

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<u>Seasons Autumn & Winter</u> Describe changes across the four seasons. Observe & describe how day length varies. Describe weather associated with the seasons. Observe & identify differences between day & night. Observe shadows.	<u>Animals-including humans</u> Identify & name a variety of common animals including fish, amphibians, reptiles, birds & mammals. Identify & name a variety of common animals that are carnivores, herbivores & omnivores. Identify, name, draw & label the basic parts of the human body & say which part of the body is associated with each sense.	<u>Seasons Winter & Spring</u> Observe seasonal changes. Compare changes in winter with autumn Observe & record daily temperatures. Know that there is less daylight in winter. Observe the hours of daylight before & after school Observe & classify 'light' & 'dark' activities.	<u>Plants</u> Identify & name a variety of common wild & garden plants, including deciduous & evergreen trees. Identify & describe the basic structure of a variety of common flowering plants including trees.	<u>Seasons Spring & Summer</u> Name some common farm animals. Arrange images to complete a life cycle. Know the main differences between summer & winter. Find the shadiest spot in the playground. Find out when shadows are at their longest/shortest. Investigate what will happen to plants that are left in a dark cupboard for a few days.	<u>Materials</u> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.
Computers	<u>Walking with Dinosaurs</u> Instructional writing. Create a word algorithm. Play 'Daisy the Dino' style game in the hall to reinforce word algorithms. Play 'Daisy the Dino' on the iPad.	<u>Pictures tell 1000 words</u> Use the main functions and buttons of a digital camera. Learn about the different shots that a camera can capture. Experiment with cameras. Use the camera app on the iPad, view and edit any unwanted pictures. Be familiarised with stories that are told through pictures (no words) and recognise the effect that different shots have.	<u>Crazy creatures</u> Recognise, use and understand directional language and begin to sequence instructions to program a floor robot. Recognise that a set of commands placed together can create a simple program. Program a floor robot. Use sequential instruction software on a pc or tablet.	<u>We are all connected</u> Navigate the web and understand basic language like "hyper link". Know how search engines work. Search online and develop a better understanding of the Internet. Use Google Earth to virtually travel to faraway places and explore.	<u>Our local area</u> Visit websites relating to the local area and use online maps to explore. Create and play with models and explore patterns using a 3D model maker app. Controlling robots part 1: Make own map of the local area. Use programmable toys to explore maps. Make an eBook.	<u>Ready, Steady, Go</u> Understand instructional language is used to form algorithms. Develop understanding of accurate instructions. Develop their coding skills.
History	<u>What were homes like a long time ago?</u> Be aware of the variety of features that form their local area. Identify features of homes now & in the past. Recognise household objects from the past & present. Compare home life in the early 1900's to modern day. Identify common key features of homes today. Identify key features of a home built a long time ago. Identify differences between two homes built at different times. Communicate findings about homes a long time ago.	<u>The Great Fire of London</u> Understand how different life was in London 450 years ago compared to present day. Be familiar with the concept of a time line. Explain ways in which we find out about the past. Use historical vocabulary to describe events/people. To develop an awareness of the past, using common			<u>Our Heritage-Folk Stories & Castles</u> To learn about the oral tradition. To listen to an old folk tale then make it into a class performance. To learn about Robert the Bruce. Listen to the story of King Alfred & the burned cakes Find out about UK castles Sort pictures of castles into chronological order of	

			words & phrases relating to the passing of time. To use a wide vocabulary of everyday historical terms. To answer & ask questions, choosing stories & other sources to show that they know & understand key features of events.		when they were built. Learn about the different people living in a castle.	
Geography	<u>Around Our School – the local area</u> Recognise the different types of buildings in the local area. Use observational skills to identify features within school grounds environment to understand a plan drawing of a room & make a model. Know that an aerial view means to look at something from above. Recognise local features & gain an understanding of their purpose in the community. Understand that the different uses of buildings relate to the work people do. Express views of features in the local community. Learn about leisure facilities available in local area. Express opinion about the local area & the features within it.			<u>Up, Up & Away</u> To name, locate & identify characteristics of the four countries & capital cities of the United Kingdom & its surrounding seas. To use world maps, atlases & globes to identify the United Kingdom & its countries. To use aerial photographs & plan perspectives to recognise landmarks & basic human & physical features. Investigate landmarks in London and a second location.		<u>Polar Bears or Penguins</u> Know that the North & South Poles have different patterns of day & night from those experienced in the United Kingdom. Investigate the lives of the Inuit. Understand that polar bears live in the Arctic & rely on hunting other animals for their food. Understand that this area changes as ice melts & moves. Learn that penguins live at the South Pole not the North Pole. Discuss how penguins, seals & whales live in these conditions.
