



N

UW

**Autumn 1
Me and my family**

**Autumn 2
Let's celebrate**

**Spring 1 & 2
People who help us**

V

Vocabulary

*Specific names for body parts
Family, mum, dad, brother, sister, grandparents, aunt, uncle, sister

Jesus, Nativity, Mary, Joseph, Wise Man, Shepherds, Angel, Christmas

Specific Job names and specific tool names.
traffic lights, zebra crossing, stranger, road, path.

O

Objectives

To be able to talk about their families and their life story.
To know some similarities and differences when comparing their families to others.
To explore different families from across the world.

To begin to explore different ways of life within Britain.
To begin to develop knowledge of cultural and religious events.
To begin to understand the purpose of celebrations.

To be able to explore different occupations.
To understand how to keep safe in their community (road safety, stranger danger)
To know who can help in the community.

C

Concepts

Self Identity and Own Body
Family and Community

Self Awareness
Relationships (family and friends)
Identity
Respecting Differences
Celebrations

Health and Safety
The Role of Jobs and Money
Ambition and Goals
Trust
Community Roles

U

Understanding and Knowledge

To begin to develop an understanding of the concept of families.

To begin to show an understanding of knowledge of cultural and religious celebrations.

To begin to develop an understanding of the concept of communities and people who help us.

S

Skills

I can tell you who is in my family.
I can tell you stories about my family.
I can tell you some similarities and differences about my family.
I can tell you about a family in another part of the world.

I can tell you about the Christmas story.
I can tell you about other religious and cultural events that children celebrate in my class.

I can talk to you about different jobs and what I would like to be when I am older.
I can tell you how to keep safe on the road.
I know not to talk to strangers.
I can tell you who can keep me safe in my community.
I can identify jobs in the community.
I can role play different roles and responsibilities in a context.



N

UW

Summer 1
Down on the Farm

Summer 2
Watch me grow

Science focus weeks throughout
the year

V

Vocabulary

Spring, seasons, farm, egg, life cycle,
*Specific name for family animals and their young
Jesus, Easter, cross

change, decay, grow, soil, seed, water, sun, roots

Pull, push, magnetic, metal worm, cold,
freezing, boiling, cooling, melting,

O

Objectives

To explore the life cycle of different farm animals- e.g
chicken.
To be able to name different types of weather.
To be able to name the season spring and name some
of the changes during spring.

To understand how to care for plants.
To understand the life cycle of a plant.
To explore change and decay over time- eg. bananas
change in colour from ripe to decay.

To begin to explore forces such as pull and push.
To begin to explore magnetic objects.
To begin to explore sinking and floating.
To begin to explore freezing and melting.
To explore mechanical toys.
To begin to explore shadows.

C

Concepts

Seasonal Changes
Weather
Growth (animals)
Life Cycle

Growth (plants, inc. basic needs for survival)
Planting
Change / Decay

Gravity
Freezing
Melting
Shadows
Magnetism

U

Understanding
and Knowledge

A developing knowledge of farm animals and life
cycles.

To begin to develop knowledge of the life cycle of a
plant.
To begin to develop skills to care for the living world.

To begin to develop an understanding of
change of state.

S

Skills

I can tell you about life on the farm.
I can observe changes in weather and season.
I can tell you the names of farm animals and their
young.
I can tell you about the life cycle of some farm animals.

I can plant and tell you how to care for a plant .
I can take responsibility to give a plant what it needs to
survive.
I can monitor the growth of a plant.
I can make observations of growth.
I am beginning to tell about changes over time.

To begin to develop an understanding of
change of state.

R

UW

**Autumn 1
Me and my World**

**Autumn 2
Let's Celebrate**

**Spring 1
It's cold outside**

V
Vocabulary

*Specific names for family members.
*Specific names for important roles within the community e.g Police officer, librarian etc. community,

Christmas, Christians, Christinity, church, Jesus, Hanuanak, Jewish, Judisam, Jerusalem, synagogue, temple, Diwali, Sikh, Sikhism, Hinduism, Hindu, festival of light, diyas, festival, Rama, Sita, Islam, Muslim

Ice, melting, freezing, shadow, sun, light, dark, magnet, magnetic, metal, non-metal, sink, float, heavy, light, dense, nocturnal, habination, weather, climinate, hot, cold, spring, summer, autumn, winter, Harvest, deciduous trees, evergreen trees, cold shade, warn shade

O
Objectives

To be able to talk about members of their immediate Family.
To be able to describe difference and similarities between different families and communities.
To be able to talk about their community and people who are important within their community

To be able to listen to and retell stories from the past-both fictional and non-fictional .
To be able to name different religions and places of worship.
To be able to retell and role play significant religious stories such as Diwali and Christmas.
To be able to name and show some understanding of other religions

To explore and begin to describe how changes happen in the natural world - Ice melting, shadows, magnets etc
To be able experiment and describe what makes items sink/ float?
To be able to name some nocturnal animals and talk about what nocturnal means.
To be able to explore a cold place such as Canada, Alaska or another place with contrasting features to England.
To be able to discuss seasonal change and what happens in Winter. How is this different to Autumn?

