

Satellite View - Concepts and Skills - EYFS

EYFS					
Geography					
Knowledge Building					
Processes and Changes	Human Geography	Physical Geography	Geographical Vocabulary	Location and Environments	Similarities and Differences
Identify simple changes in their environment, giving reasons for these, where possible	Know that human geography features are man-made	Know that physical geographical features are natural	Know and understand simple prepositional and directional language	Know the names of place in their immediate locality and say what those places are like	Name some similarities and differences between place that are familiar to them
Come Fly With Me! Asia					
Concepts <ul style="list-style-type: none"> To know that a map is a drawing of all or part of Earth's surface To know that China / India / Russia / Egypt can be found on a map of the world To know about some key aspects of Chinese culture, including Chinese New Year To know about some key aspects of Indian culture, including festivals such as Diwali To know that Russia is a large country in Asia To explore some basic identifying features of Russia's culture To know that Egypt is a country located across Africa and Asia To identify some key features Egyptian culture both in modern and ancient times such as hieroglyphs, desert environment and the pyramids 					
Skills <ul style="list-style-type: none"> Draw information from a simple map Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps 					
Key Vocabulary passport, country, festival, traditions, culture, continent, Diwali, Chinese New Year, chopsticks, lantern, temple, tuk-tuk, climate, culture, desert, continent					
Under the Sea					
Concepts <ul style="list-style-type: none"> To know that some fish live in freshwater and some live in salt water (the sea) 					
Skills <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 					
Key Vocabulary tropical, freshwater, arctic, river, sea, island, shipwreck, marine					
What on Earth...?					
Concepts <p>A. To identify a range of things that are 'big' and make comparisons, identifying things that are larger than other things</p> <p>B. To identify a range of things that are 'small', identifying things that are smaller than other things</p>					
Key Vocabulary living, precious, gigantic, environment, building, city, mountain, skyscraper, tower					
No Place Like Home					
Concepts <ul style="list-style-type: none"> To know the key features of a house and identify some of them in their own home To know that there are many different types of houses and be able to identify some similarities and differences To identify buildings that don't traditionally look like homes, but are places where people live or have lived in the past e.g. palace, castle To know that there are places that can be temporary homes, and some can be easily built 					
Skills <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 					
Key Vocabulary home, detached, bungalow, village, flat, semi-detached, property, local, area, bedroom, lounge, kitchen, bathroom, garage, garden, window, roof, door, room, furniture, address, street, road, nest, den, lighthouse, den, caravan, farm, palace, castle, brick, cave, map, binoculars					
Help is at Hand					
Concepts <ul style="list-style-type: none"> To know who works at school, what jobs they have and how these people help them To identify ways in which the police, ambulance service and fire service help in the community To know how doctors and nurses help in different settings To know about a wider range of people who help in our communities such as builders, electricians, waiting staff etc. 					
Skills <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 					
Key Vocabulary surgery, litter, office, environment, ladder, vehicle, hospital, fire station, police station					

Satellite View - Concepts and Skills - EYFS

EYFS					
Science					
Knowledge Building					
Processes and Changes	Methods	Observing and Recording	Scientific Vocabulary	Uses and Implications	Cross-Curricular (STEM)
Know that processes and changes occur	Know the methods are necessary when experimenting	Know that saying what you see is an important aspect of science	Understand some simple generic vocabulary linked to science e.g. experiment, record	Know when in everyday activities science is useful	Know that science links to other areas of learning
Happy to Be Me					
Concepts <ul style="list-style-type: none"> To learn about the five senses and why they are important to us To name and identify body parts on humans and animals To know that animals use their senses in different ways to us To know that there are similarities and differences between people 					
Skills <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter Explore the natural world around them Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them 					
Key Vocabulary senses, ears, eyes, hands, fingers, toes, mouth, nose, touch, taste, smell, sight, hear, same, difference, different, observe, patterns, food, survive, nose, paws					
No Place Like Home					
Concepts <ul style="list-style-type: none"> To know that animals in the wild need very different kinds of homes from us and from each other To know some of the materials used to make houses and other kinds of homes To know the difference between natural and man-made light sources To know how to make a shadow and change its size 					
Skills					