RE	<u>Gifts/Harvest of Hands</u> Show how hands can convey / communicate what we are doing and how we are feeling. Begin to show sensitivity to the needs of others. Show an increased knowledge of people who help us. Know that Jesus used his hands to bless others and that Christians do the same now. Develop a greater awareness of God's care for us all at all times.	<u>Preparing for a Celebration</u> Know that we all have special times we remember. Know celebrations are similar but are different to ordinary days. Learn that there are different reasons for holding celebrations. Recount, re-tell, re-enact the Christmas story in its correct sequence. Show an increasing knowledge of how the festival of Christmas is celebrated.	<u>New Beginnings Chinese New Year</u> Design posters to demonstrate knowledge of elements of Holi. Listen to each other and value the opinions of others. Understand the cause and importance of celebration. Demonstrate knowledge of the Chinese New Year story by re-telling.	<u>Easter Surprise</u> Show an increased development of appropriate religious vocabulary. Show a knowledge of relevant characters and an understanding of when they lived. Begin to understand the significance of the events encountered, and their place in the Christian Calendar.	<u>Our Planet</u> Know that the Bible begins with the story of God's creation of the world. Learn that the story is found in the 1 st book of the Old Testament. Demonstrate knowledge of the key characters in the story and sequence the events Show an appreciation of the beauty of the world. Sequence the story in chronological order. List what they as individuals think is wonderful. Understand that Christians believe God has created the world and that they must take care of it.	

<p>Music</p>	<p><u>Menu Song</u> Perform a traditional song with style and personality. Sing a cumulative song from memory, remembering the order of the verses. Create a dramatic group performance using props and kitchen sound-makers</p> <p><u>In the Autumn</u> Sing a song with a relaxed swung rhythm. Use dynamics to enhance the mood of a song. Create a performance with an accompaniment using untuned percussion and kazoos.</p>	<p><u>The King is in the Castle</u> Identify and follow a simple song structure and rhyme pattern. Change voices to suit different characters while performing appropriate actions. Incorporate new characters and actions, and remember the order.</p> <p><u>Football</u> Chant together rhythmically, marking rests accurately. Play a simple ostinato on untuned percussion. Create and perform a new rap based on this model</p>	<p><u>Who stole my chickens & my hens?</u> Sing a dotted melody accurately and mark rests with untuned percussion. Add a clapping game while singing a song. Make up new lyrics and clapping/tapping patterns for a song.</p> <p><u>Just like me</u> Sing a song with changing speeds. Perform actions accurately following contrasting rhythm patterns. Create a performance using new 'travel' words and movements, and appropriate speeds.</p> <p>Charles Camilles →</p> <p>Saint Saen (Carnival of the animals) Romantic Period →</p>	<p><u>Acka backa</u> Chant rhythmically as a group and add sound effects. Sing a three-note melody and play it on tuned percussion. Add a game and adapt it to create new versions</p> <p><u>Come dance with me</u> Sing either part of a call-and-response song. Play the response sections on tuned percussion using the correct mallet hold. Use pairs of rhyming words to invent new lyrics and moves.</p>	<p><u>The animals went in two by two</u> Sing a traditional song in a minor key. Communicate a long narrative from memory and with good enunciation. Perform as a call-and response song with group solos.</p> <p><u>Oats & beans & barley grow</u> Sing a traditional song. from memory. Perform a dance in time with music. Create and perform a rhythmic ostinato.</p> <p>Claude Debussy (Impressionism) →</p>	<p><u>Mister Double Trouble</u> Sing a song with a verse and chorus structure, and add actions. Sing and play dotted rhythms accurately. Create a performance incorporating singing, percussion and solo acting roles.</p> <p><u>As I was walking down the street</u> Sing a song that includes a time change from march to jig. Mark the pulse on untuned percussion and recognise a change in time signature. Perform a full version of the song, including an accompanying dance.</p>
