



## 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					
<b>Concepts</b> <ul style="list-style-type: none"> <li>To know that a map is a drawing of all or part of Earth's surface</li> <li>To know that China / India / Russia / Egypt can be found on a map of the world</li> <li>To know about some key aspects of Chinese culture, including Chinese New Year</li> <li>To know about some key aspects of Indian culture, including festivals such as Diwali</li> <li>To know that Russia is a large country in Asia</li> <li>To explore some basic identifying features of Russia's culture</li> <li>To know that Egypt is a country located across Africa and Asia</li> <li>To identify some key features Egyptian culture both in modern and ancient times such as hieroglyphs, desert environment and the pyramids</li> </ul>					
<b>Skills</b> <ul style="list-style-type: none"> <li>Draw information from a simple map</li> <li>Understand that some places are special to members of their community</li> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> <li>Recognise some similarities and differences between life in this country and life in other countries</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>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</li> <li>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</li> </ul>					
<b>Key Vocabulary</b> passport, country, festival, traditions, culture, continent, Diwali, Chinese New Year, chopsticks, lantern, temple, tuk-tuk, climate, culture, desert, continent					
Under the Sea					
<b>Concepts</b> <ul style="list-style-type: none"> <li>To know that some fish live in freshwater and some live in salt water (the sea)</li> </ul>					
<b>Skills</b> <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul>					
<b>Key Vocabulary</b> tropical, freshwater, arctic, river, sea, island, shipwreck, marine					
What on Earth...?					
<b>Concepts</b> <ul style="list-style-type: none"> <li>A. To identify a range of things that are 'big' and make comparisons, identifying things that are larger than other things</li> <li>B. To identify a range of things that are 'small', identifying things that are smaller than other things</li> </ul>					
<b>Key Vocabulary</b> living, precious, gigantic, environment, building, city, mountain, skyscraper, tower					
No Place Like Home					
<b>Concepts</b>					

## Satellite View - Concepts and Skills - EYFS

- 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

- 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

- 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

- 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					
<b>Concepts</b> <ul style="list-style-type: none"> <li>To learn about the five senses and why they are important to us</li> <li>To name and identify body parts on humans and animals</li> <li>To know that animals use their senses in different ways to us</li> <li>To know that there are similarities and differences between people</li> </ul>					
<b>Skills</b> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>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</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel whilst outside</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul>					
<b>Key Vocabulary</b> 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					
<b>Concepts</b> <ul style="list-style-type: none"> <li>To know that animals in the wild need very different kinds of homes from us and from each other</li> <li>To know some of the materials used to make houses and other kinds of homes</li> <li>To know the difference between natural and man-made light sources</li> <li>To know how to make a shadow and change its size</li> </ul>					
<b>Skills</b> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>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</li> <li>Explore the natural world around them</li> </ul>					
<b>Key Vocabulary</b> habitat, wild, pet, features, bricks, wood, straw, dog, cat, hamster, fish, animal, look, light, dark, torch, sun, candle, flame, battery, electricity					
Tell Us a Story					
<b>Concepts</b> <ul style="list-style-type: none"> <li>To know how to plant a seed and observe changes as it grows either indoors or outdoors</li> <li>To identify differences in size between a range of animals, specifically those that are classified as 'giant' species</li> <li>To know how and why animals move</li> <li>To identify a range of fruit and vegetables</li> <li>To know that we use our ears to listen</li> </ul>					
<b>Skills</b> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>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</li> <li>Explore the natural world around them</li> </ul>					

