

Historical, Geographical and Social Understanding

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Brueghel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.
- Sequence a few events and objects in chronological order
- Describe similarities and differences in artefacts
- Begin to identify different ways to represent the past
- Use a range of sources to find out characteristic features of the past

Locational knowledge

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the North and South Poles
- Use basic geographical vocabulary to refer to:
- Key physical features, including: beach, cliff, forest, hill, sea, river, soil, season and weather
- Key human features, including: city, town, factory, farm, house, office, harbour and shop

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries,
- Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map
- 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.
- Express own views about a place, people, environment
- Use books, pictures, stories and own observations to ask and answer questions about Geography

Focus Religions - Christianity and Judaism

Key themes: Autumn - Myself, Spring - Celebrations, Summer - Belongings

- Recognise selected features of religions.
- Recognise symbols used in featured religions and recall elements of stories as conveyed through forms of religious expression.
- Use some religious words and phrases to recognise and name features of religious life and practice.
- Recall religious stories and recognise symbols, and other verbal and visual forms of religious expression
- Talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.

Scientific and Technological understanding

Make observations using appropriate senses

- Use some simple non-standard measures - with help
- Begin to compare some living things, familiar materials and events
- Make simple comparisons and groupings

Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals, including humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- The differences between things that are living and things that have never been alive
- That animals, including humans, move, feed, grow, use their senses and reproduce
- To relate life processes to animals and plants found in the local environment

Everyday materials

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal changes

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Light and dark

- To identify different light sources, including the Sun that darkness is the absence of light

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Evaluate

- Explore and evaluate a range of existing products

Cooking and Nutrition

- Use tools safely in relation to cooking
- use the basic principles of a healthy and varied diet to prepare dishes

Understanding the Arts

Observational drawing

- Notice colour, shape and texture. Use wider range of pencils, charcoal and pastels
- Draw pictures that sit on a baseline
- Choose a tool to create colour - brush, hand, fingers etc
- Draw portraits thinking about the position of features on the face
- Experiment making dark and light marks
- Draw with crayons and paint
- Draw pictures as children know them (clouds as fluffy shapes etc)

Use ideas

- Imitate work of other artists Produce pieces as modelled by a teacher
- To use a range of materials creatively to design and make products
- Create collages
- To use drawing, painting and sculpture to develop and share their ideas,
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- Respond to music through movement.
- Count a number of beats and perform with a reasonable sense of pulse.
- Perform with others with an awareness of audience.
- Demonstrate a personal response to music.
- Differentiate between high and low pitch.
- Describe sounds and music in simple terms.
- Recognise how sounds are used to achieve particular effects.

PE

Participate in team games. Cricket / striking / fielding T5

- Ball skill games
- Throwing and catching games
- Aiming games
- Bat and ball basic games

Develop simple tactics for attacking. Team games

- Eg - tag rugby - grabbing opponents 'tag' - being quick on their feet to enable them to grab quickly and get into a good position.
- Pick a target - work on aiming and timing

Develop simple tactics for defending

- Eg - Tag rugby - moving into position ready to defend 'tag'.
- Pivot on the balls of the feet to help change direction to move in
- Speed

Master basic movements including: - running, jumping, throwing and catching to self. Multi-skills T1

Develop balance in a range of activities.

- 3 pivot balance eg: balance a balloon on a racket or a beanbag on the head

Develop agility in a range of activities. Gymnastics

Develop co-ordination in a range of activities

Perform dances using simple movement patterns Dance

MFL

- Listen carefully in order to identify meaning.
- Writing - Copy symbols

Computing

- Programme a device and follow a series of instructions
- Log onto the computer independently (with help of a resource if necessary)
- Improve and build on mouse control. Load programmes with support
- To know how to stay safe when using ICT devices
- To know how to stay safe when using ICT. To know not to give out your password to other users. To know to tell an adult if they have any concerns.
- Use a variety of ICT devices in school and at home.

PHSE

New beginnings

Going for goals

Relationships

Good to be me

Getting on and falling out

Changes

Saying no to bullying