## Creating & Inventing Autumn

Year 1

Art	<ul> <li>to use a range of materials creatively to design and make products</li> </ul>
	to use drawing, painting & sculpture to develop and share their ideas, experiences & imagination
	• to develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space
	about the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & disciplines, &
	making links to their own work.
	Possible artists - Kandinsky, Andy Warhol, Pablo Picasso
DT	Technical knowledge - explore and use mechanisms [ levers & sliders], in their products.
	Textiles
	Ongoing - Design / Make / Evaluate
	<ul> <li>design purposeful, functional, appealing products for themselves &amp; other users based on design criteria</li> </ul>
	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and
	communication technology
	select from & use a range of tools & equipment to perform practical tasks [eg, 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
	<ul> <li>explore and evaluate a range of existing products</li> </ul>
	<ul> <li>evaluate their ideas and products against design criteria</li> </ul>
Comp	Multimedia & word processing
	Digital media - graphics
	<ul> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>
	<ul> <li>recognise common uses of information technology beyond school</li> </ul>
	E-safety - online exploration
	• use technology safely & 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.
Hist	changes within living memory
Geog	<ul> <li>Locational knowledge</li> <li>name, locate &amp; identify characteristics of the four countries &amp; capital cities of the UK and its surrounding seas</li> </ul>
A	Ongoing - identify seasonal and daily weather patterns in the UK
Music	Music Express units - Ourselves / Machines / Story time & Christmas Performance
	<ul> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>
	<ul> <li>play tuned and untuned instruments musically</li> </ul>
	<ul> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>
	<ul> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
PE	<ul> <li>master basic movements including running, jumping, throwing &amp; catching, as well as developing balance, agility &amp; co-ordination, &amp; begin to apply these in</li> </ul>
	a range of activities
	<ul> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul>
	<ul> <li>perform dances using simple movement patterns.</li> </ul>
PSHE	New Beginnings Getting on & Falling out
RE	Creation & thanksgiving Christmas
Sci	Everyday materials
	<ul> <li>distinguish between an object &amp; the material from which it is made</li> </ul>
	<ul> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> </ul>
	<ul> <li>describe the simple physical properties of a variety of everyday materials</li> </ul>
	<ul> <li>compare &amp; group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>
	Ongoing - Seasonal changes (UK)
	observe changes across the four seasons
	observe and describe weather associated with the seasons and how day length varies.
	Ongoing - working scientifically
	<ul> <li>asking simple questions and recognising that they can be answered in different ways</li> </ul>
	observing closely, using simple equipment
	performing simple tests
1	identifying and classifying
	using their observations and ideas to suggest answers to questions
	<ul> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions.</li> </ul>

Possible themes	Toys Victorians
Possible Trips / visitors	Blists Hill / Weston Park Toymaker Enginuity Merry Thought (Ironbridge)
End	Gallery / museum

## Creating & Inventing

End

Gallery / museum

## Autumn

Year 2

Art	to use a range of materials creatively to design and make products						
	<ul> <li>to use drawing, painting &amp; sculpture to develop and share their ideas, experiences &amp; imagination</li> </ul>						
	<ul> <li>to develop a wide range of art &amp; design techniques in using colour, pattern, texture, line, shape, form &amp; space</li> </ul>						
	about the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & disciplines,						
	& making links to their own work.						
DT	Technical knowledge - build structures, exploring how they can be made stronger, stiffer & more stable						
	Textiles						
	Ongoing - Design / Make / Evaluate						
	<ul> <li>design purposeful, functional, appealing products for themselves &amp; other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and</li> </ul>						
	communication technology						
	<ul> <li>select from &amp; use a range of tools &amp; equipment to perform practical tasks [eg, cutting, shaping, joining and finishing]</li> </ul>						
	<ul> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their</li> </ul>						
	characteristics						
	<ul> <li>explore and evaluate a range of existing products</li> </ul>						
	<ul> <li>evaluate their ideas and products against design criteria</li> </ul>						
Comp	Multimedia & word processing						
	Data						
	Digital media - graphics						
	<ul> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>						
	<ul> <li>recognise common uses of information technology beyond school</li> </ul>						
	Programming						
	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and						
	unambiguous instructions						
	<ul> <li>create and debug simple programs</li> </ul>						
	<ul> <li>use logical reasoning to predict the behaviour of simple programs</li> </ul>						
	E-safety						
	use technology safely & 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.						
Hist	<ul> <li>the lives of significant individuals in the past who have contributed to national achievements. Some should be used to compare aspects of life in different periods</li> </ul>						
	events beyond living memory that are significant nationally						
Geog	Ongoing						
	<ul> <li>identify seasonal &amp; daily weather patterns in the UK &amp; the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>						
	<ul> <li>name and locate the world's seven continents and five oceans</li> </ul>						
Music	Music Express units - Storytime, Toys, Ourselves, Our Bodies						
Music	<ul> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>						
	<ul> <li>play tuned and untuned instruments musically</li> </ul>						
	<ul> <li>play funds and untured instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>						
	<ul> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>						
PE	<ul> <li>master basic movements including running, jumping, throwing &amp; catching, as well as developing balance, agility &amp; co-ordination, &amp; begin to apply these</li> </ul>						
	in a range of activities						
	<ul> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul>						
	<ul> <li>perform dances using simple movement patterns.</li> </ul>						
PSHE	New beginnings Getting on & falling out						
RE	Respect for everyone Muslims - Ramadan & Eid Christmas						
Sci	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						
	Ongoing - working scientifically						
	<ul> <li>asking simple questions and recognising that they can be answered in different ways</li> </ul>						
	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.						
	Possible investigations - Materials / Use of materials - linked to DT						
Possible							
Possible	Trips / visitors Castle Enginuity						

