



## Medium Term Curriculum Framework 2023/24

Year Group	Autumn Term		Spring Term		Summer Term	
<b>Nursery</b>	Me myself and I Driver – Science	The natural world Driver Science	Poles apart Driver - Geography	Traditional Tales Driver – D&T/History	Growing/ New life Driver – Science	Seaside Driver – Geography
<b>Areas of Learning</b>	<p><b>Science</b> – -name the body parts</p> <p><b>Art</b> – Begin to develop a basic understanding of how to use a variety of drawing tools and equipment</p> <p>Basic exploration of what happens when colour mix</p> <p>Choose particular colour for a purpose</p> <p>Learn sequence for mixing paint</p> <p><b>PSED</b> – Golden Rules/Routines</p> <p><b>RE</b> – Special People talk about people who are special to them</p> <p>Talk about how they are similar and different to their friends</p> <p>Recall examples of special occasions</p> <p>Talk about what is special to them and why</p>	<p><b>Science</b> – show curiosity about objects events and people</p> <p>Engage in an open ended activity</p> <p>Take a risk and engage in new experience by trial and error</p> <p>Find ways to problem solve and test ideas</p> <p>Use senses to explore around them</p> <p>Make links and notice patterns</p> <p>Question why things happen</p> <p>Comment and ask questions about familiar world –where live and natural world</p> <p>Closely observe what animals people do</p> <p>Explores collection materials</p> <p>Exploring with my senses</p>	<p><b>Geography</b> – Describe places within their own personal experience, discussing animals, plants and natural and found objects observed</p> <p>Begin to explore the human and physical features through play and discussion</p> <p>Begin to recognise simple patterns in the natural world</p> <p>Talk about the differences they have experienced or seen in photos</p> <p><b>Science</b> – Comment and ask questions about familiar world –where live and natural world</p> <p>Closely observe what animals people do</p> <p>Explores collection materials</p> <p>Exploring with my senses</p>	<p><b>Science</b> – physics Explore how things work</p> <p><b>Materials</b> Explore collections of materials</p> <p><b>Human and senses</b> –use senses in hands on exploration</p> <p>Name body parts</p> <p><b>Computing</b></p> <p>– Be able to control a device</p> <p><b>DT</b> Begin to understand some food preparation tools, techniques and processes *Practise stirring, mixing, pouring, blending · Have basic hygiene awareness.</p> <p>Uses various construction materials</p> <p>Begin to construct stacking blocks making enclosures and creating spaces</p>	<p><b>Science</b> Closely observe what animals people do</p> <p>Understand different between plants and animals</p> <p>Shows care and concern for living things and the environment</p> <p>Natural world can explain life cycle of a butterfly</p> <p>Plant seeds and cares for growing plants with support</p> <p>Computing e safety – use of technology in presence of an adult</p> <p><b>Geography</b> – Discuss where school is located and where children live, use images to support understanding</p> <p>Describe places within their own personal experience, discussing animals, plants and natural and found objects observed</p> <p>Begin to explore the human and physical features through play and discussion</p> <p><b>DT</b> Begin to understand some food preparation tools, techniques and</p>	<p>Geography – Different Location</p> <p><b>Science</b> – Shows care and concern for living things and the environment</p> <p>Geography- Talk about the differences they have experienced or seen in photos</p> <p><b>Geography</b> – Discuss where school is located and where children live, use images to support understanding</p> <p>Describe places within their own personal experience, discussing animals, plants and natural and found objects observed</p> <p>Begin to explore the human and physical features through play and discussion</p>

	<p><b>Computing</b> – Mark make on paint software</p> <p><b>Music</b> – Use voice confidently, repeat patterns of sounds Remember short songs</p> <p><b>History</b> – Describe events with own experience Begin to make sense of how they have changed within lifetime</p>	<p>Understand different between plants and animals</p> <p>Shows care and concern for living things and the environment</p> <p>Begins to understand Understand that weather changes and that in different countries have different weather</p> <p><b>Geography</b> – Discuss where school is located and where children live, use images to support understanding</p> <p>Describe places within their own personal experience, discussing animals, plants and natural and found objects observed</p> <p>Begin to explore the human and physical features through play and discussion</p> <p>Begin to recognise simple patterns in the natural world</p> <p><b>Art</b> – Explore painting on different surfaces, painting on trees in mud etc</p> <p>Create rubbings of and simple prints using range of materials</p> <p><b>RE</b> – talk about things they find puzzling or wonderful, also about their own experiences</p>	<p>Understand different between plants and animals</p> <p>Begins to understand Understand that weather changes and that in different countries have different weather</p> <p>Music -</p> <p><b>Art-</b> explore and manipulate a wide range of materials talk about textures and colours</p> <p><b>RE</b> – talk about things they find puzzling or wonderful, also about their own experiences and feelings about the world</p> <p><b>DT</b> Begin to understand some food preparation tools, techniques and processes *Practise stirring, mixing, pouring, blending · Have basic hygiene awareness.</p>	<p>Join construction pieces together to build and balance</p>	<p>processes *Practise stirring, mixing, pouring, blending · Have basic hygiene awareness.</p>	<p>Begin to recognise simple patterns in the natural world</p> <p><b>History</b> – Describe events with own experience</p> <p>Begin to make sense of how they have changed within lifetime</p>
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		<p>and feelings about the world</p> <p>Talk about books times places and objects that are special to them</p> <p>Recall examples of special occasions</p> <p>Retell religious stories making connections with personal experiences</p> <p>Share occasions that have happened that have made them feel special</p> <p>Music -</p>				
<p><b>Revisit</b></p> <p><b>Reteach</b></p>		<p>Science body parts</p>	<p>Science – show curiosity about objects events and people</p> <p>Engage in an open ended activity</p> <p>Take a risk and engage in new experience by trial and error</p> <p>Find ways to problem solve and test ideas</p> <p>Shows care and concern for living things and the environment</p> <p>RE Retell religious stories making connections with personal experiences</p>	<p>Science – show curiosity about objects events and people</p> <p>Engage in an open ended activity</p> <p>Take a risk and engage in new experience by trial and error</p> <p>Find ways to problem solve and test ideas</p> <p>Explores collection materials</p>	<p>Science – show curiosity about objects events and people</p> <p>Engage in an open ended activity</p> <p>Take a risk and engage in new experience by trial and error</p> <p>Find ways to problem solve and test ideas</p> <p>Art Basic exploration of what happens when colour mix</p> <p>Choose particular colour for a purpose</p>	<p>Science – show curiosity about objects events and people</p> <p>Engage in an open ended activity</p> <p>Take a risk and engage in new experience by trial and error</p> <p>Find ways to problem solve and test ideas</p> <p><b>Geography</b> – Discuss where school is located and where children live, use images to support understanding</p>