<p>Art</p>		<p><u>Skills:</u> Drawing Painting Cutting Draw from observation and improve finished work Use cutting skills to make crafts Draw & collage winter scenes</p>		<p><u>Piet Mondrian</u> Recall facts about Mondrian & show awareness of his work. Arrange shapes to imitate Mondrian's work. Draw pictures showing a likeness to the work of Mondrian. Identify & copy a shape or pattern from Mondrian's work. Design & create own Mondrian painting. Say what they like & how they could improve both theirs & others art work.</p>		<p><u>Self Portraits</u> Be aware of some famous artists. Understand about tinting & toning. Understand about primary & secondary colours. Experiment with different techniques and mediums. Paint a self-portrait. Use a paint package on computer to make a self-portrait.</p>
<p>D/T</p>	<p><u>Eat more fruit and vegetables</u></p>		<p><u>Homes/ castles</u> Clarify their ideas through discussion Use basic joining</p>		<p><u>Moving Pictures</u> Use tools safely to make a moving picture that incorporates a simple</p>	

			<p>techniques for 3D modelling using glues and masking tape. Know how to make structures more stable. Assemble, join and combine 2D and 3D materials into a model. Use basic tools safely. Evaluate products made, commenting on the main features.</p>		<p>lever or slider. Use given techniques to practise making skills and as a starting point for developing own ideas. Talk about how simple moving products work.</p>	
PE	<p><u>Gymnastics</u> <u>Space, Travelling</u> Perform basic skills & use space safely. Develop a range of skills & actions. Explore direction, levels & speed when travelling.</p> <p><u>Dance</u> Explore a variety of basic actions. Evaluate their dance work Link 3 short dances together & perform a class dance. Explore creating still positions & linking them with travelling moves. Explore basic actions of travelling at a slow speed.</p>	<p><u>Games</u> <u>Football</u> Hit & kick a ball in a number of different ways. Travel with, send & receive a ball. Play simple competitive games using simple tactics for attacking & defending.</p> <p><u>Gymnastics</u> <u>Rocking & Rolling</u> Know, understand and show which parts of the body can be used for spinning and rocking. Link together a jump, safe landing and rolling action Apply, adapt and transfer these ideas to appropriate apparatus.</p>	<p><u>Dance</u> <u>It's a Small World.</u> Create a series of movements by responding to a range of stimuli. Express & communicate their ideas, thoughts & feelings through dance. Recognise the changes that happen to their bodies when they are active.</p> <p><u>Gymnastics</u> <u>Wide, narrow & curved</u> Observe, copy and describe the movements of others & show a variety of wide & narrow balances. Travel showing long & narrow, wide & short shapes. Explore tuck jumps, moving in a curled shape. Join together a jump, turning movement & stretched balance.</p>	<p><u>Dance</u> Move with control & co-ordination. Show an awareness of space of themselves & others. Respond in a variety of ways to what they see, hear, touch & feel. Express & communicate their ideas, thoughts & feelings through dance. Recognise the changes that happen to their bodies when they are active.</p> <p><u>Games 2 Olympic Games</u> Take part in competitive games as part of a team. Compete as part of a team in a volleyball match and a ball toss game. Use different throwing techniques. Compete as part of a team in relay races. Compete as part of a team in a long jump activity. Explore jumping and landing.</p>	<p><u>Games 3</u> <u>Throwing, Catching & Bouncing</u> Move with fluency with different speeds & pathways. Position themselves to make it difficult for their opponents. Throw underarm with increasing control & accuracy. Use space to their advantage. Recognise the changes that happen to their bodies when they are active. Describe what they see & copy actions.</p> <p><u>Dance 4</u> <u>Gruffalo</u> Move with control, varying the use of space. Choose appropriate movements for different dance ideas, remember and repeat short sequences. Describe basic body actions. Explore and build upon existing skills of whole body actions to create linked shapes and balances based on animal movements from Gruffalo.</p>	<p><u>Gymnastics 4</u> <u>Body Shape, Sequence & Movement Phrases</u> Recognise the need to take account of space. Understand how important it is to be active. Explore and make various body shapes on command. Show control whilst combining movements to make simple sequences to show feelings.</p> <p><u>Games 4</u> <u>Tag Rugby</u> Move feet to be ready to catch a ball. Throw a ball accurately. Pass the ball on the run. Tag other players on the run. Dodge a tagger. Understand why to attack and run towards the goal.</p>