Living	& Growing	Spring	Year 1				
Art	<ul> <li>to use a range of ma</li> </ul>	iterials creatively to design and make p	roducts				
	<ul> <li>to use drawing, pain</li> </ul>	ting & sculpture to develop and share t	heir ideas, experiences & imagination				
	<ul> <li>to develop a wide ra</li> </ul>	nge of art & design techniques in using	colour, pattern, texture, line, shape, form & space				
	<ul> <li>about the work of a</li> </ul>	range of artists, craft makers & desig	ners, describing the differences & similarities between different practices & disciplines,				
	& making links to their own work.#						
	3	h, Georgia O'Keefe, Henri Matisse, Anc	dy Goldsworthy, Beatrix Potter				
Comp							
	<ul> <li>use technology purp</li> </ul>	osefully to create, organise, store, mar	ipulate and retrieve digital content				
	Programming - control &	coding					
	<ul> <li>understand what alg</li> </ul>	orithms are; how they are implemented	d as programs on digital devices; and that programs execute by following precise and				
	unambiguous instruc	tions					
	<ul> <li>create and debug si</li> </ul>	nple programs					
	<ul> <li>use logical reasoning</li> </ul>	to predict the behaviour of simple pro	ograms				
	E-safety - online commu	nication & awareness					
	<ul> <li>recognise common u</li> </ul>	ses of information technology beyond s	school				
	<ul> <li>use technology safe</li> </ul>	ly & respectfully, keeping personal info	rmation private; identify where to go for help and support when they have concerns abou				
		on the internet or other online technolo					
DT	Cooking & nutrition		<u>-</u>				
	<ul> <li>use the basic princi</li> </ul>	oles of a healthy and varied diet to pre	pare dishes				
	Ongoing - Design / Make	/ Evaluate					
	<ul> <li>design purposeful, f</li> </ul>	unctional, appealing products for them	selves & other users based on design criteria				
	<ul> <li>generate, develop, n</li> </ul>	nodel and communicate their ideas thro	ough talking, drawing, templates, mock-ups and, where appropriate, information and				
	communication tech	nology					
	<ul> <li>select from &amp; use a</li> </ul>	range of tools & equipment to perform	practical tasks [eg, cutting, shaping, joining and finishing]				
	<ul> <li>select from and use</li> </ul>	a wide range of materials and compone	ents, including construction materials, textiles and ingredients, according to their				
	characteristics						
	<ul> <li>explore and evaluate</li> </ul>	e a range of existing products					
	<ul> <li>evaluate their ideas</li> </ul>	and products against design criteria					
Hist	Personal timeline						
	<ul> <li>changes within living</li> </ul>						
Geog	Geographical skills and f						
		ses & globes to identity the United Kir	ngdom and its countries, as well as the countries, continents and oceans studied at this ke				
	stage						
		al and daily weather patterns in the Uk					
Music	Music Express units - Ani						
		ressively and creatively by singing song	js and speaking chants and rhymes				
		ned instruments musically					
		ation and understanding to a range of I					
	<ul> <li>experiment with, cr</li> </ul>	eate, select and combine sounds using t	the inter-related dimensions of music.				
PE	<ul> <li>master basic movem</li> </ul>	ents including running, jumping, throwi	ng & catching, as well as developing balance, agility & co-ordination, & begin to apply these				
	in a range of activit	es					
	<ul> <li>participate in team</li> </ul>	games, developing simple tactics for at	tacking and defending				
	<ul> <li>perform dances usir</li> </ul>	ig simple movement patterns.					
PSHE	Going for goals Go	od to be me					
RE	Special Stories - what car	n we learn? Easter					
Sci	Animals including humans						
	<ul> <li>identify and name a</li> </ul>	variety of common animals including fi	sh, amphibians, reptiles, birds and mammals				
		variety of common animals that are ca					
			n animals (fish, amphibians, reptiles, birds and mammals, including pets)				
			n body and say which part of the body is associated with each sense.				
	Ongoing - Seasonal chan		, , , , , , , , , , , , , , , , , , , ,				
		ross the four seasons					
	-	be weather associated with the seasons	s and how day length varies				
	Ongoing - working scient						
		ions and recognising that they can be a	nswered in different ways				
			ismer eu in un rerent wuys				
		sing simple equipment					
	performing simple t						
	identifying and class						
	-	tions and ideas to suggest answers to q					
	<ul> <li>gathering and record</li> <li>Possible investigations -</li> </ul>	ding data to help in answering question	<i>S.</i>				