<p><b>Celebrations</b></p>	<p>Halloween</p> <p>Christmas</p>	<p>Pancake day</p>	<p>Easter/Mother’s Day</p>			

Reception	My Past Driver - History	My Community Driver – Geography	Materials Driver - Science	Now and Then Driver – History	Lifecycles Driver – Science	Brazil Driver – Geography
<p><b>Areas of Learning</b></p>	<p><b>Science</b> – Understanding our senses</p> <ul style="list-style-type: none"> <li>● Explain what the five senses are.</li> <li>● Can name the five senses.</li> </ul> <p><b>History</b> – Describing own past. Knowing differences between past and now.</p> <ul style="list-style-type: none"> <li>● Show knowledge and understanding about their own past in different ways such as describing and ordering some events from their own past and that of their family.</li> <li>● Retell a story from the past, remembering some key parts in the correct sequence.</li> <li>● Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.</li> </ul> <p>Historical Interpretation</p> <ul style="list-style-type: none"> <li>● Describe and compare events, situations and changes, within the experience of the child, their family and their friends.</li> <li>● Use images and stories of familiar situations from the past to talk about then and now, identifying some similarities and differences.</li> </ul> <p><b>Art</b> – Drawing – Focus Artist Leonardo Da Vinci</p> <ul style="list-style-type: none"> <li>● Draw lines and shapes on different paper surfaces.</li> </ul>	<p><b>Science</b> – Autumn</p> <ul style="list-style-type: none"> <li>● Understand the effect of seasons on the natural world, discussing when and how things grow.</li> <li>● Names and order seasons of the year.</li> <li>● Can identify what clothes are appropriate for each season and why.</li> </ul> <p><b>Geography</b> – Reading and making simple maps of the immediate locality.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>● Name and locate local town and city.</li> <li>● Talk about maps depicting the local area and beyond.</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>● Use basic geographical vocabulary to refer to the features of school and its immediate locality.</li> </ul> <p>Geographical skills</p> <ul style="list-style-type: none"> <li>● Understand the purpose of maps and explore a variety of simple examples.</li> </ul> <p>Field work</p> <ul style="list-style-type: none"> <li>● Investigate immediate surroundings such as where the school is located and where the children live using a variety of sources.</li> </ul> <p>Place knowledge</p>	<p><b>Science</b> – Exploring materials/Winter</p> <ul style="list-style-type: none"> <li>● Understand the effect of seasons on the natural world, discussing when and how things grow.</li> <li>● Names and order seasons of the year.</li> <li>● Can identify what clothes are appropriate for each season and why.</li> </ul> <p>Everyday materials</p> <ul style="list-style-type: none"> <li>● Talk about differences between materials and changes they notice.</li> <li>● Explore collections of materials, identifying similar and different properties.</li> </ul> <p><b>Geography</b>– Exploring a different culture</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>● Know that there are different countries in the world.</li> <li>● Recognise similarities and simple differences between life in this country and life in other countries.</li> <li>● Recognise some environments that are different to the one in which they live.</li> </ul> <p><b>Art</b> – Printing – Focus Artist Arcimboldo</p> <p>Print making</p> <ul style="list-style-type: none"> <li>● Understand how an image can be printed.</li> </ul>	<p><b>Science</b> – Understanding simple forces</p> <ul style="list-style-type: none"> <li>● Explore non-contact forces (gravity and magnetism).</li> <li>● Explore and talks about forces (push and pull).</li> </ul> <p><b>History</b> - Chronology</p> <ul style="list-style-type: none"> <li>● Use their own and their family’s personal experiences to focus on chronology, extending to changes over time.</li> <li>● Revisiting the past and their own experiences - incorporate the life cycle of a human linked to life cycles (<b>Science</b>).</li> <li>● Talk about how our past is different from our families past.</li> </ul> <p><b>Art/DT</b> – Textiles</p> <ul style="list-style-type: none"> <li>● Understand that different materials have different colours and surface textures.</li> <li>● Understand that different media can be combined and/or reassembled to create new effects.</li> <li>● Thread and weave using simple techniques.</li> <li>● Use large-eyed needles and the ‘pinch and pull’ method to overstretch onto hessian.</li> </ul> <p><b>Music</b> – Composing and rhythm</p> <p><b>Computing</b> – Coding</p>	<p><b>Science</b> – Planting seeds and observing animals grow/Spring</p> <ul style="list-style-type: none"> <li>● Understand the effect of seasons on the natural world, discussing when and how things grow.</li> <li>● Names and order seasons of the year.</li> <li>● Can identify what clothes are appropriate for each season and why.</li> <li>● Can talk about different life cycles.</li> <li>● Can say what plants need to survive.</li> </ul> <p><b>Geography</b> – Focus on different environments and creating maps of the immediate area.</p> <ul style="list-style-type: none"> <li>● Talk about patterns and change when discussing in the natural world.</li> <li>● Draw information from a simple map (either real or imaginary).</li> <li>● Begin to use language to talk about relative position.</li> </ul> <p><b>DT</b> – Sawing (woodwork)</p> <p><b>Art</b> – Sculpture – Focus Artist Henry Moore</p> <ul style="list-style-type: none"> <li>● Shows a basic understanding of 3D work.</li> <li>● Selects tools and techniques needed to shape, assemble and join materials.</li> <li>● Shape, model and construct with a wider range of materials.</li> </ul>	<p><b>Science</b> – Summer</p> <ul style="list-style-type: none"> <li>● Understand the effect of seasons on the natural world, discussing when and how things grow.</li> <li>● Names and order seasons of the year.</li> <li>● Can identify what clothes are appropriate for each season and why.</li> </ul> <p><b>Geography</b> – Making comparisons between the UK and other countries</p> <ul style="list-style-type: none"> <li>● Draw information from a simple map (either real or imaginary).</li> <li>● Begin to use language to talk about relative position.</li> <li>● Know that there are different countries in the world.</li> <li>● Recognise similarities and simple differences between life in this country and life in other countries.</li> <li>● Recognise some environments that are different to the one in which they live.</li> </ul> <p><b>Art/DT</b> – Combining media</p> <ul style="list-style-type: none"> <li>● Understand that different media can be combined and/or reassembled to create new effects.</li> </ul> <p><b>Music</b> – Composing and rhythm</p> <p><b>Computing</b> – Laptops</p> <ul style="list-style-type: none"> <li>● Log into a device.</li> </ul> <p><b>PSHE</b> – Health and Well Being</p>

