



Incredible Inventions – Foundation Stage / Key Stage 1

Key Question	How has how we communicate changed?	
Key Themes	William Caxton, Tim Berners-Lee	
Visit/Visitors	Museum of Lincolnshire Life (working printing press), Nottingham Industrial Museum	
	Skills	Knowledge
Science	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions 	
History	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should:</p> <ul style="list-style-type: none"> - know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods - use a wide vocabulary of everyday historical terms - ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events - understand some of the ways in which we find out about the past and identify different ways in which it is represented 	<ul style="list-style-type: none"> - 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	<p>The national curriculum for geography aims to ensure that all pupils are competent in the geographical skills needed to:</p> <ul style="list-style-type: none"> - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes - 'interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length 	
Computing	<p><u>Date retrieving and organising</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school 	
Art	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	Drawing (shape and form) – artefacts and school building
Technology	<p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products <p>Cooking and nutrition</p> <ul style="list-style-type: none"> - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from 	Circuits- games.

Music	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music 	N/A this term
M.F.L French	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - understand and respond to spoken language - speak with increasing confidence and fluency - begin to improve the accuracy of their pronunciation <p>repeat, copy and imitate French through songs and rhymes</p>	<p>Celebrations: La Fete de Rois, Poisson d'Avril, St. Valentin, Easter Milo Numbers 1-31 Stories and Songs Days of the Week and Months Transport</p>
R.E.	<p>What happens in a church/ How do local churches celebrate Easter</p> <ul style="list-style-type: none"> - Explore, question and respond to some religious stories - Expressing ideas and emotions of their own in relation to the RE content they encounter <p>Express ideas and insights into religions and world views:</p> <ul style="list-style-type: none"> - Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make - Notice and respond sensitively to some similarities between different religions and world views. <p>Gain and deploy the skills for learning from religions and world views:</p> <ul style="list-style-type: none"> - Find out about and respond with ideas to examples of co-operation between people who are different 	<p>What happens in a church/ How do local churches celebrate Easter</p> <ul style="list-style-type: none"> - Understand simple facts and ideas about some different religions <p>Know about and understand religions and world views:</p> <ul style="list-style-type: none"> - Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them - Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities
P.E.	<p>Key Stage 1</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities . - participate in team games, developing simple tactics for attacking and defending . - perform dances using simple movement patterns. <p>Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations. 	<p>Games – Hockey (invasion games) and Tennis (net/wall)</p> <p>Dance (Val Sabin) – ‘What’s the Time?’</p> <p>Gymnastics (Val Sabin) – ‘Flight’ and ‘Spinning, turning, twisting’</p>

PLEASE SEE ADDITIONAL ENGLISH AND MATHS FRAMEWORKS