B

	Potions	Our Real World	Down on the Farm
English and Maths	Work should be planned around the theme of Potions. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Our Real World. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Down on the Farm. It should be differentiated to meet individual needs and include IEP targets.
Science	<p><b>Uses of Everyday Materials</b></p> <ol style="list-style-type: none"> <li>1. identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>2. find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ol>	<p>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]</p>	<p><b>Plants</b></p> <ol style="list-style-type: none"> <li>1. observe and describe how seeds and bulbs grow into mature plants</li> <li>2. find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ol> <p><b>Animals Including Humans</b></p> <ol style="list-style-type: none"> <li>1. notice that animals, including humans, have offspring which grow into adults</li> </ol>
Computing	<ol style="list-style-type: none"> <li>7. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>8. Create and debug simple programs</li> <li>9. Use logical reasoning to predict the behaviour of simple programmes</li> </ol>		
History	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Geography	<b>Human and physical geography</b>	<b>Locational knowledge</b>	<b>Human and physical geography</b>

	<p>Use basic geographical vocabulary to refer to:</p> <ol style="list-style-type: none"> <li>1. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>2. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ol>	<ol style="list-style-type: none"> <li>1. name and locate the world's seven continents and five oceans</li> <li>2. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ol>	<p>Use basic geographical vocabulary to refer to:</p> <ol style="list-style-type: none"> <li>2. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>3. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ol>
PSHCE	<p><b>Learn to keep themselves and others safe</b></p> <ul style="list-style-type: none"> <li>* Develop skills of recognition of some medicines and harmful products e.g. bleach</li> <li>* Decide what to do when things go wrong and when to seek help</li> <li>* Know that all medicines are drugs but not all drugs are medicines</li> <li>* Know that all substances can be harmful if not used properly</li> <li>* Know about different types of medicine and that some people need them to live a normal life</li> <li>* Know and understand simple safety rules about medicines, tablets, solvents and household substances</li> <li>* Know the potential dangers in different environments e.g.</li> <li>* Take responsibility for their own safety</li> </ul>	<p><b>Develop self awareness, positive self esteem and confidence</b></p> <ul style="list-style-type: none"> <li>* Begin to make simple choices and express likes/dislikes</li> <li>* Develop skills for dealing with and discussing a range of emotions</li> <li>* To set simple goals</li> <li>* Recognise likes/dislikes, right/wrong, fair/unfair</li> <li>* Recognise a range of simple emotions e.g. happy, upset, sad, angry</li> <li>* Understand the importance of valuing oneself and others</li> <li>* Recognise their uniqueness *Celebrate what they are good at</li> <li>* Feel good about themselves</li> </ul>	<p><b>Develop independence and responsibility</b></p> <ul style="list-style-type: none"> <li>* Develop skills for carrying out simple personal routines independently e.g. washing, dressing</li> <li>* Develop skills to enable them to undertake simple preventative health tasks e.g. blowing nose, keeping clean</li> <li>* Performs simple task independently</li> <li>* Understands the need to practise simple personal routines e.g. washing hands, cleaning teeth</li> <li>* To understand they can complete tasks on their own</li> <li>* Be motivated and trusted to work independently</li> </ul>
Art and Design	<p><b>Food Technology</b></p> <p>Tasting, touching and smelling a variety of foodstuffs, mixing dry / wet ingredients, simple food hygiene, hot and cold (dangers of heat and electricity).</p>	<p><b>Textiles Pattern / Collage / Printing</b></p> <p>Collage using a variety of mediums randomly selected.</p> <p>Pinch sewing on net,</p> <p>Printing using a variety of objects eg, toothbrushes, lego, rollers etc. body printing (hands, feet etc.)</p>	<p><b>Clay / Sculpture / Photography / Papier Mache</b></p> <p>Covering a simple 3D shape with paper mache eg. A box,</p> <p>Looking at old / new photographs,</p> <p>Pushing, pulling and rolling clay and dough making random designs</p>