C
Concepts

Self Identity
Family and Community
Local Landmarks

Mutual respect and tolerance of different cultures and faiths (BV Link)
Empathy and Understanding of Others
Comparison
Individual Liberty (BV link)

Changes in State
Floating and Sinking
Nocturnal Animals
Climate
Seasons

U
Understanding and Knowledge

To show an awareness of local and worldwide landmarks.

To show an awareness of other beliefs and cultures
To develop a growing knowledge of special events and festivals that are important to religions and cultures.

I can explain how ice is formed and how ice melts.
I can make a sensible prediction and whether an item is magnetic or not.
I can identify a shadow and tell you how it is formed.
I can explain the terms nocturnal and habination and identify some nocturnal animals.
I can name the seasons and tell you the changes from autumn to winter.
I can talk about my country and discuss similarities and difference to another place in the world

S
Skills

I can name different landmarks in my community.
I can name members of my family.
I can show an awareness of different communities.

I can retell and role play stories from the past.
I can tell you about the story of Christmas and other religious stories.
I can name different religions and talk to you about some of the similarities and differences.

I can talk about changes in the natural world - ice melting, shadows, float /sink etc.
I can talk about nocturnal animals.
I can compare/contrast different countries.
I can talk about the different seasons.



R

UW

Spring 2
A long time ago

Summer 1
The Garden

Summer 2
Journeys

V

Vocabulary

Past, present, now, before, born, birth, museum, artefacts

**Specific names for past toys/ transport*

Litter, recycling, woodland, grasslands desert, ocean,polar regions, spring, summer, autumn, winter, new life, petal, flower, stem, roots, leaf, antennae

**Specific names of common creatures and plants*

road, village, town, city, path, seaside, map, aerial view, sun safety

O

Objectives

To be able to explore photographs/ pictures from the past and talk about similarities and differences.
To begin to order events in time order. Including before own birth.
To further explore stories from the past.

To explore the names of minibeasts, their homes and the importance of mini-beasts.
To discuss the importance of caring for the natural world.
To be able to correctly name common living things and plants in their own environment.
To be able to closely observe the natural world and draw pictures of different animals, plants etc.
To Discuss different habitats of creatures.
To further explore seasonal change and what happens in spring and summer. How is this different to Autumn and winter?

To examine simple maps
To describe where their school and home is located.
To examine aerial views of the local community
To Discuss features of the city Liverpool compared with the local seaside town.
Discuss sun safety and how to take care in the sun.

C

Concepts

Past
Present
Time

Living Things
Habitats
The Environment
Seasonal Change
Plants and Growth
Minibeasts

Maps
Location
Locality / Local Area
Settlements (cities/towns)

U

Understanding and Knowledge

To begin to show an understanding of the passing of time.
To know that some events happened in the past (before they were born)

To develop a growing knowledge of common creatures and plants in the environment.
To show an understanding of the five senses
To show an understanding of how to care for the environment.
To develop a growing knowledge of seasonal change.

To be being to develop simple skills of map reading.
To show an understanding of my school location and the area I live in
To develop knowledge of the similarities and differences of my local area compared to a different town.
To develop a knowledge of how to take care of myself and others in the sun.

S

Skills

I can talk to you about items of the past and compare them to items of the present.
I can begin to order events that are important to me in chronological order.
I can retell and roleplay stories from the past.

I can name common creatures and plants in my local environment.
I can use my senses to explain things I can see, hear, smell and touch in my natural world.
I can talk to you about the importance of taking care for the environment and how I can take care of my environment.
I can explain different habitats where animals live.
I can make a sensible prediction of the best habitats for creatures.
I can talk to you about seasonal change.

I can explore a map and identify key features, using subject specific vocabulary.
I can begin to create my own simple map.
I can identify and explain the location of my school and house.
I can talk to you about the similarities and differences between my city and a local seaside town.
I can tell you about how to take care in the sun