

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	London Calling!		Fantasy Island		I Need a Hero	
	Great Fire of London	Modern London	Exploring the world	Comparing Tobago to Cornwall	People Who Help Us	Healthy Me
Science	<p>Plants -Observe and describe how seeds and bulbs grow into mature plants. -Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Everyday Materials -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Living Things and their Habitats -Explore and compare the differences between things that are living, dead, and things that have never been alive -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, and how they depend on each other -Identify and name a variety of plants and animals in their habitats, including micro-habitats</p>	<p>Animals Including Humans -Notice that animals, including humans, have offspring which grow into adults. -Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Plants -Observe and describe how seeds and bulbs grow into mature plants. -Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Animals Including Humans -Notice that animals, including humans, have offspring which grow into adults. -Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Living Things and their Habitats -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, and how they depend on each other -Identify and name a variety of plants and animals in their habitats, including micro-habitats -Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p>Plants -Observe and describe how seeds and bulbs grow into mature plants. -Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Everyday Materials -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>
	<p>Working Scientifically</p> <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. 					

<p>History</p>	<p>- aspects beyond living memory that are significant nationally or globally (for example the Great Fire of London)</p>	<p>- aspects beyond living memory that are significant nationally or globally (for example the Great Fire of London)</p>	<p>- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare life in different periods (for example Christopher Columbus)</p>		<p>- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare life in different periods (for example Mary Seacole and Florence Nightingale)</p>	<p>- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare life in different periods (for example Marie Curie)</p>
<p>Geography</p>	<p>- name and locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use 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>- identify seasonal and daily weather patterns in the United Kingdom and the location of hot</p>	<p>- name and locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use 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>- 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</p>	<p>- name and locate the world's seven continents and five oceans</p> <p>- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>- use simple compass directions, (NSEW) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map</p>	<p>- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>-use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	

	and cold areas of the world in relation to the Equator and the North and South Poles	and the North and South Poles				
Computing	<p>Online Safety</p> <p>Recognise common uses of information technology beyond school</p> <p>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</p>	<p>Making Music</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Spreadsheets</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Effective Searching</p> <p>Recognise common uses of information technology beyond school</p> <p>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</p>	<p>Coding & Creative Pictures</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Presenting Ideas</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>
Art and DT	<p>Formal Elements of Art</p> <ul style="list-style-type: none"> - 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 - To develop a wide range of art and design 	<p>Structures: Baby bear's chair Design</p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, 	<p>Sculpture and Mixed Media</p> <ul style="list-style-type: none"> - 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 - To develop a wide range of art and design 	<p>Mechanisms: Fairground Wheel Design</p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, 	<p>Art and Design Skills</p> <ul style="list-style-type: none"> - 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 - To develop a wide range of art and design techniques in using colour, 	<p>Mechanisms: Making a Moving Monster Design</p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing,

	<p>techniques in using colour, pattern, texture, line, shape, form and space</p> <p>– Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <ul style="list-style-type: none"> - select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> - build structures, exploring how they can be made stronger, stiffer and more stable 	<p>techniques in using colour, pattern, texture, line, shape, form and space</p> <p>– Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>information and communication technology</p> <p>Make</p> <ul style="list-style-type: none"> - select from and use a range of tools and equipment to perform practical tasks - select from and use a wide range of materials and components, including construction materials according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms in their products. 	<p>pattern, texture, line, shape, form and space</p> <p>– Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>templates, mock-ups and where appropriate, information and communication technology</p> <p>Make</p> <ul style="list-style-type: none"> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction Materials, textiles and ingredients according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> - Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products
PSHE	<p>Healthy Living</p> <ul style="list-style-type: none"> - To identify healthy snack options - To recognise and name the 5 food groups - To understand benefits of eating 5 portions of fruit and vegetables 	<p>Drug and Tobacco Education</p> <ul style="list-style-type: none"> - To learn why medicines are taken and where they come from - To learn how to stay safe around medicines 	<p>Keeping Safe</p> <ul style="list-style-type: none"> - To understand what personal information is - To understand who to trust online - To learn how to help someone without risk to themselves 	<p>Mental Health</p> <ul style="list-style-type: none"> - To recognise and describe different feelings in themselves and others - To learn that feelings can change and how to manage them 	<p>Relationships Education</p> <ul style="list-style-type: none"> - To explore gender stereotypes in careers - To identify qualities of a good friend - To understand the PANTS rule - To identify differences 	<p>Relationships Education</p> <ul style="list-style-type: none"> - To know about growing young to old and identify some changes - To know that everyone needs to be cared for - To know about different types of families

		Mental Health - To understand what bullying is and how it makes people feel - To understand conflict and how to resolve it			between males and females - To name the body parts	- To recognise how it feels to be proud
PE	Gymnastics Pathways I can perform a range of actions (travelling, balancing, jumping and rolling) with control and coordination. I can make up sequences. I can move smoothly from a position of stillness to a travelling movement/another stillness. I know that gymnastics makes my heart beat faster Athletics- Run, Jump & Throw I can run at different speeds for short and long distances I can learn to run at different speeds over obstacles I can throw across long and short distances I can aim at a target when throwing I can link a variety of jumps together	Games Sending and receiving I can perform a range of skills with control (focus on different generic skills – rather than named sports – over the weeks i.e rolling, throwing, striking, kicking, catching and gathering skills) I can watch and describe performances accurately I recognise what is successful Dance I can talk about different stimuli as the starting point for creating dance phrases and short dances. I can explore actions in response to stimuli such as stories, poems, events, rhythms, music, props etc I can show some sensitivity to the accompaniment.	Gymnastics- Spinning, Turning and Twisting I can perform a range of actions (travelling, balancing, jumping and rolling) with control and coordination. I can make up sequences of gymnastic actions. I can adapt the sequence to include floor, mats, apparatus, showing control, accuracy and fluency. Games Inventing and creating games I can choose and use tactics that work for my game I understand and can describe changes to my heart rate when playing different games I can make up a game using games equipment that increases my heart rate	Dance I can explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels I can show a growing range of creative movements. I can choose and link actions to make short dance phrases I can describe dance phrases and expressive qualities Gymnastics Linking Movements I can move smoothly from a position of stillness to a travelling movement/another stillness. I can adapt the sequence to include floor, mats, apparatus showing control, accurate and fluency.	Dance I can perform short dances using rhythmic and dynamic qualities to express moods, ideas and feelings. I can show an understanding of mood and describe how a dance makes me feel. Athletics Run, Jump & Throw I know which muscles make power and how they are important when jumping I can throw into targets set at different distances I can use different techniques and speeds to meet challenges set for running, jumping and throwing. I can describe what happens to my body when I am taking part in Athletics	Games Inventing and creating games I can know how to score and keep the rules of my game I can watch and describe the games of others accurately I can record my game and teach others how to play (link to instructional writing) Gymnastics Linking Movements I can repeat and perform a short sequence where there is a clear beginning, middle and end. I can describe a sequence accurately, commenting on what it contains and whether it is performed smoothly and with control. I can choose one aspect of their sequence to improve, and say how to improve it.