<p>Music</p>	<p>To compose a two part structure (A-B) with strongly contrasting sounds that repeat.  Trains - A - chugging B - whistle (using instruments or voice).  Colours - A - blue B - red  Racing cars - A - revving up B - cornering, robots etc.  Tempo - fast / slow</p>	<p>Developing active listening and appraising  To become aware of how to make a single sound by tapping, scraping etc.  Using body to make a sound / rhythm - stamping, clapping, clicking, mouth sounds, noise of the furniture.  To relate to familiar sounds.  Identify taped sounds. What do we do when we hear this? eg. Assembly music, school bus.</p>	<p>Dynamics - loud / quiet / silence</p>
<p>RE</p>	<p><b>Myself - who I am and my uniqueness as a person in a family and community</b>  In these studies pupils will experience:  Learning about religion  Learning from religion  Religions and beliefs - Christianity and at least one other principle religion  ( West Sussex Agreed Syllabus)</p>	<p><b>Believing - what people believe about God, humanity and the natural world</b>  In these studies pupils will experience:  Learning about religion  Learning from religion  Religions and beliefs - Christianity and at least one other principle religion  ( West Sussex Agreed Syllabus)</p>	<p><b>Celebrations - Food - how and why celebrations are important in religion</b>  In these studies pupils will experience:  Learning about religion  Learning from religion  Religions and beliefs - Christianity and at least one other principle religion  ( West Sussex Agreed Syllabus)</p>
<p>Physical Development</p>	<p><b>GYMNASTICS</b>  To include:  Travelling, Balancing, linking a series of actions</p>	<p><b>DANCE</b>  To include:  Composing - directions, speed, levels  Performing</p>	<p><b>GAMES</b>  To include:  Ball skills - sending, receiving, aiming  Elements of games play</p>

## Key Stage 1 Curriculum Framework – Year 3

	Autumn Term - A	Spring Term - A	Summer Term - A
Subjects	Dancing with Dinosaurs	All About Me	Enchanted Woodlands Minibeasts & Habitats
English and Maths	Work should be planned around the theme of Dancing with Dinosaurs. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of All About Me. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Enchanted Woodlands. It should be differentiated to meet individual needs and include IEP targets.
Science	<p><b>Everyday Materials</b></p> <p>8. distinguish between an object and the material from which it is made</p> <p>9. identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>10. describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><b>Animals, including humans</b></p> <p>1. identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><b>Living Things and their Habitats</b></p> <p>8. explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>9. identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>10. identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>11. describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>
Computing	<p>10. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>11. Create and debug simple programs</p> <p>12. Use logical reasoning to predict the behaviour of simple programmes</p>	<p>5. Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>6. Recognise common uses of information technology beyond school</p>	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>History</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>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]</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>
<p>Geography</p>	<p><b>Human and physical geography</b></p> <p>Use basic geographical vocabulary to refer to:</p> <p>1. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>2. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><b>Geographical skills and fieldwork</b></p> <p>3. 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</p> <p>4. 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</p> <p>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</p>	<p><b>Human and physical geography</b></p> <p>6. 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</p> <p>Use basic geographical vocabulary to refer to:</p> <p>7. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>8. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
<p>PSHCE</p>	<p><b>Learn to respect the differences between people</b></p>	<p><b>Play an active role as members of society</b></p>	<p><b>Develop a healthy lifestyle</b></p>

