

Meon Infant School

Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p>Nursery Rhymes</p> <p>Build a repertoire of songs and actions. Begin to tap out simple rhythms.</p>	<p>Performing</p> <p>Children gain confidence in performing to public through our Nativity.</p> <p>Pattern</p> <p>Uses simple techniques well. Adapts work where necessary. Experiment with colour. Chooses particular colours for a purpose.</p>	<p>Drawing</p> <p>Represent their own ideas. Adapts work where necessary. Explore Use observational skills to draw a picture of a teddy bear.</p>	<p>Collage</p> <p>Experiments to create different textures. Understands that different media can be combined to create a new effect.</p>	<p>Junk Modelling</p> <p>Select tools and techniques needed to shape, assemble and join materials.</p>	<p>Arts Week</p> <p>Exploring Clay</p> <p>Realises tools can be used for a purpose. Manipulates materials to achieve a planned effect</p> <p>Colour</p> <p>Experiment with colour, design, texture and function.</p>
Year 1	<p>Observational drawing</p> <p>Use drawing to develop their ideas. Use Tone, Line & Shade techniques.</p>	<p>Colours & Colour Mixing</p> <p>Use painting to develop Experiences and imagination. Use Colour & Pattern techniques.</p> <p>Clay Sculpture</p> <p>To use sculpture to share and Develop their ideas. Diwali pots</p>	<p>Painting/Pastels</p> <p>Learn about the work of Paul Klee making links to their own work. Use Colour, Line & Shape techniques.</p>	<p>Abstract collage</p> <p>Develop a wide range of design techniques using colour & shape.</p> <p>Paper & Paste Sculpture</p> <p>Use arrange of materials creatively to design. Use Shape, Form & Effect techniques</p>	<p>Paint Shark</p> <p>Use arrange of materials creatively to design. Use Colour, Pattern & Shape techniques.</p>	<p>Observational drawing</p> <p>Use arrange of materials creatively to design. Use Tone, Shape & Shade techniques.</p>
Year 2	<p>Observational drawings</p> <p>To use drawing to develop their ideas, experiences and imaginations. Use line, shape, colour and texture techniques.</p> <p>Colour mixing</p> <p>Use painting to share ideas, experiences and imagination. Use colour techniques.</p>	<p>Let's Celebrate!</p> <p>To use a range of materials creatively to design and make products.</p> <p>Scrafiti</p> <p>To use drawing to develop colour and texture techniques.</p> <p>Healthy Schools Week</p> <p>Use line, shape, colour and texture techniques.</p>	<p>Materials</p> <p>Explore the work of designers (Isambard Brunel).</p>	<p>Life on the Ocean Wave (painting)</p> <p>Use painting to develop experiences and imagination. colour, shade and tone techniques. To study the work of Turner 'Fighting Temeraire'. To use different materials creatively to make products.</p>	<p>Big and Small (Van Gogh)</p> <p>To study the work of a range of artists (Van Gogh). Use shape, form and space techniques. To use different materials creatively to make products. Study the work of artists Romero Britto. Describe the difference and similarities between their work.</p>	<p>Arts Week</p> <p>Use drawing and painting and to develop and share their ideas, experiences and imagination. Linked to festivals around the world.</p>