	<ul style="list-style-type: none"> <li>● Investigate how to draw different lines; wavy, straight etc.</li> <li>● Explore how to make different marks to represent textures.</li> <li>● To add detail to drawings such as eyelashes and a mouth to a representation of themselves.</li> </ul> <p><b>Music</b> - Pitch/Tempo</p> <p><b>Computing</b> – Uploading to Seesaw</p> <ul style="list-style-type: none"> <li>● Record videos on a camera.</li> <li>● Edit photos.</li> <li>● Select programmes and work independently.</li> </ul> <p><b>RE</b> – Who is special to me?</p> <ul style="list-style-type: none"> <li>● Say what makes their family and friends special to them.</li> </ul> <p><b>PSHE</b> - Relationships</p>	<ul style="list-style-type: none"> <li>● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>● Draw information from a simple map (either real or imaginary).</li> </ul> <p><b>DT</b> – Hammering (Woodwork)</p> <p><b>Art</b> – Paint – Focus Artist Kandinsky</p> <ul style="list-style-type: none"> <li>● Have a better understanding of what colours can be created by mixing.</li> <li>● Know the primary colours.</li> <li>● Communicate something about themselves in their painting.</li> <li>● Begin to control the types of marks made with the range of media.</li> <li>● Paint a picture of something they can see.</li> <li>● Use a variety of tools and techniques i.e. brush sizes and types.</li> </ul> <p><b>Music</b> - Pitch</p> <p><b>Computing</b> – Using software to create a picture.</p> <ul style="list-style-type: none"> <li>● Select brushes, colours and rubbers on paint software.</li> <li>● Use other tools with support.</li> </ul>	<ul style="list-style-type: none"> <li>● Use simple tools and techniques competently and appropriately.</li> <li>● Create a repeating pattern.</li> </ul> <p><b>Music</b> – Question – How does music make us feel?</p> <p><b>Computing</b> – Creating animations</p> <ul style="list-style-type: none"> <li>● Record videos on a camera.</li> <li>● Edit photos.</li> <li>● Select programmes and work independently.</li> </ul> <p><b>RE</b> – Special times of year and different religions</p> <ul style="list-style-type: none"> <li>● Give examples of special occasions and suggest features of a good celebration.</li> <li>● Recognise that people have different beliefs and may celebrate special times in special ways.</li> <li>● Recall simple stories connected with Christmas/Easter and a festival from another faith, explaining why it is a special time.</li> </ul> <p><b>PSHE</b> – Living in the wider world</p>	<ul style="list-style-type: none"> <li>● Programme multiple devices to carry out a series of instructions.</li> </ul> <p><b>RE</b> – What makes a good friend?</p> <ul style="list-style-type: none"> <li>● Identify some qualities of a good friend.</li> <li>● Reflect on the question ‘Am I a good friend?’</li> </ul> <p><b>PSHE</b> – Health and Well Being</p>	<ul style="list-style-type: none"> <li>● Manipulate malleable materials in a variety of ways including rolling and kneading.</li> <li>● Add texture using tools.</li> </ul> <p><b>Music</b> – Feelings in music and how it makes us feel</p> <p><b>Computing</b> – Creating an E-Book</p> <ul style="list-style-type: none"> <li>● Selects brushes, colours and rubbers on paint software.</li> <li>● Uses other tools with support.</li> </ul> <p><b>RE</b> – Stories from the bible</p> <ul style="list-style-type: none"> <li>● Recall and talk about stories of Jesus as a friend to others.</li> <li>● Recall stories about special people in other religions and talk about what we can learn from them.</li> <li>● Recall simply what happens at a traditional Christian infant baptism and dedication. (Additional opportunity to discuss religions other than Christianity (especially if these are represented in the cohort) to recall simply what happens when a baby is welcomed into a religion other than Christianity).</li> <li>● Re-tell stories, talking about what they say about the world, God and human beings.</li> <li>● Think about the wonders of the natural world, expressing ideas about how to look after animals and plants.</li> <li>● Discuss ways to look after the world rather than ‘spoil’ it.</li> </ul> <p><b>PSHE</b> – Living in the wider world</p>	
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**RE** – Special times of year and different religions

Expressing

- Share examples of special occasions and suggest features of a good celebration.
- Recognise that people have different beliefs and may celebrate special times in special ways.
- Recall simple stories connected with Christmas/Easter and a festival from another faith, explaining why it is a special time.
- Know some similarities and differences between religious and cultural communities in this country, drawing on experiences and what has been studied in class.
- Understand that some places are special to members of their community.
- Talk about the things that are special and valued in a place of worship.
- Identify some significant features of sacred places.
- Recognise a place of worship.
- Begin to know and use appropriate words to talk about their thoughts and feelings when visiting a church.
- Recognise some religious words e.g., God.
- Identify some of their own feelings in the stories they hear.

		<ul style="list-style-type: none"> <li>Identify a sacred text e.g., Bible, Qur'an.</li> <li>Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.</li> <li>Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</li> </ul> <p>PSHE - Relationships</p>				
<b>Revisit Reteach</b>	<b>History</b> - Talk about personal chronology	<p><b>Geography</b> – Identify places in the local area.</p> <p><b>Outdoor learning</b> – Maps of local area – Drawing maps Woodwork bench</p>	<p><b>Science</b> – Senses to explore materials</p> <p><b>Geography</b> - Comparing localities</p> <p><b>RE</b> – Special times of year</p>	<p><b>Science</b> – Life cycles/Seasonal change</p> <p><b>Geography</b> – Map work</p> <p><b>Outdoor learning</b> – Flowers/Growing</p>	<p><b>Science</b> – Exploring how things work</p> <p><b>History</b> – Personal chronology</p>	<p><b>Science</b> – Materials/Seasonal change</p> <p><b>Geography</b> – Locational study beyond the locality</p>
<b>Celebrations</b>	Diwali	Christmas	Chinese New Year	Mother's Day/Easter		
<b>Year 1</b>	My Family Driver - History	Disasters/Titanic Driver – History	Our little world Driver - Geography	Outside the world we know – Egypt Geography/DT	Environment How does my garden grow? Driver - Science	Animals Driver - Science
<b>Areas of Learning</b>	<p><b>Science</b>- Seasonal changes</p> <ul style="list-style-type: none"> <li>Observe changes across the 4 seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> <li>Collect evidence to answer some questions.</li> </ul> <p>Investigation - Shadows at different times of day.</p> <p><b>History</b> – My history</p> <ul style="list-style-type: none"> <li>Begin to use timelines to order events.</li> </ul>	<p><b>Science</b>- Materials</p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their</li> </ul>	<p><b>Science</b> – Investigation focus</p> <ul style="list-style-type: none"> <li>Observe, describe and compare using simple scientific vocabulary.</li> <li>Ask scientific questions.</li> <li>Collect evidence to answer questions.</li> <li>Use simple equipment.</li> <li>Measure using non-standard units.</li> <li>Test out ideas with help.</li> <li>Talk about what might happen and what they found out.</li> <li>Write and draw about scientific concepts.</li> </ul>	<p><b>Science</b>-The Body</p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p>Investigation -Blindfold taste and pinched nose drinks taste</p> <p><b>Geography</b> – Map work</p> <ul style="list-style-type: none"> <li>Make comparisons between the features of different places.</li> </ul>	<p><b>Science</b>- Plants</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>Identify and name a variety of plants.</li> </ul> <p>Investigation - Grow a seed in different conditions.</p>	<p><b>Science</b> - Animals</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</li> <li>Identify and name a variety of animals in their habitats.</li> <li>Know that all food comes from plants or animals.</li> </ul> <p>Investigation – Life cycles.</p>