## Satellite View - Concepts and Skills - EYFS

<ul style="list-style-type: none"> <li>Describe what they see, hear and feel whilst outside</li> </ul>
<b>Key Vocabulary</b> bean, seed, plant, soil, water, sunlight, indoor, outdoor, grow, harvest, digging, gardening, giant, tall, big, fruit, vegetable, ear, ear drum
<b>Under the Sea</b>
<b>Concepts</b> <ul style="list-style-type: none"> <li>To identify some basic features of a fish including its life cycle and compare with the life cycle of humans</li> <li>To know what fish, including sharks, need to survive</li> <li>To identify how sea creatures move, including crabs</li> <li>To know what teeth are for and why most animals, including humans, need them</li> <li>To identify items that float or sink and say why sinking is not a good thing to happen to a boat</li> </ul>
<b>Skills</b> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>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</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel whilst outside</li> </ul>
<b>Key Vocabulary</b> 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
<b>What on Earth...?</b>
<b>Concepts</b> <ul style="list-style-type: none"> <li>To know what a habitat is, compare a range of habitats and identify those suited to specific animals</li> <li>To identify some plants, explore how they grow and identify a variety of flowers, comparing them by size, shape and colour</li> <li>To identify features of two varieties of the same species and compare them</li> <li>To know what the four seasons are and be able to identify the key features of spring specifically</li> <li>To know what a reflection is and know that mirrors make reflections</li> </ul>
<b>Skills</b> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>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</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel whilst outside</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul>
<b>Key Vocabulary</b> habitat, native, non-native, species, flower, plant, mirror, reflection, environment, creature, alive, season

## 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					
<b>Concepts</b> D. To know about the Inuit people group and their traditions and customs					
<b>Skills</b> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>Comment on images of familiar situations in the past</li> <li>Compare and contrast characters from stories including figures from the past</li> <li>Understand that some places are special to members of their community</li> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> </ul>					
Happy to Be Me					
<b>Concepts</b> <ul style="list-style-type: none"> <li>To know how to use language such as 'yesterday', 'today', 'tomorrow' when relating to the passing of time</li> <li>To identify ways their family celebrates special events such as weddings, christenings, birthdays etc.</li> <li>To identify features about themselves that make them individuals</li> <li>To identify how we are similar and different</li> <li>To know who is in their family and how families can differ</li> <li>To know what a community is and identify the communities and groups they belong to</li> </ul>					
<b>Skills</b> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>Comment on images of familiar situations in the past</li> <li>Compare and contrast characters from stories including figures from the past</li> <li>Understand that some places are special to members of their community</li> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> </ul>					
Tell us a Story					
<b>Concepts</b> <ul style="list-style-type: none"> <li>To know some stories from different cultures and compare with stories that they have been told and know well</li> <li>To identify the changes that happened to Cinderella and then identify changes in their own lives</li> </ul>					
<b>Skills</b> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>Comment on images of familiar situations in the past</li> <li>Compare and contrast characters from stories including figures from the past</li> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> </ul>					
Let's Play					
<b>Concepts</b> <ul style="list-style-type: none"> <li>To identify similarities and differences between old and new toys through observation</li> <li>To know that Teddy Bears were created a long time ago but we still play with them today</li> </ul>					

## Satellite View - Concepts and Skills - EYFS

- 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

- 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

# Satellite View - Concepts and Skills - EYFS

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					
<b>Concepts</b> <ul style="list-style-type: none"> <li>To use the symbol of the elephant in Indian culture to recognise that art can be found in many places</li> <li>To know that Wassily Kandinsky was a famous artist and be able to recreate work in his style</li> <li>To know what a Pharaoh's mask is and design one of their own inspired by Egyptian art</li> </ul>					
<b>Skills</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function</li> <li>Share their creations, explaining the process they have used</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>Create collaboratively, sharing ideas, resources and skills</li> </ul>					
<b>Key Vocabulary</b> Wassily Kandinsky, concentric circles, abstract, colour, artefact, gold, mask, hieroglyphics					
Happy to Be Me					
<b>Concepts</b> <ul style="list-style-type: none"> <li>To know what a self-portrait is and paint their own using a mirror as a guide</li> <li>To know that portrait can be made with other materials</li> <li>To understand that art can be appreciated with senses other than sight</li> <li>To understand that small details can make a big difference to a picture</li> <li>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</li> </ul>					
<b>Skills</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function</li> <li>Share their creations, explaining the process they have used</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>Create collaboratively, sharing ideas, resources and skills</li> </ul>					
<b>Key Vocabulary</b> self-portrait, face, features, family portrait, photograph, media					
No Place Like Home					
<b>Concepts</b> <ul style="list-style-type: none"> <li>To know that some art can be useful and be able to say who would use it and how it would be used</li> <li>To understand that art can be used to suit different groups of people</li> </ul>					
<b>Skills</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function</li> <li>Share their creations, explaining the process they have used</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>Create collaboratively, sharing ideas, resources and skills</li> </ul>					
<b>Key Vocabulary</b> wallpaper, design, pattern					
Under the Sea					
<b>Concepts</b> <ul style="list-style-type: none"> <li>To know that art can be found everywhere and use paint to recreate it</li> <li>To know what shades are and be able to recreate some using colour cards</li> <li>To know how to use the technique of marbling</li> </ul>					