Satellite View - Concepts and Skills - EYFS

<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Explore the natural world around them
<p>Key Vocabulary habitat, wild, pet, features, bricks, wood, straw, dog, cat, hamster, fish, animal, look, light, dark, torch, sun, candle, flame, battery, electricity</p>
<p>Tell Us a Story</p>
<p>Concepts</p> <ul style="list-style-type: none"> • To know how to plant a seed and observe changes as it grows either indoors or outdoors • To identify differences in size between a range of animals, specifically those that are classified as 'giant' species • To know how and why animals move • To identify a range of fruit and vegetables • To know that we use our ears to listen
<p>Skills</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Explore the natural world around them • Describe what they see, hear and feel whilst outside
<p>Key Vocabulary bean, seed, plant, soil, water, sunlight, indoor, outdoor, grow, harvest, digging, gardening, giant, tall, big, fruit, vegetable, ear, ear drum</p>
<p>Under the Sea</p>
<p>Concepts</p> <ul style="list-style-type: none"> • To identify some basic features of a fish including its life cycle and compare with the life cycle of humans • To know what fish, including sharks, need to survive • To identify how sea creatures move, including crabs • To know what teeth are for and why most animals, including humans, need them • To identify items that float or sink and say why sinking is not a good thing to happen to a boat
<p>Skills</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter • Explore the natural world around them • Describe what they see, hear and feel whilst outside
<p>Key Vocabulary fish, head, tail, scales, fin, gills, eyes, aquarium, tank, water, salt water, fresh water, crab, crustacean, sideways, marine, teeth, sharp, shark, whale, dolphin, life cycle, float, sink, boat</p>
<p>What on Earth...?</p>
<p>Concepts</p> <ul style="list-style-type: none"> • To know what a habitat is, compare a range of habitats and identify those suited to specific animals • To identify some plants, explore how they grow and identify a variety of flowers, comparing them by size, shape and colour • To identify features of two varieties of the same species and compare them • To know what the four seasons are and be able to identify the key features of spring specifically • To know what a reflection is and know that mirrors make reflections
<p>Skills</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter • Explore the natural world around them • Describe what they see, hear and feel whilst outside • Understand the effect of changing seasons on the natural world around them
<p>Key Vocabulary habitat, native, non-native, species, flower, plant, mirror, reflection, environment, creature, alive, season</p>

Satellite View - Concepts and Skills - EYFS

EYFS					
History					
Knowledge Building					
Chronology	Continuity and Change	Cause and Consequence	Historical Vocabulary	Perspectives and Interpretation	Similarities and Differences
Order and sequence familiar events	State examples of change	Know what causes everyday things to happen	Understand and use language related to the passing of time	Identify how things can be done differently	Know and identify similarities and differences between themselves and others
Come Fly With Me! Asia					
Concepts <ul style="list-style-type: none"> To look at photographs of old-fashioned forms of transport and notice what is different from modern day equivalents To identify 'odd ones out' when exploring aspects of Chinese culture To identify similarities and differences between their own family and one from India To know about a range of cultural and religious festivals, including Christmas, and compare them with how they celebrate special times 					
Skills <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling Comment on images of familiar situations in the past Compare and contrast characters from stories including figures from the past Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways 					
Happy to Be Me					
Concepts <ul style="list-style-type: none"> To know how to use language such as 'yesterday', 'today', 'tomorrow' when relating to the passing of time To identify ways their family celebrates special events such as weddings, christenings, birthdays etc. To identify features about themselves that make them individuals To identify how we are similar and different To know who is in their family and how families can differ To know what a community is and identify the communities and groups they belong to 					
Skills <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling Comment on images of familiar situations in the past Compare and contrast characters from stories including figures from the past Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways 					
Tell us a Story					
Concepts <ul style="list-style-type: none"> To know some stories from different cultures and compare with stories that they have been told and know well To identify the changes that happened to Cinderella and then identify changes in their own lives 					
Skills <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling Comment on images of familiar situations in the past Compare and contrast characters from stories including figures from the past Recognise that people have different beliefs and celebrate special times in different ways 					
Let's Play					
Concepts <ul style="list-style-type: none"> To identify similarities and differences between old and new toys through observation To know that Teddy Bears were created a long time ago but we still play with them today To identify some similarities and differences between old and new Teddy Bears To know that toys still had moving parts before batteries were invented To know some games that their grandparents played when they were small To know that most people have or had a favourite toy and be able to talk about theirs 					
Skills					

Satellite View - Concepts and Skills - EYFS

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling
- Comment on images of familiar situations in the past

No Place Like Home

Concepts

- To know that there are many different types of houses and be able to identify some similarities and differences
- To identify buildings that don't traditionally look like homes, but are places where people live or have lived in the past e.g. palace, castle
- To identify some old and new houses in their local area

Skills

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling
- Comment on images of familiar situations in the past
- Understand that some places are special to members of their community

What On Earth...?

