

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Memories		What a Wonderful World		Home and Away	
	History of Toys	History of shops	Animals Hot/Cold	Local Area	History of school/church	Countryside/Seaside
Science	<p>Seasonal Change -observe changes across the four seasons.</p> <p>-observe and describe weather associated with the seasons and how day length varies.</p> <p>Plants -identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>-identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Everyday Materials -distinguish between an object and the material from which it is made.</p> <p>-identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>-describe the simple physical properties of a variety of everyday materials</p> <p>-compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Seasonal Change -observe changes across the four seasons.</p> <p>-observe and describe weather associated with the seasons and how day length varies.</p> <p>Animals Including Humans (animals) -identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>-identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>-describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>Plants -identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>-identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Seasonal Change -observe changes across the four seasons.</p> <p>-observe and describe weather associated with the seasons and how day length varies.</p> <p>Everyday Materials -distinguish between an object and the material from which it is made.</p> <p>-identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>-describe the simple physical properties of a variety of everyday materials</p> <p>-compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>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.</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. 					
History	<p>- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>		<p>- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>- significant historical events, people and places in their own locality</p>	<p>- significant historical events, people and places in their own locality</p>	
Geography		<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>- 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</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</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>- 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 compass directions, (NSEW) and locational and directional language (for example, near and far; left and</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>- 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</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>

				<p>right), to describe the location of features and routes on a map</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 and the North and South Poles</p>		
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>Grouping & Sorting</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>Pictograms</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>Coding & Technology Outside School</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>Animated Story Books</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>
Art and DT	<p>Structures: Designing Windmills Design</p> <p>- design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>- generate, develop, model and</p>	<p>Art and Design Skills</p> <p>- To use a range of materials creatively to design and make products</p> <p>- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>- To develop a wide range of art and design techniques in using</p>	<p>Textiles – Puppets Design</p> <p>- design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate,</p>	<p>Formal Elements of Art</p> <p>- To use a range of materials creatively to design and make products</p> <p>- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>- To develop a wide range of art and design techniques in using colour,</p>	<p>Food – Fruit and Vegetables Cooking and Nutrition</p> <p>- use the basic principles of a healthy and varied diet to prepare dishes</p> <p>- understand where food comes from</p>	<p>Landscapes using different media</p> <p>- To use a range of materials creatively to design and make products</p> <p>- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>- To develop a wide range of art and design</p>

	<p>communicate their ideas through talking, drawing, templates, mock-ups and were appropriate, information and communication technology</p> <p>Make - 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 according to their characteristics</p> <p>Evaluate - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria</p> <p>Technical knowledge - build structures, exploring how they can be made</p>	<p>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 - 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> <p>Evaluate - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria</p>	<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>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>
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	<p>stronger, stiffer and more stable</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 understand how to keep teeth healthy and how they change - To understand the importance and variety of food - To understand basic hygiene principles - To understand how diseases can be spread and controlled 	<p>Mental Health</p> <ul style="list-style-type: none"> - To be able to identify different behaviours which might be bullying - To identify a range of emotions - To understand and recognise positive and difficult emotions - To understand strategies of dealing with emotions 	<p>Keeping Safe</p> <ul style="list-style-type: none"> - To learn about personal information - To identify people and places that make me feel safe - To explain what a safe and inviting classroom looks like - To identify how to keep safe at home 	<p>Drug and Tobacco Education</p> <ul style="list-style-type: none"> - To recognise that different things that go into bodies can make people feel good or not so good - To identify whether a substance might be harmful - To know how to ask for help - To be able to state basic safety rules for medicine - To know how to make an emergency call 	<p>Relationships Education</p> <ul style="list-style-type: none"> - To identify qualities of a good friend - Importance of compliments - To recognise positive qualities and achievements 	<p>Relationships Education</p> <ul style="list-style-type: none"> - To understand bad secrets - To know they are growing and changing (babies become children and then adults) - To understand that there are lots of different toys and they can be enjoyed by everyone, whether they are a boy or a girl - To know that family has a special role in children's lives

<p>PE</p>	<p>Gymnastics- Bouncing, Jumping and Landing I can do jumping actions and stay still when required. I can land safely and with control. I can share the space and apparatus safely.</p> <p>Athletics- Run, Jump and Throw I can start and stop at speed I can use my arms and legs to help me run faster and with control I can show 2 feet to 2 feet jump with control at take-off and landing I can throw with increasing accuracy I can say what I can do well and what I need to do to become better</p>	<p>Dance I can respond to different stimuli (stories, poetry, music, and event) with a range of actions. I can copy and explore basic body actions. I can copy simple movement patterns</p> <p>Games- Ball Skills I can show control and accuracy when I roll and throw the ball I can watch the ball carefully and get in line with it I can be still and move to aim into a target I can recognise where the space is and use it to beat my opponent I know where to stand to make it difficult for my opponent to score points</p>	<p>Gymnastics- Wide Narrow and Curled I am starting to join different ideas together in a sequence. I can share the space and apparatus safely. I can do basic travelling and balancing actions and stay still when required.</p> <p>Dance I can practise and repeat their movement phrases and perform them in a controlled way. I can know where my heart is and understand why it beats faster when dancing. I can use simple dance vocabulary to describe movement.</p>	<p>Games Bouncing and dribbling activities I can show control and accuracy with the basic actions for bouncing, dribbling and kicking I can copy what I see and say why it is good</p> <p>Gymnastics Wide Narrow and Curled I can do basic travelling and balancing actions and stay still when required. I can link and repeat.</p>	<p>Dance I can choose movements to make into their own phrases with beginnings, middles and ends. I can talk about dance, linking movement to moods, ideas and feelings.</p> <p>Athletics- Run Jump and Throw I can show different types of jumps I can run continuously for a given time I can run at different speeds and describe the differences I can throw at long and short distances I can throw accurately into smaller and larger targets I can describe what happens to my body when I am taking part in Athletics</p>	<p>Games Bat and Ball games I can show control and accuracy with the basic actions for controlling and striking a ball I understand how to hit into space I recognise space in my games and use it to help myself do well in the game.</p> <p>Gymnastics- Points and Patches I can link and repeat with control and accuracy I know the difference between tension and relaxation whilst being active. I can watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language</p>
		<p>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)</p>	<p>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.</p>	<p>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.</p>		<p>Gymnastics- Points and Patches I can link and repeat with control and accuracy I know the difference between tension and relaxation whilst being active.</p>

		I can watch and describe performances accurately I recognise what is successful	I can adapt the sequence to include floor, mats, apparatus, showing control, accuracy and fluency.	I can choose and link actions to make short dance phrases I can describe dance phrases and expressive qualities		I can watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language
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