<ul style="list-style-type: none"> <li>Use a range of sources to find out about the characteristic features of life in the past.</li> <li>Begin to describe similarities and differences between past and present in own and other people's lives.</li> <li>Use the concept of a timeline to represent a series of events, both in a personal context of self and of their family.</li> <li>Sequence 3 or more artefacts from distinctly different periods of time.</li> <li>Match objects to people of different ages.</li> <li>Sequence photographs from different periods of their life.</li> </ul> <p><b>DT – Food technology</b></p> <ul style="list-style-type: none"> <li>Know that all food comes from plants or animals.</li> <li>Know that everyone should eat at least five portions of fruit and vegetables every day.</li> <li>Select and use appropriate fruit and vegetables, processes and tools.</li> <li>Prepare simple dishes safely and hygienically, without using a heat source.</li> <li>Use techniques associated with food technology.</li> </ul>	<p>simple physical properties.</p> <p>Investigation - Floating and sinking.</p> <p><b>History – Using evidence</b></p> <ul style="list-style-type: none"> <li>Tell stories about the past, sometimes through role-play.</li> <li>Draw pictures and write sentences to represent the past.</li> <li>Place events on a simple timeline.</li> <li>Find answers to simple questions about the past using a wide range of sources of information.</li> <li>Use stories to distinguish between fact and fiction and to help remember key Historical facts.</li> <li>Talk about simple ways in which the past is evidenced and represented.</li> <li>Compare adults talking about their past – How reliable are their memories?</li> <li>Begin to identify and recount some details from the past using sources such as pictures and stories.</li> <li>Describe historical events, situations and changes.</li> </ul> <p><b>DT – Design, make, evaluate</b></p> <ul style="list-style-type: none"> <li>Say what their product will be used for and identify a simple design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Record using a simple table.</li> </ul> <p>Investigation - Observation of eggshell in different drinks.</p> <p><b>Geography - UK</b></p> <ul style="list-style-type: none"> <li>Name and locate the four countries of the United Kingdom.</li> <li>Name and locate the seas that surround the United Kingdom.</li> <li>Name and locate the capital cities of the four countries of the United Kingdom.</li> <li>Research what makes each of the four countries of the United Kingdom unique.</li> <li>Identify and describe where places are in the United Kingdom.</li> <li>Recognize human and physical features in the local area.</li> <li>Identify seasonal and daily weather patterns in the United Kingdom.</li> </ul> <p><b>DT - Mechanisms</b></p> <ul style="list-style-type: none"> <li>Assemble, join and combine materials and components together.</li> <li>Understand about the movement of simple mechanisms including levers and sliders.</li> </ul> <p><b>Art – Collage</b> Vincent Van Gough- (Use ICT to investigate other artists and appreciate their work)</p>	<ul style="list-style-type: none"> <li>Follow directions including N, E, W and S.</li> <li>Look at maps both real and imaginary.</li> <li>Create symbols to use on an imaginary map.</li> <li>Use/draw a plan view.</li> <li>Use an atlas to locate a place.</li> <li>Use maps, N/F books, stories, pictures, photographs and the internet as sources of information when researching.</li> <li>Follow a simple route on a map using directional language such as left, right, near, far.</li> <li>Identify and describe what places are like.</li> </ul> <p><b>DT - Combining media</b></p> <ul style="list-style-type: none"> <li>Using materials for a purpose _ design, make, evaluate DT-- State if the products they intend to design are for themselves or someone else.</li> <li>Suggest ideas and explain what they are going to do</li> <li>Make a simple drawing of their design ideas</li> <li>Make their designs using appropriate tools and techniques</li> <li>With support measure, mark out, cut and shape a range of materials.</li> </ul>	<p><b>Art and DT - Textiles/collage</b></p> <ul style="list-style-type: none"> <li>Understand that materials can be selected or created to reflect the colour and surface texture of the subject.</li> <li>Understand that a range of different materials can be combined in one piece of work.</li> <li>Weave with fabric and thread.</li> <li>Accurately cut straight and curved lines from a range of materials.</li> <li>Use the 'pinch and pull' method to stitch onto a range of fabrics.</li> </ul> <p><b>DT-Textiles</b></p> <ul style="list-style-type: none"> <li>Know the correct technical vocabulary for the projects they are undertaking.</li> <li>Design using appropriate tools and techniques.</li> <li>With support measure, mark out, cut and shape a range of materials.</li> <li>Use tools safely and appropriately, with support.</li> <li>Assemble, join and combine materials and components together.</li> <li>Use simple finishing techniques to improve the appearance of their product.</li> </ul> <p><b>Music - Composition</b></p> <ul style="list-style-type: none"> <li>Rhythmic investigation.</li> <li>Develop listening, rhythmic and concentration skills.</li> </ul>	<p><b>DT- Design, make and evaluate</b></p> <ul style="list-style-type: none"> <li>Design an animal home.</li> <li>Understand the simple working characteristics of materials and components.</li> <li>Know the correct technical vocabulary for the projects they are undertaking.</li> <li>Use a range of materials to make animal home/cage with a moving component e.g. a door.</li> <li>Evaluate their animal home and improve it to make it stronger. Understand how freestanding structures can be made stronger, stiffer</li> </ul> <p><b>Art – Sculpture; pinch and pull: clay</b></p> <ul style="list-style-type: none"> <li>Develop a better understanding of how to think in 3D form and function.</li> <li>Cut, roll, carve, pinch and coil materials such as clay, dough or modelling media to create with a purpose.</li> <li>Use materials to make known objects for a purpose.</li> </ul> <p><b>Music - Appreciation and composition</b></p> <ul style="list-style-type: none"> <li>Rhythmic building.</li> <li>Develop listening, rhythmic and concentration skills.</li> <li>Recognise and distinguish visually and aurally between 4/4 rhythms, to understand how they are built up and to be able to clap/play them confidently and accurately.</li> <li>Begin to compose.</li> </ul> <p><b>RE-</b> British Values. Understanding the importance of the 5 key principles;</p> <ul style="list-style-type: none"> <li>Mutual tolerance</li> <li>Respectful attitudes</li> <li>Democracy</li> </ul>