## Satellite View - Concepts and Skills - EYFS

- 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

### Skills

- 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

### Key Vocabulary

pattern, stripy, tropical, shades, collage, imagination, creative, paint

### Help is at Hand

#### Concepts

- To use printing to explore patterns in fingerprints and be able to say what they see

#### Skills

- 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

### Tell Us a Story

#### Concepts

- To use a range of materials in decoration

#### Skills

- 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

### What On Earth...?

#### Concepts

- To use a range of materials in decoration

#### Skills

- 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					
<b>Concepts</b> <ul style="list-style-type: none"> <li>To know that Chinese dragons are an important feature of Chinese culture and make their own model using bright colours</li> <li>To identify some features of Chinese dress and design their own Chinese style outfit</li> <li>To know what a diva lamp is for</li> </ul>					
<b>Skills</b> <ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make</li> <li>Develop their own ideas and then decide which materials to use to express them</li> <li>Join different materials and explore different textures</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>Share their creations, explaining the process they have used</li> <li>Create collaboratively, sharing ideas, resources and skills</li> </ul>					
<b>Key Vocabulary</b> dragon, Chinese, colour, bright, traditional, compare, feature, diva lamp, salt dough, Diwali					
No Place Like Home					
<b>Concepts</b> <ul style="list-style-type: none"> <li>To know that photographs can be used to design and make 3D models of houses</li> <li>To know that the needs of the user are important to designing and making</li> <li>To know how to use simple cutting tools when making</li> <li>To identify features of a den made from natural materials</li> </ul>					
<b>Skills</b> <ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make</li> <li>Develop their own ideas and then decide which materials to use to express them</li> <li>Join different materials and explore different textures</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>Share their creations, explaining the process they have used</li> <li>Create collaboratively, sharing ideas, resources and skills</li> </ul>					
<b>Key Vocabulary</b> house, feature, photograph, 3D model, kennel, bed, cage, tank, user, needs, tools, cut, explain, den					
Help is at Hand					
<b>Concepts</b> <ul style="list-style-type: none"> <li>To design a new lanyard with clear information and space for a photograph</li> <li>To be able to talk about preferences and design a pizza for themselves</li> <li>To identify what someone else prefers and design specifically for them</li> </ul>					
<b>Skills</b> <ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make</li> <li>Develop their own ideas and then decide which materials to use to express them</li> <li>Join different materials and explore different textures</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>Share their creations, explaining the process they have used</li> <li>Create collaboratively, sharing ideas, resources and skills</li> </ul>					
<b>Key Vocabulary</b> badge, lanyard, design, photograph, I.D., words, preference, cook, share, favourite, junk modelling, gift					
Tell Us a Story					
<b>Concepts</b>					

## Satellite View - Concepts and Skills - EYFS

- 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

- 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

- 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

- 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

- 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

- 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

- To design a badge or medallion to show belonging

### Skills

- 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

# Satellite View - Concepts and Skills - EYFS

EYFS					
Music					
Knowledge Building					
Instrumentation	Notation	Cultural Understanding	Musical Vocabulary	Musical Elements	Singing
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					
<b>Concepts</b> <ul style="list-style-type: none"> <li>To learn songs and singing games that involve people's names</li> <li>To know a range of songs that incorporate body parts and moving</li> </ul>					
<b>Skills</b> <ul style="list-style-type: none"> <li>Respond to what they have heard, expressing their thoughts and feelings</li> <li>Remember and sing entire songs</li> <li>Sing the pitch of a tone sung by another person ('pitch match')</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</li> <li>Sing a range of well-known nursery rhymes and songs</li> <li>Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with the music</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> </ul>					
<b>Key Vocabulary</b> name, song, rhyme, rhythm, singing rhymes, clap, repetition					
No Place Like Home					
<b>Concepts</b> <ul style="list-style-type: none"> <li>To know a range of sounds linked to everyday objects</li> <li>To understand that some everyday objects can be used as percussion instruments</li> </ul>					
<b>Skills</b> <ul style="list-style-type: none"> <li>Listen with increased attention to sounds</li> <li>Respond to what they have heard, expressing their thoughts and feelings</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses</li> </ul>					
<b>Key Vocabulary</b> hit, pluck, scrape, blow, shake, percussions, instrument, listen					
Come Fly With Me! Asia					
<b>Concepts</b> <ul style="list-style-type: none"> <li>To know a range of songs from different cultures and traditions</li> <li>To understand how to compose some simple music within a specific soundscape or genre</li> </ul>					
<b>Skills</b> <ul style="list-style-type: none"> <li>Create their own songs, or improvise a song around one they know</li> <li>Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with the music</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> </ul>					
<b>Key Vocabulary</b> Chinese music, triangles, gong, drums, Chinese dragon and lions					
Let's Play					
<b>Concepts</b> <ul style="list-style-type: none"> <li>To understand how sounds can be linked to toys and their movements</li> <li>To identify ways to replicate sounds with voice and instruments</li> </ul>					
<b>Skills</b> <ul style="list-style-type: none"> <li>Listen with increased attention to sounds</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses</li> </ul>					