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Design & Technology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Uses one handed tools and equipment. Show good control in small movements.	Handles construction tools safely and with increasing control. Shows how to carry and store equipment safely. Make healthy sandwiches.	Beginning to join (reclaimed materials) Handles tools and objects safely and with increasing control. Openings (Moving parts) Selects tools and techniques to shape, assemble and join. Constructs with a purpose in mind.	Nest making Food Uses simple tools to effect changes to materials. Practises safely measures without direct supervision.	Boats (Evaluating & Adapting) Can handle tools and equipment effectively. Use and explore with materials, tools and techniques.	
Exploring materials and construction kits			Inventing and exploring during Plan, Do, Review & Golden Time			
Year 1		Healthy Schools Understand where food comes from Design appealing products for themselves based on design criteria.	Traditional Tales Make a castle Explore and evaluate a range of existing products Explore and use levers and sliders		Sharks Select from a range of materials according to their characteristics	
Year 2		Healthy Schools Select from and use a wide range of ingredients. Understand and apply the principals of nutrition and learn how to cook. Evaluate their ideas and products against design criteria Let's Celebrate Design: generate and communicate their ideas through drawing. Make: select from and use a range of tools and equipment to perform practical tasks.	Traditional Tales Design and make a shoe for an elf. Design: generate and communicate their ideas through drawing and templates. Make: select from and use a range of tools and equipment to perform practical tasks. Select and use a wide range of materials including textiles. Three Billy Goats Gruff Design and build a bridge for the Billy goats to cross. Build structures exploring how they can be made stronger, stiffer and more stable. Evaluate: a range of existing products against design criteria.	Life on the Ocean Waves Ships Biscuits Make a ship's Biscuit Select from and use a wide range of ingredients. Understand and apply the principals of nutrition and learn how to cook.	Bracelets Design appealing products for other users based on design criteria	

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Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p>Finding out & talking about our school</p> <p>Comments and asks questions about aspects of familiar world.</p> <p>Can talk about some of the things they have observed.</p>		<p>Homes</p> <p>Discuss different types of houses</p>	<p>Likes & dislikes of garden features</p> <p>Show care and concern for the environment.</p> <p>Make observations of plants.</p> <p>Talk about features of their environment.</p>	<p>My local area</p> <p>Looks closely at similarities and differences, patterns and change.</p> <p>Talk about features of their environment and how they can vary.</p>	<p>Animals and their environments</p>
Making observations about environmental and seasonal changes during Plan, Do, Review and Outdoor Activities						
Year 1		<p>Around our school</p> <p>Use simple field work to study school and its grounds.</p> <p>Know the key physical features of the surrounding environment.</p> <p>Devise a simple map.</p>			<p>Milton Matters</p> <p>Compass directions</p> <p>Use simple compass directions and directional language.</p> <p>Name and locate the World's seven continents and five oceans.</p> <p>Different countries</p> <p>Name and locate the four countries and capital cities of the United Kingdom.</p> <p>Use basic geographical vocabulary.</p>	
← Weather →						
Year 2	<p>Changes</p> <p>Use basic geographical vocabulary to refer to key physical features.</p> <p>Identify seasonal and daily weather patterns.</p> <p>Use simple field work and observational skills to study the geography of the school and the surrounding environment.</p>			<p>Big and small</p> <p>Use world maps, atlases and globes to identify countries, continents and oceans.</p> <p>Devise a map and use and construct symbols as a key.</p>		<p>Milton Matters</p> <p>Use simple field work and observational skills to study the geography of the school and the surrounding environment.</p> <p>Use appropriate geographical vocabulary.</p> <p>Use aerial photographs to Recognise landmarks.</p> <p>Name locate and the four countries and the capital cities of the United Kingdom.</p> <p>Devise a map and use and construct symbols as a key.</p> <p>Arts Week</p> <p>Beach visit</p>

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History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p>Personal History</p> <p>Ask questions about aspects of their familiar world. Show an understanding of change over time.</p>	<p>Remembrance Day</p> <p>Talks about why things happen.</p>	<p>Finding out about the past</p> <p>Talks about why things happen. Show an understanding of change over time.</p>	<p>Historical Ships in Portsmouth</p> <p>Talk about change. Looks closely at similarities and differences.</p>	<p>Changes over time People/ Places/Roles</p> <p>Talk about change. Looks closely at patterns and change.</p>	
Year 1	<p>Personal History</p> <p>Time –line - Ourselves</p>			<p>Victorians</p> <p>Florence Nightingale – Changes between now and then</p>	<p>Old and New</p>	
Year 2		<p>Remembrance Day Events commemorated through anniversaries.</p> <p>Let's Celebrate (bonfire night)</p> <p>Study events beyond loving memory that are significant nationally.</p>	<p>Materials</p> <p>Isambard Brunel</p> <p>Comparison of significant Individuals known for international achievements. Significant historical people in their own locality.</p>	<p>Life on the Ocean waves</p> <p>(HMS victory and Admiral Lord Nelson)</p> <p>Events beyond living memory significant nationally and globally. Study the lives of significant individuals in the past who have contributed to national and international achievements.</p>		