Concepts

- To identify old things and recognise what can be done to look after them
- To identify past events and experiences and discuss what happens/happened at them
- To know who the older people are in their lives and identify similarities and differences between their childhood and their own

Skills

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories including figures from the past

EYFS

Art

Knowledge Building

Techniques	Tools	People	Art and Design Vocabulary	Architecture	Cultural Understanding
Know that painting and drawing are fundamental art techniques	Know the names of basic art tools such as paintbrush, easel etc.	Know that art (design and craft) is created by skilled artists	Identify a range of colours and simple art techniques e.g. printing, painting, drawing	Name different types of buildings and some of their features e.g. roof, steeple, door	Know that art can be found in different forms everywhere

Come Fly With Me! Asia

Concepts

- To use the symbol of the elephant in Indian culture to recognise that art can be found in many places
- To know that Wassily Kandinsky was a famous artist and be able to recreate work in his style
- To know what a Pharaoh's mask is and design one of their own inspired by Egyptian art

Skills

Satellite View - Concepts and Skills - EYFS

<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills
<p>Key Vocabulary Wassily Kandinsky, concentric circles, abstract, colour, artefact, gold, mask, hieroglyphics</p>
<p>Happy to Be Me</p>
<p>Concepts</p> <ul style="list-style-type: none"> • To know what a self-portrait is and paint their own using a mirror as a guide • To know that portrait can be made with other materials • To understand that art can be appreciated with senses other than sight • To understand that small details can make a big difference to a picture • To know that portraits can have more than one person and be able to use a range of media to recreate their own from photographs
<p>Skills</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills
<p>Key Vocabulary self-portrait, face, features, family portrait, photograph, media</p>
<p>No Place Like Home</p>
<p>Concepts</p> <ul style="list-style-type: none"> • To know that some art can be useful and be able to say who would use it and how it would be used • To understand that art can be used to suit different groups of people
<p>Skills</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills
<p>Key Vocabulary wallpaper, design, pattern</p>
<p>Under the Sea</p>
<p>Concepts</p> <ul style="list-style-type: none"> • To know that art can be found everywhere and use paint to recreate it • To know what shades are and be able to recreate some using colour cards • To know how to use the technique of marbling • To use imagination to create an unusual sea creature • To be able to describe patterns they can see and use them as inspiration for their own work • To know that other parts of the body can be used to make art
<p>Skills</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills
<p>Key Vocabulary pattern, stripy, tropical, shades, collage, imagination, creative, paint</p>
<p>Help is at Hand</p>
<p>Concepts</p> <ul style="list-style-type: none"> • To use printing to explore patterns in fingerprints and be able to say what they see
<p>Skills</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function • Create collaboratively, sharing ideas, resources and skills
<p>Tell Us a Story</p>
<p>Concepts</p> <ul style="list-style-type: none"> • To use a range of materials in decoration
<p>Skills</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Create collaboratively, sharing ideas, resources and skills
<p>What On Earth...?</p>
<p>Concepts</p> <ul style="list-style-type: none"> • To use a range of materials in decoration
<p>Skills</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Create collaboratively, sharing ideas, resources and skills

Satellite View - Concepts and Skills - EYFS

EYFS					
Design Technology					
Knowledge Building					
Food Technology	Users and Purposes	Product research	Design Technology Vocabulary	Product Features	Invention and Development
Know that food comes from plants or animals and that good has to be grown or caught	Know what they are designing and making and say what its purpose is	Know that they like and dislike about a product	Know the names of simple construction tools and equipment	Know the key features that define a product	Know what inventors do and why they are important
Come Fly With Me! Asia					
Concepts <ul style="list-style-type: none"> To know that Chinese dragons are an important feature of Chinese culture and make their own model using bright colours To identify some features of Chinese dress and design their own Chinese style outfit To know what a diva lamp is for 					
Skills <ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Create collaboratively, sharing ideas, resources and skills 					
Key Vocabulary dragon, Chinese, colour, bright, traditional, compare, feature, diva lamp, salt dough, Diwali					
No Place Like Home					
Concepts <ul style="list-style-type: none"> To know that photographs can be used to design and make 3D models of houses To know that the needs of the user are important to designing and making To know how to use simple cutting tools when making To identify features of a den made from natural materials 					
Skills <ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Create collaboratively, sharing ideas, resources and skills 					
Key Vocabulary house, feature, photograph, 3D model, kennel, bed, cage, tank, user, needs, tools, cut, explain, den					
Help is at Hand					
Concepts <ul style="list-style-type: none"> To design a new lanyard with clear information and space for a photograph To be able to talk about preferences and design a pizza for themselves To identify what someone else prefers and design specifically for them 					
Skills <ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures 					