## Satellite View - Concepts and Skills - EYFS

<b>Key Vocabulary</b> <i>replicate, volume, loud, quiet, soft, instrumental, vocal, toy</i>
<b>Tell Us a Story</b>
<b>Concepts</b> <ul style="list-style-type: none"> <li>To know how to add vocal sounds to a well-known story</li> <li>To know how to link symbols to sound queues</li> <li>To understand how loud and quiet sounds can add character and mood to a story</li> </ul>
<b>Skills</b> <ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with the music</li> </ul>
<b>Key Vocabulary</b> <i>character, story, soundscape, loud, quiet, volume, composition, symbols</i>
<b>Under the Sea</b>
<b>Concepts</b> <ul style="list-style-type: none"> <li>To identify sounds that link to the ocean and sounds</li> <li>To know how to make sounds that link to the movement of fish</li> <li>To know how to adapt sounds depending on the speed of the movement</li> </ul>
<b>Skills</b> <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> </ul>
<b>Key Vocabulary</b> <i>ocean, sea soundscape, fast, slow, tempo</i>
<b>What On Earth...?</b>
<ul style="list-style-type: none"> <li><b>Concepts</b> <ul style="list-style-type: none"> <li>To know how to link sounds with the item that's makes them</li> </ul> </li> <li>To know how to link symbols with sounds and compose their own</li> </ul>
<b>Skills</b> <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs</li> <li>Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with the musi</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> </ul>
<b>Key Vocabulary</b> <i>symbols, sounds, instrumental, vocal, percussion, composition</i>
<b>Help is at Hand</b>
<b>Concepts</b> <ul style="list-style-type: none"> <li>To know a song related to the jobs that people do</li> <li>To know and compose a range of sound effects to match jobs and actions</li> </ul>
<b>Skills</b> <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs</li> <li>Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with the music</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses</li> </ul>
<b>Key Vocabulary</b> <i>sound effect, song</i>

## Satellite View - Concepts and Skills - EYFS

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
<b>Lesson 1 - "Happy Birthday Great - Grandpa Joe!"</b>					
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.					
<b>Key Vocabulary</b> information, personal, device, technology, trust, username, password, login, file, open, save, close, shut down					
<b>Lesson 2 - "Family Connection"</b>					
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.					
<b>Key Vocabulary</b> communicate, relationships, online, internet, FaceTime, video call					
<b>Lesson 3 - "What a Nuisance!"</b>					
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.					
<b>Key Vocabulary</b> sharing, information, private, cold call, email, pop-up, spam, digital footprint					
<b>Lesson 4 - "Yesterday's News"</b>					
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 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.					
<b>Key Vocabulary</b> sharing, information, private, cold call, email, pop-up, spam, digital footprint					
<b>Lesson 5 - "Great-Grandpa Joe's Robin Surprise!"</b>					
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.					
<b>Key Vocabulary</b> copyright, ownership, belong, proud, copy, create, paint, brush, colour, fill, eraser, undo					
<b>Lesson 6 - "Music to Great-Grandpa Joe's Ears"</b>					
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.					
<b>Key Vocabulary</b> find, access, stereo, radio, question, virtual assistant, Siri, Alexa, Google, app					
<b>Lesson 7 - "Time Flies for Great-Grandpa Joe"</b>					

## Satellite View - Concepts and Skills - EYFS

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