



Abberley Parochial V.C. Primary School  
*Rooted and Ground in love*  
 EYFS Curriculum Overview

**Autumn 1 – Being me in my world.** Example topics – Marvellous Me, Down on the Farm, Into the Woods.

**Autumn 2 – Celebrations.** Example topics – Let’s Celebrate, Remember, Light and Dark.

**Spring 1 and 2 – Explorers.** Example topics – Emma Jane’s Aeroplane, Life in the Freezer, The Snail and the Whale.

**Summer 1 and 2 – Growing and Changing.** Example topics – Let it Grow, Marvellous Minibeasts, Roarsome Dinosaurs.

*It should be noted Communication and Language and Personal, Social and Emotional Development are covered under all curriculum areas.*

Spring 1 - Explorers				
Subject Content	Early Learning Goals	Key Skills	Key Vocabulary	Next Steps Progression (KS1 National Curriculum)
<b>English (Little Wandle Phase 3)</b> Reading and Writing	<b>Literacy (word reading)</b> Say a sound for each letter of the alphabet. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <b>Literacy (writing)</b> Write recognisable letters most of which are correctly formed. Spell words by identifying sound in them and representing the sounds with a letter or letters.	Read individual letters by saying sounds for them. Sound talking. Blending sounds into words so they can read short words made up of known letter-sound correspondences. Read simple phrases and sentences made up	Phonics Phoneme Grapheme Digraph Trigraph Blend Segment Prosody Comprehension Questions Sentence	<b>Reading – word reading</b> Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound for graphemes. Read common exception words. Read words containing taught GPCs. Read aloud accurately books which are consistent with their developing phonic knowledge and do not require other strategies for them to work words.

	<p>Write simple phrases and sentences which can be read by others.</p> <p><b>PD (Fine motor skills)</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases.</p>	<p>of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words.</p> <p>Read some letters groups that each represent one sound and say sounds for them.</p> <p>Segmenting to spell words by identifying the sounds and then writing the sound with letters.</p> <p>Write short sentences with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Develop small motor skills so they can use pencils effectively for writing with the correct grip.</p> <p>Form lower-case and capital letters correctly.</p>	<p>Finger space</p> <p>Full stop</p> <p>Capital letter</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Compound words</p> <p>Chunk</p> <p>Syllable</p> <p>Plural</p>	<p>Reread these books to build up their fluency and confidence in word reading.</p> <p><b>Writing – transcription.</b></p> <p>Spell words containing phonemes already taught and common exception words.</p> <p>Name the letters of the alphabet.</p> <p><b>Writing – handwriting.</b></p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>
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<p><b>English</b> Comprehension (Drawing Club)</p>	<p><b>Literacy (comprehension)</b> Demonstrate understanding of what has been read to them by retelling stories and narratives in their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play.</p> <p><b>Communication and Language (Listening, Attention and Understanding)</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to or in whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back and forth exchanges with their teacher and peers.</p> <p><b>Communication and Language (Speaking)</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. Express their ideas and feelings about their experiences using full sentences including the</p>	<p>Listen to and talk about stories to build familiarity and understanding. Ask questions to find out more and explain their understanding of the text, articulating their ideas and thoughts in well-formed sentences. Identify key characters and settings and explain some events in detail. Use talk to organise thinking sequence key events and make a prediction about what will happen next. Retell a story, once they have developed a deep familiarity with the text. Listen and learn repeated phases, rhymes and poems paying attention to how they sound. Explore and use new vocabulary.</p>	<p>Fiction Non-fiction Traditional tale Rhyme Character Setting Prediction Sequence Fact Information</p>	<p><b>Reading – comprehension.</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>- being encouraged to link what they read or hear read to their own experiences.</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>- recognising and joining in with predictable phrases.</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart.</li> <li>- discussing word meanings, linking new meanings to those already known.</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading.</li> </ul>
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	use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher.	Listen to and talk about non-fiction books to develop familiarity with new knowledge and vocabulary.		<ul style="list-style-type: none"> <li>- discussing the significance of the title and events.</li> <li>- making inferences on the basis of what is being said and done.</li> <li>- predicting what might happen on the basis of what has been read so far.</li> </ul> Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them
<b>Mathematics (White Rose Education Early Years)</b> Alive in 5 Mass and Capacity Growing 6,7,8	<b>Mathematics (Number)</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall number bonds to 5 (including some subtraction facts) and some number bonds to 10 including double facts. <b>Mathematics (Numerical patterns)</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how numbers can be distributed evenly.	Count objects, actions and sounds. Link the numeral with its cardinal number value. Subitise. Compare numbers. Identify, represent and numbers 0 – 8. Explore the composition of numbers 0 – 8. Understand the “one more than/one less than” relationship between consecutive numbers.	Count Number Numeral Altogether Subitise More Less Greater Fewer Odd Even Double Measure Mass – Lighter Heavier Equal Balance	<b>Maths – number and place value.</b> Count to 100 beginning with 0 or 1. Count, read and write numbers to 100. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations and use the language of equal to, more than, less than, fewer, most, least. Read and write numbers 1-20 <b>Maths – measurement</b> Compare, describe and solve practical problems for: Mass and weight (heavy/light) Capacity and volume (full/empty, more than/less than, half)

