

Subject	Term 1	Term 2	Term 3
History	<p>Bonfire Night and the Great Fire of London: In this unit, the children will:</p> <ul style="list-style-type: none"> • develop an awareness of the past, using common words and phrases relating to the passing of time • choose and use parts of stories and other sources that they know and understand key features of events • understand some of the ways in which we find out about the past • identify different ways in which it is represented • use a wide vocabulary of everyday historical terms • know where events they study fit within a chronological framework. 	<p>Holidays: In this unit, the children will:</p> <ul style="list-style-type: none"> • learn about changes within living memory • understand historical concepts such as continuity and change, similarity and difference • ask historically valid questions • identify similarities and differences between ways of life in different periods • ask and answer questions • understand some of the ways in which we find out about the past • identify different ways in which the past is represented • use a wide range of everyday historical terms • use parts of stories and other sources to show they know and understand key features of events • use sources to show they know and understand the past • suggest reasons why changes took place. 	<p>Our Local Heroes: In this unit, the children will:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • know where the people they study fit within a chronological framework • ask and answer questions • study significant historical people and places in their own locality • understand some of the ways in which we find out about the past and identify different ways in which it is represented • choose parts of sources to show that they know and understand key features of events • use a wide vocabulary of everyday historical terms.
Geography	<p>Weather and Seasons: In this unit, the children will:</p> <ul style="list-style-type: none"> • develop locational and place knowledge about their locality, and the UK as a whole • understand basic subject-specific vocabulary relating to physical geography • begin to use geographical skills, including first-hand observation, to enhance their locational awareness • identify seasonal and daily weather patterns in the UK 	<p>Journeys - Food: In this unit, the children will:</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production • use locational and directional language (e.g. near and far) to describe the location of features and routes on a map • name, locate and identify 	<p>Our Wonderful World: In this unit, the children will:</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the seven continents and oceans • use world maps, atlases and globes • understand geographical similarities and differences when studying both human and physical geography • identify the locations of hot and cold areas around the world

	<ul style="list-style-type: none"> • use simple fieldwork and observational skills in their school, its grounds and surroundings • use and construct basic symbols in a key 	<p>characteristics of the four countries and capital cities of the UK, and its surrounding seas</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. 	<ul style="list-style-type: none"> • use basic vocabulary to refer to physical and human features • develop knowledge about the world.
Science	<p>Healthy Me</p> <ul style="list-style-type: none"> • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Gather and record data to help answer questions. • Perform simple tests. Observe closely, using simple equipment. Use their observations and ideas to suggest answers to questions. • Identify and classify. <p>Material Monsters</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Squash, Bend, Twist and Stretch</p> <ul style="list-style-type: none"> • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and classify • Perform simple tests. Gather and record data to help answer questions. <p>Our Local Environment</p> <ul style="list-style-type: none"> • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including microhabitats. Gather and record data to help in answering questions. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food. 	<p>Young Gardeners</p> <ul style="list-style-type: none"> • Identify and name a variety of plants and animals in their habitats, including microhabitats. • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Compare the suitability of a variety of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Observe closely, using simple equipment. Perform simple tests and use observations and ideas to suggest answers to questions. • Ask simple questions and recognise that they can be answered in different ways • Identify and classify using simple equipment. <p>Little Masterchefs</p> <ul style="list-style-type: none"> • Find out about, and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right

			<p>amounts of different types of food and hygiene. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <ul style="list-style-type: none"> • Perform simple tests, using their observations and ideas to suggest answers to questions. Gather and record data to help answer questions. • Observe closely, using simple equipment. Identify and classify.
Art	<p>Drawing</p> <ul style="list-style-type: none"> • Experiment with tools and surfaces • Draw a way of recording experiences and feelings • Discuss use of shadows, use of light and dark • Sketch to make quick records <p>Colour</p> <ul style="list-style-type: none"> • Begin to describe colours by objects • Make as many tones of one colour as possible (using white) • Darken colours without using black • Using colour on a large scale 	<p>Texture</p> <ul style="list-style-type: none"> • Overlapping and over laying to create effects • Use large eyes needles – running stitches • Simple appliqué work • Start to explore other simple stitches • Collage <p>Form</p> <ul style="list-style-type: none"> • Awareness of natural and man-made forms • Expression of personal experiences and ideas • To shape and form from direct observation (malleable and rigid materials) • Decorative techniques • Replicate patterns and textures in a 3D form • Work and that or other sculptors 	<p>Printing</p> <ul style="list-style-type: none"> • Print with a growing range of objects • Identify the different forms printing takes <p>Pattern</p> <ul style="list-style-type: none"> • Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning • Natural and manmade patterns • Discuss regular and irregular
Music	<p>Rhythm and Pulse (ongoing)</p> <ul style="list-style-type: none"> • Learn difference between beat and rhythm • Explore sound colour (timbre) 	<p>Pitch (ongoing)</p> <ul style="list-style-type: none"> • Songs and chants in two parts with an additional ostinato 	<p>Singing Games</p> <ul style="list-style-type: none"> • Songs and chants in two parts with an additional ostinato

