

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	ANIMALS INCLUDING HUMANS - HUMANS Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	SEASONAL CHANGES Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.	EVERYDAY MATERIALS Distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. 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.		ANIMALS INCLUDING HUMANS - ANIMALS Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	PLANTS Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.
	WORKING SCIENTIFICALLY					
	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 					
History	NUTURING NURSES The lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods - Mary Seacole and Florence Nightingale.		KINGS AND QUEENS Changes within living memory. The lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods [William the Conqueror, Elizabeth I, Queen Victoria and Elizabeth II]		GREAT FIRE OF LONDON Events beyond living memory that are significant nationally or globally - the Great Fire of London.	
Geography	OUR SCHOOL Human and physical geography - use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: forest, hill, woods, river • key human features, including: city, town, village, factory, farm, house and shop. 		COUNTRIES - ITALY Locational knowledge - name and locate the world's seven continents and five oceans. Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United		WONDERFUL WEATHER Human and physical geography - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Geographical skills and fieldwork - use world maps, atlases and globes to identify hot and cold places.	

	<p>Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>		<p>Kingdom, and of a small area in a contrasting European country.</p> <p>Human and physical geography - use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river and weather. key human features, including: city, town, village, house and shop <p>Geographical skills and fieldwork - use world maps, atlases and globes to identify Italy.</p>			
RE	<p>CHRISTIANITY – GOD/ CREATION</p> <p>Does God want Christians to look after the world? (DRE)</p>	<p>CHRISTIANITY – INCARNATION</p> <p>Why do Christians perform Nativity plays at Christmas? (UC F2)</p>	<p>CHRISTIANITY – INCARNATION</p> <p>Was it always easy for Jesus to show friendship? (DRE)</p>	<p>CHRISTIANITY – SALVATION</p> <p>Why do Christians put a cross in an Easter Garden? (UC F2)</p>	<p>JUDAISM</p> <p>Is Shabbat important to Jewish children? (DRE)</p>	<p>JUDAISM</p> <p>Are Rosh Hashannah and Yom Kippur important to Jewish children? (DRE)</p>
PSHE	<p>TEAM</p> <p>Show the teams they belong to through cutting out appropriate images.</p> <p>Follow instructions and create a tower by applying good listening.</p> <p>Use key vocabulary and the Acts of Kindness Poster to think of ways to show kindness to others.</p> <p>Work in a group to discuss what they could do if they saw others being teased or bullied, using Chase the Cheetah to support if necessary.</p> <p>Work as a group to sort thoughts given into helpful</p>	<p>IT'S MY BODY</p> <p>Explain how much sleep they need.</p> <p>Discuss why exercise is good for them.</p> <p>Understand they can choose what happens to their bodies.</p> <p>List healthy snacks.</p> <p>Know to ask a trusted adult if uncertain about whether something is safe to eat or drink.</p> <p>Demonstrate hygienic ways to look after their bodies.</p>	<p>DIVERSE BRITAIN</p> <p>Identify groups and communities that they belong to.</p> <p>Explain how to be a good neighbour.</p> <p>Pick out things that harm and things that help a neighbourhood.</p> <p>Describe what it is like to live in Britain.</p> <p>Identify similarities and differences between British people.</p>	<p>BE YOURSELF</p> <p>Explain how much sleep they need.</p> <p>Discuss why exercise is good for them.</p> <p>Understand they can choose what happens to their bodies.</p> <p>List healthy snacks.</p> <p>Know to ask a trusted adult if uncertain about whether something is safe to eat or drink.</p> <p>Demonstrate hygienic ways to look after their bodies.</p>	<p>AIMING HIGH</p> <p>Discuss their star qualities.</p> <p>Identify what a positive learning attitude is.</p> <p>Talk about jobs they can do when they grow up.</p> <p>Discuss what skills and interests are needed for different jobs.</p> <p>Talk about hopes they have for the future.</p> <p>Discuss what they are looking forward to about next year.</p>	<p>MONEY MATTERS</p> <p>Discuss things they can buy in the shops.</p> <p>Talk about different sources that money can come from.</p> <p>Identify things they want.</p> <p>Identify things they need.</p> <p>Talk about ways we can keep track of what we spend.</p> <p>Discuss ways they can keep money safe.</p> <p>Discuss some methods of payment.</p>

	and not-so-helpful categories. Sort images of behaviours into good and not-so-good choices.		Talk about what makes them feel proud of being British.			
Computing	COMPUTER SKILLS Use technology purposefully to manipulate and retrieve digital content. Use technology safely and respectfully.	PAINTING To use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use logical reasoning to predict the behaviour of simple programs.	PROGRAMMING WITH SCRATCH To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. To create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs.	USING & APPLYING Use technology purposefully to create, organise, store, manipulate and retrieve digital content.		
	ONLINE SAFETY 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.					
Art	LET'S SCULPT To use sculpture to develop and share their ideas, experiences and imagination. To use a range of materials creatively to design and make products. To learn about the work of a range of artists, craft makers and designers, making links to their own work. To develop a wide range of art and design techniques in using line, shape, form and space.	PORTRAITS To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	ARTISTS STUDY - LOWRY To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.			
Design & Technology	FABRIC FACES <u>Design</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing and templates <u>Make</u>		COOKERY Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.			