	<ul style="list-style-type: none"> <li>* Identify family groups</li> <li>* Can describe the roles for individuals within the family</li> <li>* Know that they belong to a family that cares for them</li> <li>* Know that there are different types of family</li> <li>* Know about the rituals associated with our life cycle e.g. birth, marriage, death etc.</li> <li>* Understand the idea of growing from young to old</li> <li>* Know that humans develop at different rates and that babies have special needs</li> <li>* Demonstrate an awareness of roles and relationships through structured play</li> <li>* Recognise the emotions involved within family rituals</li> <li>* Appreciate ways in which people learn to live and work together e.g. listening, discussing, sharing</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>* Acquire skills of caring for young animals for a limited time under supervision</li> <li>* Make decisions within the learning and home environment e.g. not dropping litter</li> <li>* Identify local facilities e.g shops, police station etc.</li> <li>* Know that there is a wide range of environments e.g. work, natural, built, urban, rural</li> <li>* Develop an understanding of how and why rules are made concerning various environments</li> <li>* Know that individuals are part of environments and have some responsibility for their care</li> <li>* Know the world immediately around them e.g. shops, library etc.</li> <li>* Begin to develop social and moral responsibility</li> <li>* Appreciate and want to care for local environments e.g. classroom, bedroom etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Can name or indicate more complex body parts</li> <li>* Develop skills for exercising an element of choice in what to eat or drink</li> <li>* Develop the vocabulary to enable them to discuss sensory experiences of touch, taste, smell etc.</li> <li>* Wash hands after using the toilet</li> <li>* Knows more complex body parts</li> <li>* Know that there is a wide variety of foods to choose from and that choice is dependent on needs and or culture</li> <li>* Know that food is needed for bodily health and growth and that some foods are better than others</li> <li>* Understand the importance of sleep</li> <li>* Begin to understand that some diseases are infectious and that transmission may be reduced when simple safe routines are used</li> <li>* Be proud of their body and be motivated to be healthy and clean</li> </ul>
<p>Art and Design</p>	<p><b>Drawing / Artists / Collage / Printing</b> Line drawing using wax crayons and chalks, pictures from an artist's work appropriate to the topic. <b>Painting / Form / Shape</b> Colour mixing (random) use of sponges and paintbrushes, free painting, painting in shapes.</p>	<p><b>Clay / Sculpture / Photography / Papier Mache</b> Covering a simple 3D shape with paper mache. A box, Looking at old / new photographs, Pushing, pulling and rolling clay and dough making random designs.</p>	<p><b>Food Technology</b> Barbecues and Picnics Tasting, touching and smelling a variety of foodstuffs, mixing dry / wet ingredients, simple food hygiene, hot and cold (dangers of heat and electricity).</p>
<p>Music</p>	<p>To take turns as part of the group on cue from conductor (teacher or pupil) Song - playing along in the band; playing an instrument at a specific time in a sound story.</p>	<p>To record work on tape (listen and rework) To use picture symbols / visual clues to reinforce the musical pattern. To use ICT. Record music activity and listen, making changes.</p>	<p>To respond to different kinds of music, with definite contrasts. Suitable music for sleeping, dancing, marching, running and jumping.</p>