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	<p><b>Art – Drawing skills</b></p> <p>Art-</p> <ul style="list-style-type: none"> <li>• Draw with increased confidence using a wide variety of pencil, pens and crayons.</li> <li>• Use lines of different shapes and thickness.</li> <li>• Create different tones using light and dark.</li> <li>• Use 2 different grades of pencil for pencil sketching</li> </ul> <p><b>Music - Singing Songs with Control and Expression/Contrasts</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of listening within music, with the focus on the contrasts loud/quiet, high/low, smooth/jumpy, fast/slow.</li> </ul> <ul style="list-style-type: none"> <li>• now how to add text effects.</li> </ul> <p><b>RE - Christianity Believing</b></p> <p><u>Who is a Christian and what do they believe?</u></p> <ul style="list-style-type: none"> <li>• Talk about some simple ideas about Christian</li> </ul>	<ul style="list-style-type: none"> <li>• Create a simple drawing of their design ideas.</li> <li>• Make own designs using appropriate tools and techniques.</li> <li>• With support, measure, mark out, cut and shape a range of materials.</li> <li>• With support, use tools safely and appropriately.</li> <li>• Assemble, join and combine materials and components together.</li> <li>• Use simple finishing techniques to improve the appearance of their product.</li> <li>• Evaluate their product by discussing how well it works in relation to its purpose.</li> <li>• Evaluate their products as they are developed identifying strengths and possible changes they might make.</li> <li>• Evaluate their product by asking questions about what they have made and how they went about it.</li> </ul> <p><b>Music - Contrasts</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of listening within music, with the focus on the contrasts loud/quiet, high/low, smooth/jumpy, fast/slow.</li> </ul> <p><b>Art - Painig</b></p> <ul style="list-style-type: none"> <li>• Mix paint to create all the secondary colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Create collages using a range of objects together to create new textures.</li> <li>• Develop skills when applying adhesive sparingly to a range of materials and stick them down accurately.</li> <li>• Begin to classify materials into colours and surface textures.</li> <li>• Understand that a range of different materials can be combined in one piece of work.</li> <li>• Create collages by cutting and combining similar objects together to create new textures.</li> <li>• Understand that materials can be selected or created to reflect the colour and surface texture of the subject.</li> </ul> <p><b>Music - Notation</b></p> <ul style="list-style-type: none"> <li>• Note Values (notes of short, medium and longer length)</li> <li>• Develop listening, rhythmic and concentration skills with the emphasis on three note values – crotchets, minims and quavers.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• Know what an algorithm is.</li> </ul>	<ul style="list-style-type: none"> <li>• Use tools safely and appropriately, with support.</li> <li>• Assemble, join and combine materials and components together.</li> <li>• Explore existing products – say who and what they are for and what they like/dislike about a product.</li> <li>• Evaluate their product by discussing how well it works in relation to its purpose</li> <li>• Evaluate their products as they are developed identifying strengths and possible changes they might make.</li> <li>• Evaluate their product by asking questions about what they have made and how they went about it.</li> <li>• Understand how freestanding structures can be made stronger, stiffer.</li> </ul> <p><b>Art - Printing</b></p> <ul style="list-style-type: none"> <li>• Develop skills in making and producing a printed image, using relief printing.</li> <li>• Print with a range of hard and soft materials onto paper and textiles.</li> <li>• Design own printing block.</li> <li>• Develop impressed images.</li> </ul> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Music - Notation</b></p> <ul style="list-style-type: none"> <li>• Note Values (notes of short, medium and longer length).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and distinguish visually and aurally between 4/4 rhythms, to understand how they are built up and to be able to clap/play them confidently and accurately.</li> <li>• Begin to compose.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• Understand what charts are and why we use them.</li> <li>• Create pictograms to present data.</li> <li>• Interpret data using pictograms.</li> </ul> <p><b>RE -</b></p> <p><u>What does it mean to be a Christian?</u></p> <ul style="list-style-type: none"> <li>• What does it mean to belong to a faith community? (Christianity)</li> <li>• Recognise and name some symbols of belonging from their own experience, suggesting what these might mean and why they matter to believers.</li> <li>• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.</li> <li>• Identify two ways people show they belong to each other when they get married.</li> </ul>	<ul style="list-style-type: none"> <li>• The rule of law</li> <li>• Individual liberty</li> </ul> <p><u>What does it mean to be a Christian?</u></p> <ul style="list-style-type: none"> <li>• What does it mean to belong to a faith community?</li> <li>• Recognise and name some symbols of belonging from their own experience, suggesting what these might mean and why they matter to believers.</li> <li>• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.</li> <li>• Identify two ways people show they belong to each other when they get married.</li> <li>• Respond to examples of co-operation between different people.</li> </ul> <p><b>PSHE - Understanding my feelings/ Growing</b></p> <ul style="list-style-type: none"> <li>• Recognise the 5 key stages of human life</li> <li>• Understand how their bodies will change as they age.</li> <li>• Consider how their lives will change as they get older.</li> <li>• Appreciate how increasing independence presents new dangers, challenges, benefits and responsibilities.</li> </ul> <p><b>PE- Games</b></p> <ul style="list-style-type: none"> <li>• Techniques for receiving and striking a ball with control.</li> <li>• Focus on the correct techniques of fielding a ball using under and over arm throwing.</li> </ul>
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	<p>beliefs about God and Jesus.</p> <ul style="list-style-type: none"> <li>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</li> <li>Talk about issues of good and bad, right and wrong arising from the stories in the Bible.</li> <li>Ask some questions about believing in God and offer some ideas of their own.</li> </ul> <p><u>What can we learn from sacred books?</u></p> <ul style="list-style-type: none"> <li>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</li> <li>Re-tell stories from the Christian Bible; suggest the meaning of these stories.</li> <li>Ask and suggest answers to questions arising from stories Jesus told.</li> <li>Talk about issues of good and bad, right and wrong arising from the stories.</li> </ul> <p><b>PSHE - Family</b></p> <ul style="list-style-type: none"> <li>Understand that families are made up of a special group of people, which changes gradually over time.</li> </ul>	<ul style="list-style-type: none"> <li>Name and mix primary colours, shades and tones.</li> <li>Create moods in their painting.</li> <li>Identify and mix warm and cool colours.</li> <li>Observe how colours can create different feelings and how certain colours can seem 'warm' (red, orange, yellow) or 'cool' (blue, green, grey).</li> <li>Explore how artists use warm and cool colours to create feeling.</li> <li>Experiment with tools and techniques e.g. layering, mixing.</li> <li>Create textured paint by adding material, i.e. sand.</li> </ul> <p><b>Computing -</b></p> <ul style="list-style-type: none"> <li>Know what an algorithm is.</li> <li>Create precise and accurate algorithms.</li> <li>Write directional algorithms.</li> <li>Know what a program is.</li> <li>Program Beebots.</li> <li>Use algorithms to write programs and test these.</li> </ul> <p><b>RE</b> Christianity -Believing <u>Who is a Christian and what do they believe?</u></p> <ul style="list-style-type: none"> <li>Talk about some simple ideas about what Christian believe about God and Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>Create precise and accurate algorithms.</li> <li>Write directional algorithms.</li> <li>Know what a program is.</li> <li>Program Beebots.</li> <li>Use algorithms to write programs and test these.</li> </ul> <p><b>RE - Christianity</b> Expressing <u>What makes some places sacred to Christians?