

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b>	<p><u>All Living Things</u> Find out about and describe the basic needs of animals, including humans, for survival. Explore and compare the differences between things that are living, dead and things that have never been alive. Notice that animals, including humans, have offspring that grow into adults. Describe the importance for humans eating the right amounts of different types of food.</p>	<p><u>Animals including Humans</u> Identify and classify by matching animals with their babies. Know about the basic needs of animals, including humans, for survival. Ask simple questions and recognise that they can be answered in different ways. Describe the importance for humans of exercise. Describe the importance for humans of hygiene.</p>	<p><u>Everyday Materials</u> Revise the name of common materials. Begin to understand the idea that there are many different uses for materials. Know that metals are used for many things. Understand why different objects are made from different things.</p>	<p><u>Uses of Everyday Materials</u> Identify and compare the suitability of a range of everyday materials for particular uses. Identify and classify the uses of everyday materials. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><u>Plants</u> Observe and describe how seeds and bulbs grow into mature plants. Perform simple tests. Use their observations and ideas to suggest answers to questions. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Gather and record data to help in answering questions.</p>	<p><u>Habitats</u> Identify and name a variety of plants and animals in their habitats, Identify how different habitats provide for the basic needs of different kinds of animals and plants. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>
<b>Computers</b>	<p><u>You've got mail</u> Understand that emails are messages that are "sent" and "received" through the Internet. Send simple email and obey rules of good communication. Understand that some information about themselves is special because it makes them unique. What is personal information? What is acceptable information to share? Why shouldn't you share too much? Know to use Edmodo.</p>	<p><u>Super Sci-Fi</u> Create own 'space invader' style game. Create alien characters to be used as enemies in game play. Use a drawing app to create characters and graphics for a game. Determine parameters for game play. Know how to use Photo Speak Record own podcast. Enhance podcasts with photos, music and sound effects.</p>	<p><u>Whatever the Weather</u> Why do we use graphs to display information? What is data? What is a tally chart? How can we use the information collected in a tally chart? Know to use a spreadsheet.</p>	<p><u>Code-tastic</u> Understand that algorithms are precise instructions that are followed. Record the instructions are you giving ALEX? Follow a simple algorithm. Devise a simple algorithm. What happens when we change the order? Become familiar with variables and 'debugging' programs. What do we mean by 'debug'?</p>	<p><u>Young Authors</u> Explore the origins of the World Wide Web. Share work using the internet. Use an app to create mindmap. Identify major developments through the decades (from 1939 to present day). Script the content for an eBook. To be able to change the font and style of writing Add audio to an ebook.</p>	<p><u>Vehicles</u> Understand the different elements of a browser. Understand what safe search means. Know that there are many types of vehicles, which have different purposes. Create a computer to create a 3D model. Follow an instructional video. Race cars and evidence findings. Critically analyse designs and use video to document this.</p>
<b>History</b>		<p><u>The Gunpowder Plot</u> Find out about Guy Fawkes, how the Gunpowder Plot started and some problems the plotters encountered. Know about the main events of the Plot and the order that they happened.</p>		<p><u>Nurturing Nurses</u> Develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements. Compare the lives of different nurses; Florence Nightingale, Mary Seacole and Edith Cavell.</p>		<p><u>Children during World War 2</u> Understand reasons for rationing. Study the 'Dig for Victory' campaign. Show an awareness of the Blitz and the need for air-raid shelters. Learn about evacuees and the reasons for evacuation.</p>