Satellite View - Concepts and Skills - EYFS

<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Create collaboratively, sharing ideas, resources and skills
Key Vocabulary badge, lanyard, design, photograph, I.D., words, preference, cook, share, favourite, junk modelling, gift
Tell Us a Story
Concepts <ul style="list-style-type: none"> To identify which materials would be the most suitable to make a large model To know how to take key aspects of a story and replicate as a model To identify reflective and shiny materials to be used in making a mirror To take an active role in designing and making a large item for use in class
Skills <ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Create collaboratively, sharing ideas, resources and skills
Key Vocabulary design, make, reflective, shiny, mirror, giant, map, journey, compare, listening booth
Let's Play
Concepts <ul style="list-style-type: none"> To know which materials to select to make a useable puppet theatre To identify textures of materials to compare and contrast To describe how a moving toy was made To be able to talk about what they see then use this to inspire a make of their own To identify facial features on themselves and toys To identify key features of basic board games and design
Skills <ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Create collaboratively, sharing ideas, resources and skills
Key Vocabulary puppet theatre, curtains, stage, compare, like, dislike, moving toy, features, board game, dice, counter, design, make
What On Earth...?
Concepts <ul style="list-style-type: none"> To design and make a clay pot with the purpose of growing seeds To identify the features of a range of fabrics and talk about which they consider to be pretty To use their imagination when designing and making a model of a giant To know that some materials can be repurposed and reused to make something else To understand some of the processes involved in designing and making a particular item
Skills <ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Create collaboratively, sharing ideas, resources and skills
Key Vocabulary design, make, pattern, texture, gift wrap, model, fabric, plant pot, clay, mould
Happy to Be Me
Concepts <ul style="list-style-type: none"> To design a badge or medallion to show belonging
Skills <ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Create collaboratively, sharing ideas, resources and skills

EYFS					
Music					
Knowledge Building					
Instrumentation	Notation	Cultural Understanding	Musical Vocabulary	Musical Elements	Singing

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Know the names of some basic tuned instruments and untuned percussions	Know that symbols represent sounds in music	Know some simple songs and singing games from local, national and pupils' own heritages	Know and understand simple words related to tempo e.g. fast and dynamics e.g. loud	Know and understand the elements of tempo and dynamics	Know a range of simple songs
Happy to Be Me					
Concepts <ul style="list-style-type: none"> To learn songs and singing games that involve people's names To know a range of songs that incorporate body parts and moving 					
Skills <ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings Remember and sing entire songs Sing the pitch of a tone sung by another person ('pitch match') Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with the music Listen attentively, move to and talk about music, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody 					
Key Vocabulary name, song, rhyme, rhythm, singing rhymes, clap, repetition					
No Place Like Home					
Concepts <ul style="list-style-type: none"> To know a range of sounds linked to everyday objects To understand that some everyday objects can be used as percussion instruments 					
Skills <ul style="list-style-type: none"> Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and feelings Listen attentively, move to and talk about music, expressing their feelings and responses 					
Key Vocabulary hit, pluck, scrape, blow, shake, percussions, instrument, listen					
Come Fly With Me! Asia					
Concepts <ul style="list-style-type: none"> To know a range of songs from different cultures and traditions To understand how to compose some simple music within a specific soundscape or genre 					
Skills <ul style="list-style-type: none"> Create their own songs, or improvise a song around one they know Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with the music Listen attentively, move to and talk about music, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody 					
Key Vocabulary Chinese music, triangles, gong, drums, Chinese dragon and lions					
Let's Play					
<ul style="list-style-type: none"> Concepts To understand how sounds can be linked to toys and their movements To identify ways to replicate sounds with voice and instruments 					
Skills <ul style="list-style-type: none"> Listen with increased attention to sounds Listen attentively, move to and talk about music, expressing their feelings and responses 					
Key Vocabulary replicate, volume, loud, quiet, soft, instrumental, vocal, toy					
Tell Us a Story					
Concepts <ul style="list-style-type: none"> To know how to add vocal sounds to a well-known story To know how to link symbols to sound queues To understand how loud and quiet sounds can add character and mood to a story 					
Skills <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with the music 					
Key Vocabulary character, story, soundscape, loud, quiet, volume, composition, symbols					
Under the Sea					
Concepts <ul style="list-style-type: none"> To identify sounds that link to the ocean and sounds To know how to make sounds that link to the movement of fish To know how to adapt sounds depending on the speed of the movement 					
Skills <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs Listen attentively, move to and talk about music, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody 					
Key Vocabulary ocean, sea soundscape, fast, slow, tempo					