</u></p> <ul style="list-style-type: none"> <li>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</li> <li>Talk about ways in which stories, objects, symbols and actions used in churches, show what people believe.</li> <li>Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel.</li> <li>Ask questions during a school visit about what happens in a church.</li> </ul> <p><u>How and why do we celebrate special and sacred times?</u></p> <ul style="list-style-type: none"> <li>Identify some ways Christians celebrate Christmas/Easter/ Harvest/Pentecost.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to develop listening, rhythmic and concentration skills with the emphasis on three note values – crotchets, minims and quavers.</li> </ul> <p><b>Computing -</b></p> <ul style="list-style-type: none"> <li>Understand how to record sounds.</li> <li>Record sounds using PowerPoint.</li> <li>Take and present pictures using pic collage.</li> </ul> <p><b>RE - Christianity</b> Expressing <u>Special times</u></p> <ul style="list-style-type: none"> <li>What makes some places sacred to Christians?</li> <li>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</li> <li>Talk about ways in which stories, objects, symbols and actions used in churches, show what people believe.</li> <li>Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel.</li> <li>Ask questions during a school visit about what happens in a church.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to examples of co-operation between different people.</li> </ul> <p><b>PSHE - Understanding my feelings (Mental health)</b></p> <ul style="list-style-type: none"> <li>Understand that we have a range of emotions, depending on our experiences and situations.</li> <li>Know what to do when we experience strong emotions.</li> <li>Understand that each of us has skills and talents that are valuable.</li> <li>Understand that we are important, unique people who deserve kindness and respect.</li> <li>Appreciate that other people are important, no matter how good they are at certain things.</li> <li>Understand the connection between their actions and the feelings of themselves and others.</li> </ul> <p><b>PE- Games</b></p> <ul style="list-style-type: none"> <li>Focus on throwing equipment with control both over and underarm with prompts using the correct techniques.</li> <li>Focus on catching equipment from shorter and longer distances, on their own and in groups.</li> <li>Play games based on net games with a partner or in small groups.</li> <li>Pass and receive equipment in different ways with improved control and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Play simple games fairly in small groups, applying rules and skills that have been taught.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Understand how changes and events can influence our feelings</li> <li>• Understand that children and adults both have responsibilities to each other.</li> <li>• Understand that we should feel loved, cared for and safe in our homes.</li> </ul> <p><b>PE- Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Describe how the body feels before, during and after exercise.</li> <li>• Carry and place small pieces of equipment safely.</li> <li>• Recognise and discuss the difference between tension and relaxation (muscular).</li> <li>• Identify ways to keep fit and healthy.</li> <li>• Know that lessons begin with pulse raising activities, end with a cool down, and be familiar with examples of these.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories.</li> <li>• Ask some questions about believing in God and offer some ideas of their own.</li> </ul> <p><u>What can we learn from sacred books?</u></p> <ul style="list-style-type: none"> <li>• Talk about some simple ideas about what Christian believe about God and Jesus.</li> <li>• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories.</li> <li>• Ask questions about believing in God and offer some ideas of their own.</li> <li>• Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</li> <li>• Re-tell stories from the Christian Bible; suggest</li> </ul>	<ul style="list-style-type: none"> <li>• Re-tell stories connected with Christmas/Easter/ Harvest/Pentecost and say why these are important to believers.</li> <li>• Ask questions and suggest answers about stories to do with Christian festivals .</li> <li>• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</li> </ul> <p><b>PSHE- Online safety</b></p> <ul style="list-style-type: none"> <li>• Understand that people online are strangers if we don't know them in real life.</li> <li>• Understand that we shouldn't share private and personal information with strangers.</li> <li>• Understand that anybody can put things online.</li> <li>• Recognise the difference between truth and fiction.</li> <li>• Understand that things online are often not true.</li> </ul> <p><b>PE - Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Create and perform a movement sequence.</li> <li>• Copy actions and movement sequences</li> </ul>	<p><u>How and why do we celebrate special and sacred times?</u></p> <ul style="list-style-type: none"> <li>• Identify some ways Christians celebrate Christmas/Easter/ Harvest/Pentecost.</li> <li>• Re-tell stories connected with Christmas/Easter/ Harvest/Pentecost and say why these are important to believers.</li> <li>• Ask questions and suggest answers about stories to do with Christian festivals.</li> <li>• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</li> </ul> <p><b>PSHE- Online safety</b></p> <ul style="list-style-type: none"> <li>• Become more familiar with the term 'Fake News'.</li> <li>• Understand that people need to get the correct balance of time spent online and offline.</li> <li>• Understand why we shouldn't share personal information.</li> <li>• Understand how to keep our personal information private and safe when we are online.</li> <li>• Understand that people online are strangers if we don't know them in real life.</li> </ul>		
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		<p>the meaning of these stories.</p> <ul style="list-style-type: none"> <li>• Ask and suggest answers to questions arising from stories Jesus told.</li> </ul> <p><b>PSHE - Family</b></p> <ul style="list-style-type: none"> <li>• Understand that other people need permission before they can touch us.</li> <li>• Know that some parts of our bodies are more private than others and only we can decide who can touch them.</li> <li>• Know how to report concerns.</li> <li>• Recognise that other people often want different things than ourselves.</li> <li>• Understand that secrets and surprises are different.</li> <li>• Understand that families are highly varied; no family is the same.</li> </ul> <p><b>PE- Dance</b></p> <ul style="list-style-type: none"> <li>• Copy and repeat actions.</li> <li>• Put a sequence of actions together to create a motif.</li> <li>• Vary the speed and direction of actions independently.</li> <li>• With a partner, use simple choreographic techniques such as follow the leader, side by side, canon and mirroring.</li> </ul>	<p>with a beginning, middle and end.</p> <ul style="list-style-type: none"> <li>• Link two actions to make a sequence.</li> <li>• Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed.</li> <li>• Hold still shapes and simple balances.</li> <li>• Carry out simple stretches.</li> <li>• Carry out a range of simple jumps, landing safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that things online are often not true.</li> </ul> <p><b>PE - Games</b></p> <ul style="list-style-type: none"> <li>• Explore different ways of moving a ball and other small equipment with developing control.</li> <li>• Explore ways to send a ball or other equipment.</li> <li>• Retrieve and stop a ball using different parts of the body.</li> <li>• Play a variety of running and avoiding games.</li> <li>• Participate in simple small group team games.</li> <li>• Develop simple attacking and defending techniques.</li> <li>• Pass and receive equipment in different ways with increased control.</li> </ul>		