	<p>Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing)</p> <p>Select from and use a range of textiles according to their characteristics.</p> <p><u>Evaluate</u></p> <p>Explore and evaluate a range of existing products.</p>					
Music	INTRODUCING BEAT		ADDING RHYTHM & PITCH	INTRODUCING TEMPO & DYNAMICS	COMBINING PULSE, RHYTHM AND PITCH	
<p>PE</p> <p>* In some cases we may take advantage of sport specialists/coaches which may replace our second (bottom) unit</p>	<p>INTRODUCTION TO PE</p> <p>I can demonstrate balance.</p> <p>I can make independent choices.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I play co-operatively and take turns with others.</p> <p>I use movement skills with developing balance and co-ordination.</p>	<p>BALL SKILLS</p> <p>I can make independent choices.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I persevere when trying new challenges.</p> <p>I play ball games with consideration of the rules.</p> <p>I play co-operatively and take turns with others.</p> <p>I use ball skills with developing competence and accuracy.</p>	<p>DANCE</p> <p>I am confident to try new challenges and perform in front of others.</p> <p>I can combine movements fluently, selecting actions in response to the task.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I show respect towards others when providing feedback.</p> <p>I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p>	<p>GYMNASTICS</p> <p>I am confident to try new challenges.</p> <p>I can combine movements, selecting actions in response to the task and apparatus.</p> <p>I can confidently and safely use a range of large and small apparatus.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p> <p>I work co-operatively with others and take turns.</p>	<p>FUNDAMENTALS</p> <p>I am confident to try new challenges.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I play co-operatively, take turns and encourage others.</p> <p>I play games honestly with consideration of the rules.</p> <p>I use movement skills with developing balance and co-ordination when playing games.</p>	<p>GAMES</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I play co-operatively, take turns and encourage others.</p> <p>I play games honestly with consideration of the rules.</p> <p>I show an understanding of my feelings and can regulate my behaviour.</p> <p>I use ball skills with developing competence and accuracy.</p> <p>I use movement skills with developing balance and co-ordination.</p>
	<p>TEAM BUILDING</p> <p>I can communicate simple instructions.</p> <p>I can follow instructions.</p> <p>I can follow path and lead others.</p> <p>I can listen to others' ideas.</p>	<p>INVASION</p> <p>I am beginning to dribble a ball with my hands and feet.</p> <p>I can change direction to move away from a defender.</p> <p>I can recognise space when playing games.</p>	<p>YOGA</p> <p>I can recognise how yoga makes me both feel physically and mentally.</p> <p>I can remember and repeat actions, linking poses together.</p> <p>I can say what I liked about someone else's flow.</p>	<p>TARGET GAMES</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can use an overarm throw aiming towards a target.</p> <p>I can roll a ball towards a target.</p>	<p>STRIKING & FIELDING</p> <p>I can catch a beanbag and a medium-sized ball.</p> <p>I can roll a ball towards a target.</p> <p>I can strike a ball using my hand.</p> <p>I can track a ball that is coming towards me.</p>	<p>ATHLETICS</p> <p>I am able to throw towards a target.</p> <p>I am beginning to show balance and co-ordination when changing direction.</p> <p>I am developing overarm throwing.</p>

	<p>I can suggest ideas to solve tasks. I can work with a partner and a small group. I understand the rules of the game.</p>	<p>I can send and receive a ball with hands and feet. I can use simple rules to play fairly. I move to stay with another player when defending. I recognise changes in my body when I do exercise. I understand when I am a defender and when I am an attacker.</p>	<p>I can show an awareness of space when travelling. I can work with others to create poses.</p>	<p>I can use an underarm throw aiming towards a target. I can work co-operatively with a partner. I understand what good technique looks like.</p>	<p>I know how to score points. I understand the rules and I am beginning to use these to play honestly and fairly. I understand when I am successful.</p>	<p>I can recognise changes in my body when I do exercise. I can run at different speeds. I can work with others and make safe choices. I try my best. I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p>
--	---	---	--	--	---	---