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ICT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p>Exploring Devices</p> <p>Knows how to operate simple equipment.</p> <p>Shows an interest in making things work.</p>	<p>Dragging & Clicking</p> <p>Knows how to operate simple equipment.</p> <p>Shows an interest in making things work.</p> <p>Become confident with IWB and print own work.</p>	<p>Keyboard skills</p> <p>Become familiar with a keyboard and learn how to access programmes by selecting and clicking</p>	<p>Bee-bots & programming skills</p> <p>Shows an interest in technological toys.</p> <p>Shows skills in making toys work.</p>	<p>Understanding instructions & making things happen</p> <p>Knows that information can be retrieved from a computer. Completes a simple program on the computer.</p>	<p>Saving & printing</p> <p>Knows that information can be retrieved from a computer. Select and use technology for particular purposes.</p>
Year 1	To Follow					
Year 2	To Follow					

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MUSIC

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p>Timbre The different instruments and the sounds they make. Naming a variety of instruments. Exploring and playing a variety of instruments. Following the conductor for starting and stopping.</p>	<p>Duration. Long and Short Sounds Continued practise of starting and stopping as a class. Maintaining a steady beat.</p>	<p>Pitch High and Low sounds. Sorting instruments into high and low sets. Responding to high and low sounds by following ~3D and pictorial representation.</p>	<p>Dynamics Loud and Quiet sounds. Exploring how to create loud and quiet sounds on a variety of instruments. Following a short patter of music using 3D and pictorial representation.</p>	<p>Tempo Fast and Slow sounds. Exploring how to play fast and slow sounds on a variety of tuned and untuned instruments. Following a simple pattern of fast and slow sounds using 3D and pictorial representation. Writing a simple Tempo pattern of music using pictures and following their music.</p>	<p>Duration Long and Short sounds. Use of Gamalan set of instruments to all play together as a class using counting. Maintaining a steady beat as a class. Exploring simple patterns of long and short sounds.</p>
Year 1	<p>Duration Long and short sounds. Rhythms. Continued consolidation for maintaining a steady beat. Developing correct techniques for playing a variety of tuned and untuned instruments in order to create long and short sounds. Composing a simple rhythm pattern using pictures to represent their pattern.</p>	<p>Tempo Fast and Slow sounds Continuing to explore playing fast and slow sounds on a variety of instruments. Making a fast and slow pattern of their own using pictorial representation. Playing with a group taking turns to be the conductor of their own music.</p>	<p>Pitch High and Low sounds Identifying which instruments will play the highest sound and which instrument will play the lowest sound. Writing a pattern of high and low notes using pictorial representation. Introduction of musical notation to represent high and low sounds in written form.</p>	<p>Timbre The different instruments and the sounds they make. Exploring the fact that the same instrument can make a variety of different sounds depending on how you play it. Creating their own ABA pattern of music using different techniques and playing styles on a variety of instruments.</p>	<p>Dynamics Loud and Quiet Sounds Looking at different techniques for increasing the volume/dynamics of the music. Creating a pattern of loud and quiet music. Learning how to lead/conduct a small group to play their music</p>	<p>Duration and Dynamics long and short sounds loud and quiet sounds Building on knowledge of Gamalan. Playing together as a class in time with each other. Maintaining a steady beat. Introduce increase and decrease of dynamics Play short rhythm patterns.</p>
Year 2	<p>Dynamics Loud and Quiet. Use of dynamics to create sound effects to suit moods, happy, sad, calm, Use of dynamics to create sound effects for a walk down the street.</p>	<p>Pitch High and low sounds. Use of pentatonic scale to create pitch patterns that can be played together in harmony. Children creating own pitch patterns.</p>	<p>Duration Long and short sounds Playing 2 different rhythm patterns alongside each other. (Extend to 3 or 4) following musical notation. Creating own rhythm patterns with words. Writing down their rhythm patterns using musical notation.</p>	<p>Pitch High and low sounds Using rhythm and pitch patterns to create a tune. Write down their tune using musical notation.</p>	<p>Timbre/Texture The different sounds instruments make. Create sound effects for Pond Life. Follow a score to know when to start and stop playing. Create layers of sound. Play as a class to create sound effects.</p>	<p>Use of pitch, Dynamics, Duration, Timbre, Texture, Duration. Use of all the musical elements including silence, to play together as a class using the Gamalan set. Create patterns of music using the above elements of music.</p>