	<ul style="list-style-type: none"> • Graphic symbols and scores for different instrumental/vocal/body sounds • Play in unison with awareness of ensemble and underlying pulse • Create a four beat phrase (rhythmic) • Perform a rhythm to a given pulse • Begin to internalise and create rhythmic patterns • Identify pulse in different pieces • Improvise and continue a rhythm using instrument including voice • Keeping a steady beat at different speeds • Marking beats within a 4 beat metre 	<ul style="list-style-type: none"> • Use of sol-fa hand signs – so, mi, la, doh • Recognise changes in timbre <p>Listening/Appraising(ongoing)</p> <ul style="list-style-type: none"> • Explain what they like about a piece of music and why • Know music can be played or listened to for a variety of purposes (history/different cultures) • Describe basic elements of a piece of music • Describe how an instrument has been used to represent a sound or object 	<ul style="list-style-type: none"> • Begin to sing with control of pitch • Sing with an awareness of other performers • Sing with an awareness of pulse and rhythm. • Recognise phrase length and know when to breathe. • Develop an understanding of melody and the importance of words • Understand how mood can be expressed using voice <p>Instrumental</p> <ul style="list-style-type: none"> • To explore the different ways instruments can produce sounds. • Play in unison with awareness of ensemble and underlying pulse • Create a four beat phrase (rhythmic) • Carefully choose instruments to combine layers of sound, showing awareness of the combined effect • Compose and perform melodies using two or three notes • Create repeated patterns (ostinato) with a range of instruments
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ICT	<p>Coding, unit 2.1 1. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. 2. Create and debug simple programs. 3. Use logical reasoning to predict the behaviour of simple programs.</p> <p>Online Safety, unit 2.2 1. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Spreadsheets, unit 2.3 1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Questioning, unit 2.4 1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Effective Searching, unit 2.5 1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content 2. Recognise common uses of information technology beyond school</p> <p>eSafety, covered throughout the year in lessons and assemblies 1. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Creating Pictures, unit 2.6 1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Making Music, unit 2.7 1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Presenting Ideas, unit 2.8 1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>
DT	<p>Textiles</p> <p>Designing</p> <ul style="list-style-type: none"> • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication 	<p>Mechanisms</p> <p>Designing</p> <ul style="list-style-type: none"> • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and 	<p>Food</p> <p>Designing</p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit

	<p>technology.</p> <p>Making</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project. 	<p>mock-ups.</p> <p>Making</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project. 	<p>and vegetables.</p> <ul style="list-style-type: none"> • Communicate these ideas through talk and drawings. <p>Making</p> <ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. <p>Evaluating</p> <ul style="list-style-type: none"> • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. • Know and use technical and sensory vocabulary relevant to the project.
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PE	<p><u>Invasion Games</u></p> <ul style="list-style-type: none"> • Understand there are different skills for different situations and begin to use these. • Move into space to help a team. • Play in a range of positions and know how to contribute when attacking and defending. • Pass, receive and shoot the ball with some control under pressure. <p><u>Net and Wall Games</u></p> <ul style="list-style-type: none"> • Develop a wider range of skills and begin to use these under some pressure. • Select and apply preferred skills with increasing consistency. • Understand the need for tactics and make decisions about when best to use them. • Play cooperatively with a partner. <p>Demonstrate good footwork to cover a court space in a game situation</p>		<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Create and perform sequences using apparatus, individually and with a partner. • Use set criteria to make simple judgments about performances and suggest ways they could be improved. • Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. • Use strength and flexibility to improve the quality of a performance. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Adapt and refine actions, dynamics and relationships in a dance. • Perform different styles of dance clearly and fluently. • Recognise and comment on dances, showing an understanding of style. <p>Suggest ways to improve their own and other people's work.</p>		<p><u>Striking and fielding games</u></p> <ul style="list-style-type: none"> • To sometimes strike a bowled ball. • Begin to develop a wider range of skills and use these under some pressure. • Use tactics effectively in a competitive situation. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Choose the best pace for a running event. • Perform a range of jumps showing some technique. • Show control at take-off in jumping activities. • Show accuracy and good technique when throwing for distance. • Understand how stamina and power help people to perform well in different athletic activities. <p>Lead a partner through short warm-up routines.</p>	
PSHE	<p>Families and people who care for me</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>Caring friendships</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p>Respectful relationships</p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Being Safe</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p>	<p>Mental wellbeing</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Internet safety and harms</p> <p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative</p>	<p>Physical health and fitness</p> <p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>Healthy eating</p> <p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p>	<p>Health and prevention</p> <p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>Drugs, alcohol and tobacco</p> <p>When I needed some medicine Where do medicines come from? Staying safe around medicines.</p>	<p>Basic First Aid</p> <p>How to make a clear and efficient call to emergency services if necessary.</p> <p>RSE</p> <p>See RSE overview</p>

			content online on their own and others' mental and physical wellbeing.			
Italian	<ul style="list-style-type: none"> • Introduce yourself • The Italian Alphabet • Domestic animals • Christmas carols and greetings • Numbers 1 -10 	<ul style="list-style-type: none"> • Pictures and words using Italian verbs • Words associated with family • Sports • Italian Food part 1 • Numbers 10 - 20 	<ul style="list-style-type: none"> • Weather • Learn preference verbs • Everyday clothes • Songs of summer and holidays 			