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What On Earth...?
<ul style="list-style-type: none"> Concepts To know how to link sounds with the item that's makes them To know how to link symbols with sounds and compose their own
Skills <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with the musi Listen attentively, move to and talk about music, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody
Key Vocabulary symbols, sounds, instrumental, vocal, percussion, composition
Help is at Hand
Concepts <ul style="list-style-type: none"> To know a song related to the jobs that people do To know and compose a range of sound effects to match jobs and actions
Skills <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with the music Listen attentively, move to and talk about music, expressing their feelings and responses
Key Vocabulary sound effect, song

EYFS					
Computing					
Knowledge Building					
Digital Citizenship	Computer Science	Data	Information Technology	Technical Vocabulary	Multimedia
Understand that we can communicate online and know that the internet contains information	Know how to follow and input simple instructions to control and operate devices	Know how to collect, sort and present simple data e.g. images	Know some of the ways technology can used beyond school	Know and understand the terms 'information', 'Internet' and 'communication'	Know which technology to select and use for particular purposes
Lesson 1 – “Happy Birthday Great – Grandpa Joe!”					
In this story, pupils are introduced to Great-Grandpa Joe and begin to help him on his learning journey with the new tablet he receives for his birthday, and, through discussion, start to develop an early knowledge of Privacy and Security. Through the associated Skills Development Task, children will learn to log on to the school's network or preferred learning space; open, save and close files; and safely log out and shut down devices.					
Key Vocabulary information, personal, device, technology, trust, username, password, login, file, open, save, close, shut down					
Lesson 2 – “Family Connection”					
Through this story, pupils will begin to develop their knowledge of Online Relationships by following Great-Grandpa Joe as he learns how to use FaceTime to communicate using the internet. Pupils will identify technology in their setting that can help others communicate and will role-play different ways of communicating through technology.					
Key Vocabulary communicate, relationships, online, internet, FaceTime, video call					
Lesson 3 – “What a Nuisance!”					
Through this story, pupils will begin to understand Online Reputation, as Great-Grandpa Joe contends with nuisance calls and emails. Pupils will begin to understand how they can share information online and the implications of this. They explore their own digital footprint by thinking about what they access online.					
Key Vocabulary sharing, information, private, cold call, email, pop-up, spam, digital footprint					
Lesson 4 – “Yesterday’s News”					
In this story, we are introduced to Great-Grandpa Joe’s young relative who has been having a difficult time at school, and we learn that Joe is the subject of unkind comments online on social media. Through discussion of different scenarios and talking about how to deal with					

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them, children will begin to develop a knowledge of Self-Image and Identity, and Online Bullying. Through the associated Skills Development Task, children will begin to learn basic keyboard skills.

Key Vocabulary

sharing, information, private, cold call, email, pop-up, spam, digital footprint

Lesson 5 – “Great-Grandpa Joe’s Robin Surprise!”

In this story, pupils are introduced to the concept of Copyright and Ownership as Great-Grandpa Joe falls foul of someone else sharing his work as their own. They will begin to understand how we can identify work as our own, and what we can do to prevent others saying it is theirs. Through the associated Skills Development Task, children will learn to use basic paint software and the associated tools to create a picture of the robin photograph mentioned in the story.

Key Vocabulary

copyright, ownership, belong, proud, copy, create, paint, brush, colour, fill, eraser, undo

Lesson 6 – “Music to Great-Grandpa Joe’s Ears”

In this story, Great-Grandpa Joe learns about different ways to get information online, including the use of virtual assistants like Siri or Alexa. Through discussion, children will begin to develop their knowledge of Managing Online Information and explore different uses of technology to find information online. Through the associated Skills Development Task, children will develop their mouse skills via click-and-drag and drag-and-drop online resources.

Key Vocabulary

find, access, stereo, radio, question, virtual assistant, Siri, Alexa, Google, app

Lesson 7 – “Time Flies for Great-Grandpa Joe”

Through this story, pupils will begin to understand the Health, Well-being and Lifestyle implications of using technology, as Great-Grandpa Joe struggles to manage his time due to his new tablet. Children will discuss rules for healthy and safe use of technology and begin to understand how we can use technology positively so that it does not affect our health and well-being.

Key Vocabulary

health, mental health, well-being, safe, safety, blue-light, rules, breaking rules, reward, consequence, time-limit, screen-time