<b>Geography</b>	<u>What a Wonderful World</u> Use aerial photographs to recognise landmarks and basic human and physical features. Use world maps, atlases and globes to identify the UK and its countries. Understand the location of hot and cold areas of the world.		<u>Let's go to China</u> Understand where China is in the world. Compare school life in China and the UK. Study the human and physical geography of a small area of the United Kingdom, and of a small area of China. Devise simple maps. Ask geographical questions.		<u>Sensational Safari</u> Name and locate the world's seven continents and five oceans. Use simple compass directions, and locational and directional language to describe the location of features and routes on a map. Understand where Kenya is in the world. Locate Kenya on a world map.	
<b>RE</b>	<u>Hinduism</u> Give examples of codes of conduct. Recognise that our actions affect ourselves and each other. Explore some examples of religious observances. Recognise the importance of commitment within a community. Identify special features of a religious community. Recognise ways in which care and concern are expressed within communities.	<u>Divali</u> Begin to realise that other stories, including those from other faiths, teach the need for concern for others. Experience activities arising from story-telling, including role play, puppetry, song, music and movement. Have opportunities to share in the preparation and to observe the celebration of festivals. Explore some examples of religious observances.	<u>Special Places</u> Recognise some of the groups to which they belong in their home and school life and what makes these groups special. Recall key features of an inspirational place. Discuss authority figures that influence their lives. Use basic vocabulary used in a religious context. Discuss what is important to them and to other people with respect for feelings.	<u>Easter – Alive!</u> Hear a range of stories from special books and discuss them. Understand some of the beliefs people hold, including belief in God. Handle some of the items of significance used in religious worship, exploring how they are used. Use some basic vocabulary in a religious context. Explore a range of religious symbols.	<u>Christianity</u> Understand why Jesus told stories. Know that Jesus performed miracles. Understand how and why religious people show care and concern for each other. Listen to and explore stories told from a selected tradition. Understand the importance of saying thank you.	<u>Me and My Family and Friends</u> Listen to a range of stories and discuss their meanings. Recognise some of the groups to which they belong in their home and school life. Understand relationships, considering their own experiences. Discuss what is important to them and to other people.
<b>Music</b>	<u>Tony Chestnut</u> Recognise and play echoing phrases by ear. Sing with good diction to emphasise wordplay. Perform actions on the beat.  <u>Cauliflowers Fluffy</u> Pitch a challenging jazzy melody accurately. Explore musical contrast and textures within a verse and chorus structure. Use contrasting dynamics and body percussion effects to enhance a Harvest assembly performance.	<u>Creepy Castle</u> Sing small intervals in a minor key accurately and confidently. Use dynamic contrast and different vocal effects to evoke an atmosphere. Create a sequence of sounds in response to a given stimulus.  <u>Kye Kye Kule</u> Lead an echo song as part of a small group. Perform actions while singing. Play paired echo pieces based on familiar rhythms.	<u>Friendly Robot</u> Sing a syncopated melody with rhythmic precision and accompany with tuned percussion. Choreograph a 'robot dance' and incorporate it into a performance. Compose accompanying 'robot music' using percussion and unconventional sound makers  <u>Grandma Rap</u> Perform a rap rhythmically as a group, incorporating accurate choreographed actions. Create a characterful performance that includes	<u>Here Comes Sally</u> Sing a playground song in the appropriate style. Invent and copy modes of travelling to fill a musical phrase. Improvise on a pentatonic scale  <u>Eh Mamarie</u> Sing a nonsense song and make up new lyrics. Maintain a clapped pulse while playing a competitive singing game. Play a non-competitive version of the game.	<u>Jump Jim Joe</u> Sing dotted rhythms and awkward intervals accurately. Manage dance steps with a partner while singing. Understand and identify a musical phrase.  <u>Minibeasts</u> Sing clearly articulated words set to a stepping-note melody. Play an accompaniment on tuned percussion and using sound effects. Choreograph and perform a characterful dance for the song.	<u>Tanczyme Labada</u> Sing confidently in another language. Play a cumulative game with spoken call-and-response sections. Invent new lines and accompany with tuned percussion.  <u>The Rockpool Rock</u> Sing a rock style song, confidently managing short phrases and rests. Perform a spoken second part. Play an introduction on tuned percussion and invent a rockpool dance.

	Vivaldi (composer) →		a two-part round. Make up new rhyming lyrics and incorporate them into a performance.  Prokofiev (composer) →			
<b>Art</b>	<u>Self Portraits</u> Investigate portraits by a variety of artists. Record self-portraits from observation. Explore how colour can be used to convey moods and emotions. Create a portrait sculpture.				<u>Joan Miro</u> Describe the Magical Realist paintings of the artist Joan Miro. Use simple bold colours and shapes and lines to create a picture in the style of Joan Miro. Make a Surrealist sculpture from clay. Draw a surrealist picture from imagination.	<u>Landscapes and Cityscapes</u> Paint a landscape using colour and texture. Describe the work of Monet. Use pastels to create a cityscape. Use colour, texture and line in a landscape. Describe the work of Van Gogh.
<b>D/T</b>		<u>Sensational Salads</u> . Explore and evaluate a range of existing products. Use the basic principles of a healthy and varied diet to prepare dishes. Select from and use a range of tools and equipment to perform practical tasks. Prepare and make healthy salads using root vegetables, fruits and fish.			<u>Puppets</u> Investigate a range of puppets and their features. Develop and practise sewing skills. Work with fabric to create a finger puppet. Design a glove puppet Evaluate a finished product.	<u>Perfect Pictures</u> Use decorative papers to create sea creatures. Add materials and colours to make a place mat Use wax resist sticks to trace designs onto fabric. Use a paintbrush to apply dye to change the colour of the fabric on wax-resisting coaster. Evaluate product.
<b>PE</b>	<u>Gymnastics</u> Travel continuously moving from high to low, to high on the floor and on apparatus. Explore ways of changing level as they travel – know which are easy and which are hard. Incorporate changes of level into sequences on the floor and on apparatus. Balance and travel using combinations of body parts that are far way and close together. Jump in a variety of ways and land safely.	<u>Dance</u> Respond to a different type of stimulus. Use understanding of the basic dance skills to select appropriate ones for the dance idea. Work co-operatively in pairs or small groups. Change and vary actions. Look critically at own and others work to recognise what is good and what could be improved.	<u>Gymnastics</u> Step into a jump or balance. Add 'stepping into' balances and jumping into sequences. Add a shape to their jump as they jump off apparatus. Transfer a floor sequence to the apparatus. Know how muscles working relates to tension in the body. Hang and swing in different directions using apparatus. Combine hanging, swinging, travelling and jumping from height to form a sequence.	<u>Multi skills</u> Perform a range of throwing & catching skills with control. Make simple decisions about when & where to run. Choose & use tactics to suit different situations. Know how to score & keep the rules of the game. Anticipate what they will feel like after playing games. Use ideas & information acquired to improve their skills.	<u>Group game and inventing rules</u> Consistent bouncing, kicking, throwing, catching and striking Select proper equipment and use of equipment, Invent rules for game play. Play with confidence in groups of 2,3,4 and understand attack defend tactics. Show body control and awareness in the play area.	<u>Athletics</u> Demonstrate quick reactions and rapid acceleration. Accelerate from a variety of static positions. Pass a relay baton at speed. Demonstrate the ability to change pace. Use jumping combinations to move around a space. Perform dynamic combination jump sequences with control.