	<p>Action songs e.g. 'Here we go round the mulberry bush' where the group follow a leader.</p> <p>To make sounds with basic contrasts on classroom percussion requiring non-complex motor skill. To make a sound from an instrument.</p> <p>Loud and soft to wake up / put teddy to sleep.</p> <p>Clap own name in rhythm.</p> <p>Suggest instruments to represent a natural sound e.g. thunder, raindrops.</p>	<p>Use picture e.g. topic based, red - stop, green - go.</p> <p>ICT - switch on travel, zoo, ferris wheel, number songs and rhymes BBC.</p> <p>Timbre - quality of sound eg. tinkling, rattling, smooth ringing.</p> <p>Duration - long / short, pulse or beat; rhythm</p>	
RE	<p><b>Story - how and why some stories are sacred and important in religion</b></p> <p>In these studies pupils will experience:</p> <p>Learning about religion</p> <p>Learning from religion</p> <p>Religions and beliefs - Christianity and at least one other principle religion ( West Sussex Agreed Syllabus)</p>	<p><b>Celebrations - how and why celebrations are important in religion</b></p> <p>In these studies pupils will experience:</p> <p>Learning about religion</p> <p>Learning from religion</p> <p>Religions and beliefs - Christianity and at least one other principle religion ( West Sussex Agreed Syllabus)</p>	<p><b>Belonging - where and how people belong and why belonging is important</b></p> <p>In these studies pupils will experience:</p> <p>Learning about religion</p> <p>Learning from religion</p> <p>Religions and beliefs - Christianity and at least one other principle religion ( West Sussex Agreed Syllabus)</p>
Physical Development	<p><b>GYMNASTICS</b></p> <p>To include:</p> <p>Travelling, Balancing, linking a series of actions</p>	<p><b>DANCE</b></p> <p>To include:</p> <p>Composing - directions, speed, levels</p> <p>Performing</p>	<p><b>GAMES</b></p> <p>To include:</p> <p>Ball skills - sending, receiving, aiming</p> <p>Elements of games play</p>
	<b>Autumn Term - B</b>	<b>Spring Term - B</b>	<b>Summer Term - B</b>
	<b>Lost in Space</b>	<b>Where I Live</b>	<b>Over the Sea and under the Sea</b>
English and Maths	<p>Work should be planned around the theme of Potions. It should be differentiated to meet individual needs and include IEP targets.</p>	<p>Work should be planned around the theme of Our Real World. It should be differentiated to meet individual needs and include IEP targets.</p>	<p>Work should be planned around the theme of Down on the Farm. It should be differentiated to meet individual needs and include IEP targets.</p>
Science		<p><b>Plants</b></p> <p>1. identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p>	<p><b>Animals, including humans</b></p> <p>2. identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p>

		2. identify and describe the basic structure of a variety of common flowering plants, including trees.	3. identify and name a variety of common animals that are carnivores, herbivores and omnivores 4. describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
Computing	1. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 2. Create and debug simple programs 3. Use logical reasoning to predict the behaviour of simple programmes	1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content 2. Recognise common uses of information technology beyond school	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.
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]
Geography	<b>Locational knowledge</b> 3. name and locate the world's seven continents and five oceans 4. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	<b>Human and physical geography</b> Use basic geographical vocabulary to refer to: 9. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	<b>Human and physical geography</b> Use basic geographical vocabulary to refer to: 2 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	10. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
PSHCE	<p><b>Learn to respect the differences between people</b></p> <ul style="list-style-type: none"> <li>* Identify family groups</li> <li>* Can describe the roles for individuals within the family</li> <li>* Know that they belong to a family that cares for them</li> <li>* Know that there are different types of family</li> <li>* Know about the rituals associated with our life cycle e.g. birth, marriage, death etc.</li> <li>* Understand the idea of growing from young to old</li> <li>* Know that humans develop at different rates and that babies have special needs</li> <li>* Demonstrate an awareness of roles and relationships through structured play</li> <li>* Recognise the emotions involved within family rituals</li> <li>* Appreciate ways in which people learn to live and work together e.g. listening, discussing, sharing</li> </ul>	<p><b>Play an active role as members of society</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>* Acquire skills of caring for young animals for a limited time under supervision</li> <li>* Make decisions within the learning and home environment e.g. not dropping litter</li> <li>* Identify local facilities e.g. shops, police station etc.</li> <li>* Know that there is a wide range of environments e.g. work, natural, built, urban, rural</li> <li>* Develop an understanding of how and why rules are made concerning various environments</li> <li>* Know that individuals are part of environments and have some responsibility for their care</li> <li>* Know the world immediately around them e.g. shops, library etc.</li> <li>* Begin to develop social and moral responsibility</li> <li>* Appreciate and want to care for local environments e.g. classroom, bedroom etc.</li> </ul>	<p><b>Develop a healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>* Can name or indicate more complex body parts</li> <li>* Develop skills for exercising an element of choice in what to eat or drink</li> <li>* Develop the vocabulary to enable them to discuss sensory experiences of touch, taste, smell etc.</li> <li>* Wash hands after using the toilet</li> <li>* Knows more complex body parts</li> <li>* Know that there is a wide variety of foods to choose from and that choice is dependent on needs and or culture</li> <li>* Know that food is needed for bodily health and growth and that some foods are better than others</li> <li>* Understand the importance of sleep</li> <li>* Begin to understand that some diseases are infectious and that transmission may be reduced when simple safe routines are used</li> <li>* Be proud of their body and be motivated to be healthy and clean</li> </ul>
Art and Design	<p><b>Drawing / Artists / Collage / Printing</b></p> <p>Line drawing using wax crayons and chalks, pictures from an artist's work appropriate to the topic.</p> <p>Painting / Form / Shape</p> <p>Colour mixing (random) use of sponges and paintbrushes, free painting, painting in shapes.</p>	<p><b>Clay / Sculpture / Photography / Papier Mache</b></p> <p>Covering a simple 3D shape with paper mache. A box,</p> <p>Looking at old / new photographs,</p> <p>Pushing, pulling and rolling clay and dough making random designs.</p>	<p><b>Food Technology</b></p> <p>Barbecues and Picnics</p> <p>Tasting, touching and smelling a variety of foodstuffs, mixing dry / wet ingredients, simple food hygiene, hot and cold (dangers of heat and electricity).</p>
Music	To take turns as part of the group on cue from conductor (teacher or pupil)	To record work on tape (listen and rework)	To respond to different kinds of music, with definite contrasts.