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<b>Revisit Reteach</b>	<b>History</b> - Sorting simple items into old and new	<b>Science</b> - Properties of materials	<b>Geography</b> - Maps of immediate locality	<b>Geography</b> - Comparing differences between life in this country and life in other countries	<b>Science</b> - Growth of plants and animals	<b>Science</b> - Our Senses
<b>Celebrations</b>	Divali	Bonfire Night Christmas	Chinese New Year	Mother's Day		Healthy Day
<b>Year 2</b>	Healthy Me! Driver – Science (PSHE links)	Knowing Nelson Driver: History	Our capital Driver - History	All Creatures Great and Small Driver - Science	Around the world in 80 days Driver – Geography	
<b>Areas of Learning</b>	<p><b>Science</b> – Human Body</p> <ul style="list-style-type: none"> <li>Describe the importance of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p>Investigation: Germ experiment.</p> <p><b>Geography</b> – Map work</p> <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the school and local grounds.</li> <li>Add detail to a sketch map from an aerial photo.</li> <li>Understand how to use a map key.</li> <li>Use simple fieldwork and observational skills to study the school and local grounds.</li> <li>Look at aerial photographs to identify known places.</li> </ul>	<p><b>Science</b> -</p> <p>Investigation: Observation of and collecting evidence for weather.</p> <p><b>History</b> – Chronology</p> <ul style="list-style-type: none"> <li>Sequence a collection of artefacts or events using evidence to ask why, what, who, how, and where questions.</li> <li>Create and understand timelines which show relative relationships between historical events and people.</li> <li>Sequence artefacts that are close together in time.</li> <li>Analyse a wide range of evidence to identify similarities and differences between situations now and in the past beyond their lifetime.</li> </ul>	<p><b>Science</b> - Materials</p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p>Investigation; floating and sinking, waterproof, changing shape.</p> <p><b>History</b> – Using sources of evidence effectively</p> <ul style="list-style-type: none"> <li>Use a range of information to describe significant people, events and changes in history, recognising the differences between ways of life in different</li> </ul>	<p><b>Science</b>- Plants and Animals</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Understand that animals, including humans, have offspring which grow into adults</li> <li>Understand and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Compare the differences between things that are living, dead, and things that have never been alive.</li> <li>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,</li> </ul>	<p><b>Science</b> -</p> <p>Investigation: Forces.</p> <p><b>Geography</b>- Comparison of localities</p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents.</li> <li>Name and locate the world's five oceans.</li> <li>Make comparisons between different features of places.</li> <li>Compare and contrast a different area of the United Kingdom to the locality.</li> <li>Recognize how places are linked to other areas of the world.</li> <li>Recognize how places have become the way they are and how they continue to change.</li> <li>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.</li> <li>Use atlases and globes to locate places.</li> <li>Use large scale maps to identify places.</li> <li>Geographical research using maps, non-fiction books, stories, pictures, photographs and the internet.</li> </ul> <p><b>Art</b> - Observational artwork.</p> <ul style="list-style-type: none"> <li>Begin to control the types of marks made with the wider range of media.</li> <li>Develop a range of tone using a pencil.</li> <li>Use a variety of drawing techniques such as: hatching, scribbling, stippling and blending to create light/ dark lines.</li> <li>Use 3 three different grades of pencil in their drawing.</li> <li>Show patterns and texture in their drawings.</li> </ul>	

	<p><b>DT – Food technology</b></p> <ul style="list-style-type: none"> <li>• Understand that food has to be farmed, grown elsewhere or caught.</li> <li>• Name and sort foods into the five groups according to the Eatwell guide.</li> <li>• Select and use appropriate combinations of ingredients, processes and tools.</li> <li>• Prepare simple dishes safely and hygienically.</li> <li>• Use techniques such as chopping, peeling and grating to prepare simple dishes.</li> </ul> <p><b>Art - Drawing – Picasso</b></p> <ul style="list-style-type: none"> <li>• Talk about how other artists/ craft makers/ designers have used colour, pattern and shape.</li> <li>• Create a piece of work in response to another artist's work (not a copy).</li> </ul> <p><b>Music – Contrasting musical elements</b></p> <ul style="list-style-type: none"> <li>• To consolidate rhythm and simple notation.</li> <li>• To begin to understand pitch.</li> <li>• Recognise pitch movements with their hands whilst singing to represent high, low and middle sounds.</li> <li>• Recognise pitch movements with their hands whilst singing to</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate their knowledge in a variety of ways.</li> <li>• Use a range of information to describe significant people, events and changes in history.</li> </ul> <p><b>DT – Design, make and evaluate</b></p> <ul style="list-style-type: none"> <li>• Assemble, join and combine materials and components to make a product.</li> </ul> <p><b>Art - Paul Klee</b></p> <ul style="list-style-type: none"> <li>• Have a confident understanding of colour mixing.</li> <li>• Know the names of the secondary colours and can accurately predict how to create them.</li> <li>• Make tints by combining colours.</li> <li>• Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</li> <li>• Work on different scales – selecting appropriately sized equipment.</li> <li>• Add visual texture with different brush strokes.</li> </ul> <p><b>Music - Singing</b></p> <ul style="list-style-type: none"> <li>• Understand why and how we warm up our voices.</li> <li>• Sing with a sense of shape to a melody such</li> </ul>	<p>periods of time. Reliability of evidence.</p> <ul style="list-style-type: none"> <li>• Use evidence to explain why people did what they did.</li> <li>• Sources of evidence</li> <li>• Recount main events from a significant time in history.</li> <li>• Communicate their knowledge.</li> <li>• Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories.</li> <li>• Look at books, pictures, eye-witness accounts, artefacts, buildings, visits ICT to understand why some people did things in the past.</li> <li>• Identify and describe historical events, situations and changes.</li> <li>• Check accuracy using books/ICT.</li> </ul> <p><b>Geography – Map work</b></p> <ul style="list-style-type: none"> <li>• Investigate similarities and differences between places in the UK.</li> <li>• Gather data about different places in the UK.</li> <li>• Create a route on a map using NSEW.</li> </ul>	<p>and how they depend on each other</p> <ul style="list-style-type: none"> <li>• Discuss a variety of plants and animals in their habitats, including microhabitats</li> <li>• 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.</li> <li>• Observe and describe how seeds and bulbs grow into mature plants</li> <li>• Describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p>Investigation: science week experiment, growing plants in different conditions.