		<p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Compare mass and find a balance.</p> <p>Compare capacity.</p>	<p>Capacity – Full/empty Half-full Most/least</p>	
<p><b>Science</b> Seasonal changes Materials (magnetic) (waterproof) Changing states of matter</p>	<p><b>Understanding the World (The Natural World)</b> Explore the natural world around them making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</p> <p><b>Expressive Arts and Design (Creating with materials)</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Communication and Language (Listening, attention and understanding)</b> Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><b>Speaking</b> Offer explanations of why things might happen, making use of recently introduced vocabulary.</p>	<p>Explore the natural world around them. Describe what they see, feel and hear whilst outside. Name the 4 seasons and understand the effect of the changing seasons on the natural world around them. Explore a range of different materials to determine their different properties. Complete simple tests. Make predictions. Use the correct vocabulary to explain their findings.</p>	<p>Seasons (spring, summer, autumn, winter) Weather Changes Plants Animals Materials Magnetic Waterproof Non waterproof Solid Liquid Melt Ice Water</p>	<p><b>Science (seasonal changes)</b> Observe changes across the four seasons Observe and describe weather associated with the seasons and how the length of day varies</p> <p><b>Science (Working scientifically)</b> Observe closely using simple equipment Perform simple tests Identify and classify Use observations and ideas to suggest answers to questions</p> <p><b>Science (everyday materials)</b> Identify and name a variety of everyday materials Describe the simple physical properties of everyday materials Compare and group together everyday materials based on their physical properties</p>
<p><b>Geography</b></p>	<p><b>Understanding the World (People, culture and communities)</b></p>	<p>Identify land and water on a map or globe.</p>	<p>Antarctica Arctic</p>	<p><b>Geography (Human and Physical Geography)</b></p>

<p>Contrasting environments</p>	<p>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 maps.  <b>Understanding the World (The Natural World)</b>          Explore the natural world around them, making observations and drawing pictures of animals and plants          Know 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.</p>	<p>Making observations about the characteristics and features of places (in stories and/or photographs).          Know some vocabulary to describe different bodies of water.          Know some vocabulary to describe the characteristics of different places (hill, field, building, road, house).          Discuss how environments in stories and images are different to the environment they live in.          Know that places within this country can differ from each other.          Know that there are differences between places in this country and places in other countries.          Express their likes and dislikes about a specific place and its features,</p>	<p>Beach          Blizzard          Building          Bus stop          Cactus          Camel          Church          City          Cottage          Countryside          Desert          Equator          Explorer          Farm          Field          Flats          Forest          Hill          Ice          Iceberg          Island          Lamp post          Land          Map          Mountain          Ocean          Palm tree          Plant          Playground          Poles (North and South)</p>	<p>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.          Use basic geographical vocabulary to refer to key physical and human features.  <b>Geographical skills and fieldwork</b>          Use world maps, atlases and globes          Use aerial photographs to recognise basic human and physical features          Use simple fieldwork and observational skills to study key human and physical features of the local environment</p>
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		<p>beginning to explain their reasoning.</p> <p>Look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Recognise features on maps (real or imaginary).</p>	<ul style="list-style-type: none"> <li>Polar</li> <li>Pond</li> <li>Post box</li> <li>Postcard</li> <li>Rain</li> <li>Rainforest</li> <li>River</li> <li>Roundabout</li> <li>Sand dune</li> <li>Scientists</li> <li>Sea</li> <li>Snow</li> <li>Storm</li> <li>Sun</li> <li>Tractor</li> <li>Travel</li> <li>Village</li> <li>Waterfall</li> <li>Weather</li> <li>Wind</li> </ul>	
<p><b>RE (Worcestershire Agreed Syllabus Reception)</b></p> <p>Which stories are special and why?</p>	<p><b>Understanding the World (People, Culture and Communities)</b></p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>	<p>Explain the word special and talk about a story that is special to them.</p> <p>Explain the word Holy. Understand that the Bible and Quran are Holy books</p> <p>Retell some stories from the Bible, Torah and</p>	<ul style="list-style-type: none"> <li>Christian</li> <li>Bible</li> <li>Old and New Testament</li> <li>Church</li> <li>Islam</li> <li>Muslim</li> <li>Quran</li> <li>Mosque</li> <li>Jewish</li> </ul>	<p><b>Worcestershire Agreed Syllabus (Key Stage 1)</b></p> <p>What do Christians believe God is like?</p> <p>Who is Muslim and how do they live?</p> <p>Who is Jewish and how do they live?</p>