	<p>Song - playing along in the band; playing an instrument at a specific time in a sound story.</p> <p>Action songs e.g. 'Here we go round the mulberry bush' where the group follow a leader.</p> <p>To make sounds with basic contrasts on classroom percussion requiring non-complex motor skill. To make a sound from an instrument.</p> <p>Loud and soft to wake up / put teddy to sleep.</p> <p>Clap own name in rhythm.</p> <p>Suggest instruments to represent a natural sound eg. thunder, raindrops.</p>	<p>To use picture symbols / visual clues to reinforce the musical pattern.</p> <p>To use ICT.</p> <p>Record music activity and listen, making changes.</p> <p>Use picture e.g. topic based, red - stop, green - go.</p> <p>ICT - switch on travel, zoo, ferris wheel, number songs and rhymes BBC.</p> <p>Timbre - quality of sound e.g. tinkling, rattling, smooth ringing.</p> <p>Duration - long / short, pulse or beat; rhythm</p>	<p>Suitable music for sleeping, dancing, marching, running and jumping.</p>
RE	<p><b>Belonging - where and how people belong and why belonging is important</b></p> <p>In these studies pupils will experience:</p> <p>Learning about religion</p> <p>Learning from religion</p> <p>Religions and beliefs - Christianity and at least one other principle religion ( West Sussex Agreed Syllabus)</p>	<p><b>Symbols - Places of Worship - how and why symbols express religious meaning</b></p> <p>In these studies pupils will experience:</p> <p>Learning about religion</p> <p>Learning from religion</p> <p>Religions and beliefs - Christianity and at least one other principle religion ( West Sussex Agreed Syllabus)</p>	<p><b>Leaders and Teachers - figures who have an influence on others locally, nationally and globally in religion</b></p> <p>In these studies pupils will experience:</p> <p>Learning about religion</p> <p>Learning from religion</p> <p>Religions and beliefs - Christianity and at least one other principle religion ( West Sussex Agreed Syllabus)</p>
Physical Development	<p><b>GYMNASTICS</b></p> <p>To include:</p> <p>Travelling, Balancing, linking a series of actions</p>	<p><b>DANCE</b></p> <p>To include:</p> <p>Composing - directions, speed, levels</p> <p>Performing</p>	<p><b>GAMES</b></p> <p>To include:</p> <p>Ball skills - sending, receiving, aiming</p> <p>Elements of games play</p>