</p> <p><b>Music - Appreciation</b></p> <ul style="list-style-type: none"> <li>• Respond to different genres of music,</li> <li>• Understand how the sound affects the listener.</li> <li>• Identify ways to improve own work for the listener and to implement these changes</li> </ul> <ul style="list-style-type: none"> <li>• <b>DT – Design, make and evaluate</b></li> <li>• Cut, shape and join fabric using basic sewing techniques to make a class product.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a viewfinder to focus on a specific part of an artefact before drawing it.</li> <li>• Develop an understanding of foreground/background.</li> <li>• Start to record simple media explorations in a sketch book/jotter.</li> </ul> <p><b>Music – Continued from last term</b></p> <p><b>Computing - Word processing and making a presentation</b></p> <ul style="list-style-type: none"> <li>• Know how to split 2 windows across the desktop.</li> <li>• Use presentation applications to present work.</li> <li>• Know how to add slides to a presentation and change the slide layout.</li> <li>• Know how to copy an image from another document.</li> </ul> <p><b>RE - 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe? 1.4 What can we learn from sacred books?</b></p> <p><b>PSE –</b></p> <ul style="list-style-type: none"> <li>• Health and well-being. Physical health- Staying healthy</li> <li>• Transition</li> </ul> <p><b>PE – Games</b></p> <ul style="list-style-type: none"> <li>• Striking/fielding games</li> </ul> <p><b>Art – Media</b></p> <ul style="list-style-type: none"> <li>• Understand how to classify materials by shape, colour and texture.</li> <li>• Use a range of materials on a collage and explain why they have been used.</li> <li>• Display proficient skills in cutting, gluing and sticking to create high quality art work.</li> <li>• Join fabric using glue and sewing techniques.</li> <li>• Make creative decisions to create collage, choosing and applying various coloured, textured and patterned materials.</li> <li>• Talk confidently about work produced by themselves and others, using language appropriate to the visual elements of shape, texture and colour.</li> </ul>
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	<p>represent high, low and middle sounds.</p> <p><b>Computing</b> - Internet Safety</p> <ul style="list-style-type: none"> <li>• Understand safe technology in the home and classroom.</li> <li>• Understand safe searching on the internet.</li> <li>• Understand how to keep personal information safe (Hector's World).</li> </ul> <p><b>RE</b> - 1.7 What does it mean to belong to a faith community? 1.8 How should we care for others and the world, and why does it matter?</p> <p><b>PSE</b> – Physical health and communities:</p> <ul style="list-style-type: none"> <li>• Name body parts.</li> <li>• Discuss the similarities and differences between boys and girls, including ideas that challenge gender stereotypes.</li> <li>• Understand that active lifestyles including regular exercise can keep our bodies more healthy.</li> <li>• Appreciate that some people live with disabilities or are differently abled.</li> <li>• Understand that we can't always have healthy bodies because sometimes we get ill or injured.</li> </ul>	<p>as chorus, call/answer (structure).</p> <ul style="list-style-type: none"> <li>• Begin to recognise phase length and know when to breathe when singing.</li> <li>• Begin to contribute to a whole class ensemble using units of one, two or three notes.</li> <li>• Perform with control and awareness of the contribution of others.</li> <li>• Present performances effectively with an awareness of audience, venue and occasion.</li> </ul> <p><b>Computing</b> OLD SCHEME - Algorithms</p> <ul style="list-style-type: none"> <li>• Write an algorithm using commands.</li> <li>• Understand how we can improve algorithms.</li> <li>• Understand how to use Scratch.</li> <li>• Use the repeat algorithm in Scratch.</li> <li>• Write a simple program.</li> <li>• Write a storyboard algorithm for Speedy.</li> <li>• Program an animation for Speedy.</li> </ul> <p><b>RE</b> - 1.5 What makes some places sacred to Muslims or Jewish people?</p> <ul style="list-style-type: none"> <li>• 1.2 Who is a Muslim and what do they believe?</li> </ul>	<ul style="list-style-type: none"> <li>• Label specific features on plans, maps and photographs.</li> <li>• Make a simple scale drawing.</li> </ul> <p><b>Music</b> – Responding to music</p> <ul style="list-style-type: none"> <li>• Confidently create sequences of movements in response to sounds.</li> </ul> <p><b>Computing</b> – While finalising new scheme - how to use Seesaw to post provision work and complete activities.</p> <p><b>Art</b>- Sculpture</p> <ul style="list-style-type: none"> <li>• Display confidence in developing, defining and producing 3D artworks.</li> <li>• To shape and form from direct observation (malleable and rigid materials).</li> <li>• Develop decorative techniques, adding line and shape to work.</li> <li>• Replicate patterns and textures in a 3-D form.</li> </ul> <p><b>RE</b> - Judaism</p> <ul style="list-style-type: none"> <li>• 1.2 Who is a Muslim and what do they believe?</li> <li>• 1.3 Who is Jewish and what do they believe?</li> <li>• 1.4 What can we learn from sacred books?</li> </ul> <p><b>PSE</b> - Friendships</p> <ul style="list-style-type: none"> <li>• Understand that there is a difference between close friends, friends, acquaintances and strangers.</li> </ul>	<p><b>Computing</b> – Mr PICT – Programming - My Robot Helper</p> <p>Write algorithms for everyday tasks.</p> <p>Predict the outcomes of algorithms.</p> <p>Understand decomposition.</p> <p>Know how to debug an algorithm.</p> <p>Understand programs follow precise instructions.</p> <p>Know how to create programmes.</p> <p>I know how to debug programmes.</p> <p>I know how to use logical reasoning to predict outcomes.</p> <p><b>Art</b>- Sculpture</p> <ul style="list-style-type: none"> <li>• Display confidence in developing, defining and producing 3D artworks.</li> <li>• To shape and form from direct observation (malleable and rigid materials).</li> <li>• Develop decorative techniques, adding line and shape to work.</li> <li>• Replicate patterns and textures in a 3-D form.</li> </ul> <p><b>RE</b> – Sacred times</p> <ul style="list-style-type: none"> <li>• 1.5 What makes some places sacred to Muslims or Jewish people?</li> <li>• 1.6 How and why do we celebrate special and sacred times?</li> </ul> <p><b>PSE</b> -</p> <ul style="list-style-type: none"> <li>• continued from Spring 1</li> </ul>	
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<b>Revisit Reteach</b>	<b>Science/PSHE</b> - Eat Well Guide	<b>History</b> - Timelines <b>Geography</b> - Seasons	<b>Science</b> - Materials and their properties	<b>Science</b> - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	<b>Geography</b> - Name and locate the four countries of the United Kingdom.

				Identify and describe the basic structure of a variety of common flowering plants, including trees.	Name and locate the capital cities of the four countries of the United Kingdom.  Name and locate the seas that surround the United Kingdom.  Forces	
<b>Celebrations</b>	Harvest Divali	Christmas	Chinese New Year	Mother's Day Ramadan	St George's day	End of year 2

- Rocket Phonics is used to deliver our phonics programme
- National Book Banding is used across a range of schemes to deliver the teaching of reading
- Our RE curriculum follows the Doncaster Agreed Syllabus 2021
- Additional information with regard to the curriculum is available via the school office