


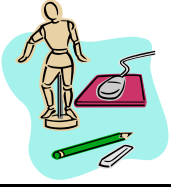







<p style="text-align: center;"><u>Science</u></p> 	<p><u>Autumn and Winter</u></p> <ul style="list-style-type: none"> • The 5 senses • To observe and describe weather associated with the seasons and how day length varies 	<p><u>Animals inc humans</u></p> <ul style="list-style-type: none"> • To identify, name and label the basic parts of the human body and say which part is associated with each sense • To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • To describe and compare the structure of a variety of common animals • To identify and name a variety of common animals that are carnivores, herbivores and omnivores • To identify and name a variety of common birds and fish • To describe and compare the structure of a variety of common birds 	<p><u>Winter and spring</u></p> <ul style="list-style-type: none"> • To observe changes across the four seasons (winter/spring) • To observe and describe weather associated with the seasons and how day length varies 	<p><u>Plants</u></p> <ul style="list-style-type: none"> • To identify and describe the basic structure of a variety of common flowering plants, including trees • To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 	<p><u>Spring and summer</u></p> <ul style="list-style-type: none"> • To observe changes across the four seasons (spring/summer) • To observe and describe weather associated with the seasons and how day length varies 	<p><u>Everyday materials</u></p> <ul style="list-style-type: none"> • To distinguish between an object and the material from which it is made • To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock • To describe the simple physical properties of a variety of everyday materials • To compare and group together a variety of everyday materials on the basis of their simple physical properties.
<p style="text-align: center;"><u>Geography</u></p>	<p><u>We are Britain (joint geography and history unit)</u></p> <ul style="list-style-type: none"> • Understand that Britain is made up of different countries. • Use maps. Use secondary sources of information. Make maps. Identify and describe where places are. 	<p><u>Food and farming</u> <u>Food around the world- continents and oceans.</u></p> <ul style="list-style-type: none"> • Realise that there are seven continents and begin to identify these 		<p><u>Houses here and away.</u></p> <ul style="list-style-type: none"> • Ask geographical questions and observe/record buildings and street furniture in the locality • Observe and record 		

	<ul style="list-style-type: none"> • Locate different places in the UK using internet and atlases and label. • Use geographical vocabulary. • Label maps showing where family members live and have come from. • Find out about how the geography of families changes. 		<ul style="list-style-type: none"> • Understand that Europe is many different countries, match foods to countries and discuss food miles. • Match common and familiar foods to their country of origin • Locate continent Asia & identify diff countries, particularly in Indian sub-continent • Locate Asia: identify China, Indochina and Japan 		<p>familiar places in the local environment.</p> <ul style="list-style-type: none"> • Observe and note types of houses in the locality, their features and the materials they are made of. • Use secondary sources of information. • Go on a field trip round the local area and observe and record the buildings and other features of the environment. 	
<p>History</p> 	<p><u>We are Britain (joint geog and his unit)</u></p> <ul style="list-style-type: none"> • Toys past and present • Food now and then and how we shop has changed. • Rationing Transport then and now • Clothes and washing then and now. 			<p><u>Significant events/people in English history-</u> Henry VIII, Queen Elizabeth Gunpowder plot, Guy Fawkes,</p>		<p><u>Significant individuals-</u> A look at significant individuals in history such as Neil Armstrong, Christopher Columbus and Rosa Parks</p>
<p>Computing</p> 	<p>Understand what Algorithms are</p>	<p>Using Algorithms on digital devices</p>	<p>Identifying Algorithms on Games, Apps and Programs.</p>	<p>Understanding sequences and instructions</p>	<p>Understanding simple input, process & output.</p>	<p>Modelling simple Algorithms.</p>

<p style="text-align: center;"><u>DT</u></p> 		<p style="text-align: center;"><u>Moving pictures</u></p> <p>Design and make- use tools safely to make a moving picture that incorporates a simple lever or Slider, use given techniques to practise their making skills and as a starting point for developing their own ideas.</p> <p>Evaluate- to evaluate their product by discussing how well it works in relation to the purpose</p> <p>Technical knowledge - develop an understanding of simple mechanisms through designing and making moving pictures.</p>	<p style="text-align: center;"><u>Fruit and Veg</u></p> <p>Design & Make- Children apply hygienic practices and to use basic tools and equipment effectively and safely to make a food</p> <p>Evaluate- Children investigate and taste different foods and Technical knowledge- develop vocabulary to describe the appearance, taste, smell and texture.</p>		<p style="text-align: center;"><u>Homes</u></p> <p>Design and make- develop and model their ideas by creating static models and using construction kits.</p> <p>Evaluate- Observation of different types of building gives, children experience and information to draw on when developing their own ideas.</p> <p>Technical knowledge- They gain a basic understanding about structures and how these can be made stronger and more stable.</p>	
<p style="text-align: center;"><u>Art</u></p> 	<p style="text-align: center;"><u>Self-portraits</u></p> <p>Children make a self-portrait to communicate ideas about themselves. They talk about images of children in drawings, paintings and photographs and artists' self-portraits in order to develop ideas about how they will portray themselves. They investigate a range of drawing materials and techniques and learn how to mix</p>			<p style="text-align: center;"><u>Materials</u></p> <p>Children investigate the qualities of a variety of natural and made materials. They learn skills for weaving and gain sensory experience of materials and an understanding of colour and texture. They learn about how textiles are used in their own and others' lives. Skills: colour, textiles, texture</p>		<p style="text-align: center;"><u>Sculpture</u></p> <p>Children develop their understanding of shape, form, texture and the sensory qualities of materials. They learn about the work of sculptors and about different kinds of sculpture, including those made of natural materials. They also learn skills for arranging materials they have collected to make a relief collage and a sculpture. Skills: colour, collage, shape, form,</p>

	and use colour in a painting. Skills: lines, colour, texture, shape					sculpture, craft
RE 	Awareness of other religions in our area (links to other curriculum areas)		Awareness of other religions in our area (links to other curriculum areas)		Awareness of other religions in our area (links to other curriculum areas)	
PSHE 	<u>New beginnings</u>	<u>Say no to bullying</u>	<u>Going for goals</u>	<u>Good to be me</u>	<u>Relationships</u>	<u>Changes</u>
Music 	<u>Songs linked to Numeracy and Literacy</u>	<u>Ongoing skills</u>	<u>Exploring sounds</u>	<u>Exploring pitch</u>	<u>Exploring duration</u>	<u>Exploring rhythm</u>
P.E 	<u>Ball Games</u>	<u>Ball Games</u>	<u>Gymnastics</u>	<u>Bat Games</u>	<u>Athletics</u>	<u>Sports Day</u>