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R.E.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p>Harvest & saying 'Thankyou'</p> <p>Recognises and describes special times with family. Talk about significant events in own experience.</p>	<p>Birthdays & Birth of Jesus</p> <p>Show an interest in the lives of People familiar to them. Recognises and describes special events with family.</p>	<p>Stories from the Bible</p> <p>Know some of the things that make them unique. Show an interest in different ways of life.</p>	<p>Spring/Easter</p> <p>Know similarities and differences between traditions. Enjoy joining in with family customs and routines. Signs of new life.</p>	<p>Remembering Events/Birthdays</p> <p>Know similarities and differences between themselves, others, families and traditions.</p> <p>Hindu Krishna's Birthday</p>	<p>Celebrations Christian/Hindu</p> <p>Show an interest in different ways of life. Confident to speak about their own opinions.</p> <p>Special Clothes Significance of wearing special clothes</p>
Year 1	<p>Community & Belonging</p> <p>Understand why the church is a special place to Christians & the importance of baptism. Learn about the symbols associated with Harvest.</p>	<p>Christmas through Light & Advent/ Diwali</p> <p>Celebrate the birth of Jesus. Learn about the symbols associated with Christmas.</p>	<p>People Jesus Met</p> <p>Explore key stories about Jesus and miracles. Know that Jesus is a special person.</p> <p>Change Change from baby to adult</p>	<p>Easter</p> <p>Explore the significance of the Easter story to Christians. Learn about the themes of new life, sadness and joy.</p> <p>Palm Sunday Welcoming joy of W to BBG/Party</p>	<p>Specialness</p> <p>Special Books – some books are special e.g. photo album</p>	<p>Power</p> <p>Powerful things – powerful people - Ganesh</p>
Year 2	<p>Harvest</p> <p>Understand the significance of why some places are special to people. Know how Christians worship. Learn about the symbols associated with Harvest.</p> <p>Thankfulness</p> <p>What does being thankful mean?</p>	<p>Christmas through Angels</p> <p>Celebrating the significance of Angels to the birth of Jesus. Know why Jesus is a special person.</p>	<p>Authority</p> <p>Key events in the life of Jesus. People in Authority Authority in school? Brownies/Beavers etc.</p>	<p>Changing Feelings Easter</p> <p>Understand the importance of the Easter story to Christians. Learn about the symbols & celebrations associated with Easter. Happy and sad feelings.</p>	<p>Christian and Hindu Customs</p> <p>Raksha Bandan – what does 'family' mean? Importance of family. Importance of brothers/sisters.</p>	<p>Special Places Hindu Worship</p> <p>Special places in the home. Place to feel safe. Hindu temple – safe place</p>