	<p><b>Understanding of the World (Past and present)</b> Talk about the lives of the people around them and their roles in society.</p> <p><b>Communication and Language (Listen, Attention and Understanding)</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about when they have heard and ask questions to clarify their understanding.</p>	<p>Quran recalling key characters and facts. Understand why these stories are special to people of different beliefs and what they learn from them.</p>	<p>Torah Temple God Jesus Allah Muhammad Story Special Believe Holy</p>	
<p><b>ICT</b> <u>E-Safety</u> Digi duck Using the internet E-safety rhyme (Before you click, click, click You need to think, think, think and Tell Someone and Tell Someone). <u>All about instructions</u> (Listening, giving and following instructions to learn that the outcome will depend on the specific order in which they are completed.)</p>	<p><b>Personal, Social and Emotional Development (Building relationships)</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p> <p><b>Personal, Social and Emotional Development (Managing Self)</b> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Understand that they need to share equipment and take turns. Understand that the internet is an exciting place and what it can be used for. Recognize the impact of good choices and the consequences of wrong ones. Recognize who they can ask for help and know when they need help. Learn that an algorithm is a set of instructions to carry out a task in a specific order</p>	<p>Computer Internet Sensible choices Online games Good friend True Facts Tell Adult Images First Follow Give Instructions Last Left Next Order Predict Right</p>	<p><b>Computing</b> To use technology safely and respectfully, know where to go for help and support when they have concerns about content or contact on the internet or other online technologies. To understand that programs execute by following precise and unambiguous instructions <b>Computing</b> To understand what algorithms are and how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. To create and debug programs.</p>

		<p>Follow instructions as part of practical activities</p> <p>Listen, give and follow instructions</p> <p>Use logical reasoning to read simple instructions and predict the outcome.</p> <p>Follow a simple set of instructions.</p>	<p>Second Sequence</p> <p>Stop</p> <p>Straight on</p> <p>Third</p> <p>Turn</p>	
<p><b>PE</b></p> <p><b>(Get Set for PE)</b></p> <p>Gymnastics Unit 2</p>	<p><b>Communication and Language (Listening, Attention and Understanding)</b>–</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><b>Communication and Language (Speaking)</b> -</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><b>Personal, Social and Emotional Development (Self-Regulation)</b></p> <p>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Personal, Social and Emotional Development</b></p>	<p>Create short sequences using shapes, balances and travelling actions.</p> <p>Develop balancing and safely use apparatus.</p> <p>Develop jumping and landing safely from height.</p> <p>Develop rocking and rolling.</p> <p>Explore travelling around, over and through apparatus.</p> <p>reate sequences using apparatus.</p>	<p>Around</p> <p>Balance</p> <p>Bend</p> <p>Copy</p> <p>Hold</p> <p>Jump</p> <p>Land</p> <p>Over</p> <p>Rock</p> <p>Roll</p> <p>Shape</p> <p>Squeeze</p> <p>Star</p> <p>Still</p> <p>Straight</p> <p>Through</p> <p>Travel</p>	<p><b>Physical Education</b></p> <p>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</p>

	<p><b>(Managing Self)</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><b>Personal, Social and Emotional Development (Building Relationships)</b> Work and play cooperatively and take turns with others.</p> <p><b>Physical Development (Gross motor)</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dance, hopping, skipping and climbing.</p>			
<p><b>PSHE (Jigsaw curriculum - Reception)</b> Dreams and Goals</p>	<p><b>Personal, Social and Emotional Regulation (Self-Regulation)</b> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p><b>Personal, Social and Emotional Development (Building relationships)</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>	<p>Understand that challenges can be difficult. Recognise some of the feelings linked with perseverance. Talk about a time that they kept on trying and achieved a goal. Understand what it means to be ambitious. Understand what it means to be resilient.</p>	<p>Dream Goal Challenge Job Ambition Perseverance Achievement Happy Kind Encourage</p>	<p><b>Dreams and Goals (Jigsaw curriculum Year 1)</b> Know how to set simple goals. Know how to achieve a goal. Know how to work well with a partner. Know that tackling a challenge can stretch their learning. Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them.</p>