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Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R (Understanding the World)	<p>Ourselves Looking at similarities and difference</p> <p>Develop understanding of growth, decay and change.</p>	<p>Keeping Healthy Observes the effects of activity on their bodies. Talk about ways to stay healthy. Explore senses</p>		<p>Floating and Sinking Talk about why things happen & how things work.</p>	<p>Local Area Talk about features of local environment and how they vary.</p>	<p>Animals & Habitats Make observations and explain why some things occur. Show care and consideration for living things.</p>
Ongoing: sand and water play, magnets, toys, movement, indoor and outdoor environments. Ongoing discussions about weather						
Year 1	<p>Humans Draw and label the basic parts of a human and associate these parts with each sense</p> <p>Being Healthy Discuss the importance exercise and the importance of a healthy diet and keeping clean</p>	<p>Investigative skills Asking simple questions and recognising they can be answered in different ways. Observing closely. Using their observations and ideas to suggest answers to questions.</p> <p>Materials (see Spring 1)</p>	<p>Materials Know the material an object is made from. Identify and name a variety of everyday materials. Describe physical properties of everyday materials. Compare and group materials based on properties.</p>		<p>Animals Identify and name common fish, amphibians, reptiles' birds and mammals. Name animals that are carnivores, herbivores and omnivores</p>	<p>Plants Identify and name common plants. Describe the basic structure of a variety of common flowering plants and trees.</p>
Seasonal Changes Observe changes across the four seasons and changes in the length of the day						
Year 2	<p>Changes Explain the basic needs of animals and humans. Describe basic conditions required for animals to survive. Compare differences between living things and non-living things. Describe how animals obtain their food. Use specific vocabulary within food chains.</p>	<p>Healthy Schools Week Describe the importance of hygiene and healthy eating for humans.</p>	<p>Materials Identify a range of common materials and identify some of their properties. Describe the process required to change materials. Explore how different materials can be changed. Compare and group materials in a variety of ways.</p>		<p>Big and small Identify and name plants and animals in their habitats. Understand that living things grow and reproduce. Describe the basic conditions required for plants to survive. Explore different habitats and describe how the habitats provides for the needs of animals and plants. Match animals and plants to their habitats</p>	
Investigative skills Observing closely, using simple equipment. Gathering and recording data to help answer questions. Identifying and classifying. Performing simple tests						

Meon Infant School

Curriculum Map- subject overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	F.M.S- Personal skills/One leg balance	F.M.S-Creative skills/Counter balance with partner.	F.M.S-Social Skills/Seated balance	F.M.S-Cognitive skills/Static balance on small apparatus	F.M.S-Physical skills/Develop reaction/response & co-ordination	F.M.S-Health & Fitness/Agility with ball/Static balance with floor work.
	BEAM- Travel with confidence, showing control of movements.	Dance- Awareness of space/match movement to music	Gymnastics- Shape 3 weeks Flight 3 weeks	Games- Bean Bags-show awareness of space/ play aiming game.	Games- Ball skills- Show increased control to catch, kick & throw.	Athletics- Explore a variety of skills such as; aiming, footwork & hand-eye co-ordination. (lead up to Sports Day)
Year 1	F.M.S- Personal skills/Co-ordination- floor movement	F.M.S-Creative skills/Ball skills & Counterbalance	F.M.S-Social Skills/Static balance-seated	F.M.S-Cognitive skills/Dynamic & Static balance on small base.	F.M.S-Physical skills/Co-ordination with equipment & Agility-Reaction & response	F.M.S-Health & Fitness/Agility-ball chasing & Static balance- <u>Floorwork</u>
	Games Developing partner work	Gymnastics Travel 3 weeks Shape 3 weeks	Dance Rhythmic patterns Explore movement & action	Games Ball skills & Games	Games Bat & ball skills with games and skipping	Athletics Develop a variety of skills such as; aiming, footwork & hand-eye co-ordination. (lead up to Sports Day)
Year 2	F.M.S- Personal skills/co-ordination in floor movement patterns & static balance-one leg	F.M.S-Creative skills/Co-ordination- ball skills & Counter balance in pairs.	F.M.S-Social Skills/Dynamic balance to Agility & Seated balance	F.M.S-Cognitive skills/Static balance on a small base	F.M.S-Physical skills/Co-ordination with Equipment & Agility- Reaction/response	F.M.S-Health & Fitness/Agility-ball chasing & Static Balance in <u>floorwork</u>
	Games Making up a game	Dance Historic and other cultures	Gymnastics Flight- 3 weeks Rotation- 3 weeks	Games Throwing and Catching & Inventing Games	Games Dribbling, kicking & hitting (attacking & defending)	Athletics Begin to master a variety of skills such as; aiming, footwork & hand-eye co-ordination. (lead up to Sports Day)

SWIMMING- 4 x swimming sessions to introduce water safety and promote confidence in the water.