	<p><b>Personal, Social and Emotional Development (Managing Self)</b>          Be confident to try new activities and show independence, resilience and <b>Personal, Social and Emotional Regulation (Self-Regulation)</b>          Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.          Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p><b>Personal, Social and Emotional Development (Building relationships)</b>          Work and play cooperatively and take turns with others.          Form positive attachments to adults and friendships with peers.          Show sensitivity to their own and others' needs.</p> <p><b>Personal, Social and Emotional Development (Managing Self)</b>          Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.          Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><b>Understanding of the World (Past and Present)</b>          Talk about the lives of people around them and their roles in society.</p>	<p>Recognise how kind words can encourage people.          Recognise feelings associated with feeling proud and achieving and celebrating success.</p>		
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<p><b>Music</b> <b>(Get Set for Music)</b> Journeys Unit 2</p>	<p><b>Communication and Language (Listening, Attention and Understanding)</b> Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><b>Communication and Language (Speaking)</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><b>Personal, Social and Emotional Development (Building Relationships)</b> Work and play cooperatively and take turns with others.</p> <p><b>Expressive Arts and Design (Being Imaginative and Expressive)</b> 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 music.</p>	<p>Respond appropriately to written symbols and begin to write rhythms. Respond appropriately to written symbols incorporating silent beats. Respond appropriately to written symbols incorporating rests. Add sound effects to enhance a song. Talk about music in an abstract way which shows imagination and thought. Create a piece of music in response to a given theme.</p>	<p>Beat Rhythm Ta Titi Rest Instrument Action Sound Barcarolle, Composer Listen Conductor Loud Quiet</p>	<p><b>Music</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play untuned instruments musically Listen with concentration and understanding to a range of music Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
<p><b>Art</b> Explorers</p> <p><u>Disciplines</u> Paint Draw Paint in response to the work of an artist.</p> <p>Look at the work of an artist.</p>	<p><b>Expressive Arts and Design (Creating with Materials)</b> 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;</p> <p><b>Physical Development (Fine Motor Skills)</b> Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>Paint a picture of a cold place.</p> <p>Use watercolour and brush to create watery, muted and icy landscapes.</p> <p>Choose specific colours for effect.</p>	<p>David McEwon Antarctica Icy Muted Watery Watercolour Brush Bright vivid Edward Tingatinga Africa Tanzania</p>	<p><b>Art and Design</b> Use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different</p>

<p>Look at Art from another culture. (African Art)</p>		<p>Children look at Tingatinga Art and its key features</p> <p>Children create a painting of an African animal in the Tingatinga style.</p> <p>Children create art work in the style of an artist.</p>	<p>Colour words</p> <p>Shapes</p> <p>Circles</p> <p>Lines</p> <p>Dots</p> <p>Dashes</p> <p>Marks</p> <p>Dark</p> <p>Light</p> <p>Bright</p> <p>Pale</p> <p>Pastel</p>	<p>practices and disciplines, and making links to their own work</p>
<p><b>DT</b></p> <p><u>Structures</u></p> <p>Junk modelling</p> <p>Boats</p>	<p><b>Physical Development (Fine Motor Skills)</b> Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p><b>Expressive Arts and Design (Creating with Materials)</b> 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.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Personal, Social and Emotional Development (Managing Self)</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><b>Understanding the World (The Natural World)</b></p>	<p>Make verbal plans and material choices.</p> <p>Describe and develop their own creation.</p> <p>Develop motor/scissor skills with a variety of materials.</p> <p>Join different materials in a variety of ways (temporary and permanent). Give a verbal evaluation of their own and others' creations with adult support.</p> <p>Check to see if their creation matches their plan.</p>	<p>Create</p> <p>Design</p> <p>Make</p> <p>Evaluate</p> <p>Join (temporary, permanent)</p> <p>Cut</p> <p>Scissors</p> <p>Glue</p> <p>Tape</p> <p>Size</p> <p>Measure</p> <p>Slide</p> <p>Decorate</p> <p>Materials</p> <p>Paper</p> <p>Card</p> <p>Plastic</p> <p>Fabric</p>	<p><b>Design and Technology – design</b></p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Design and Technology - make</b></p> <p>Select from and use a range of tools to perform practical tasks and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.</p>

	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around them including seasons.</p>	<p>Consider what they would do differently if they were to do it again. Describe their favourite and least favourite part of their creation.</p> <p>Know there are a range to different materials that can be used to make things with and that they have different purposes.</p> <p>Make simple suggestions to fix their creation.</p> <p>Understand the vocabulary waterproof, float and sink.</p> <p>Design and make a boat that is waterproof and floats.</p> <p>Use knowledge to inform design.</p> <p>Make predictions and evaluate materials to see if they are waterproof.</p> <p>Make predictions and evaluate designs to determine whether a boat will float.</p> <p>Test and evaluate their design.</p>	<p>Textiles Wood Metal Waterproof Float Sink Test Structure</p>	<p><b>Design and Technology – evaluate</b></p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b>Design and Technology - Technical knowledge</b></p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>
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