Possible themes	Animals & habitat	ts	
Possible Trips / visitors	Sealife centre	Attingham	Granville
End			

Comp Digita Comp Digita Comm Data Data Data E-saf Comp Data Data Data Data Data Data Data Dat	is se technology safely & 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. g & nutrition ises the basic principles of a healthy and varied diet to prepare dishes inderstand where food comes from. <b>rg - Design / Make / Evaluate</b> design purposeful, functional, appealing products for themselves & other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from & use a range of tools & equipment to perform practical tasks [eg, 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 explore and evaluate a range of existing products evaluate their ideas and products against design criteria thanges within living memory aphical skills and fieldwork use world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage
Comp Digita Comm Data Data E-saf Conkin Conkin Conkin Congoli Cong Cong Cong Congoli Congoli Cong Cong Cong Cong Cong Cong Cong Cong	o develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space ibout the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & ibiout the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & ibiout the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & ibiout the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & ibiout the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & ibiout ontent or contact on the internet or other online technologies. g & nutrition see the basic principles of a healthy and varied diet to prepare dishes inderstand where food comes from. g - Design / Make / Evaluate design purposeful, functional, appealing products for themselves & other users based on design criteria premerite, develop, model and communicate their ideas through talking, drawing, templates, mack-ups and, where appropriate, information and communication technology select from and use a vide range of tools & equipment to perform practical tasks [eg, cutting, shaping, joining and finishing] select from and use a vide range of existing products explore and evaluate a range of existing products explore and evaluate a range of existing products explore set within living memory applical skills and fieldwork see world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage g
Comp Digita Comm Data Data Data Data Data Data Data Comm Data Data Data Data Data Data Data Da	About the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & disciplines, & making links to their own work. Media - digital imagery mications & collaboration - publishing iss technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school branching database inderstand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and inambiguous instructions the technology safely & respectfully, keeping personal information private; identify where to go for help and support when they have concerns isout content or contact on the internet or other online technologies. g a nutrition get to a healthy and varied diet to prepare dishes inderstand where food comes from. g - Design / Make / Evaluate design purposeful, functional, appealing products for themselves & other users based on design criteria penerate, develop, model and communicate their ideas through talking, drawing, templates, mack-ups and, where appropriate, information and communication technology select from and use a vaige of materials and components, including construction materials, textiles and ingredients, according to their characteristics evaluate their ideas and products against design criteria belect from ad use a vaige of tools & equipment to perform practical tasks [eg, cutting, shaping, joining and finishing] belect from ad use a range of existing products evaluate their ideas and products against design criteria belect their ideas and products agains
Comp Digita Comm Data Data Data Data Data Data Comm Data Data Comm Data Data Data Comm Data Data Data Data Data Data Data Da	disciplines, & making links to their own work. Media - digital imagery mications & collaboration - publishing use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school branching database understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ty use technology safely & respectfully, keeping personal information private; identify where to go for help and support when they have concerns tibout content or contact on the internet or other online technologies. g & nutrition use the basic principles of a healthy and varied diet to prepare dishes inderstand where food comes from. g - Design / Make / Evaluate design purposeful, functional, appealing products for themselves & other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a wide range of tools & equipment to perform practical tasks [eg, 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 explore and evaluate a range of existing products explore and evaluate a range of existing products evaluate their ideas and products against design criteria thanges within living memory aphical skills and fieldwork use world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage g
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Data E-saf DT Cookir DT Cookir DT Hist Geog Geogr Ongoi U Music Music Music Music Music Music PE SHE Symbo Sci Anima Sci Anima	branching database inderstand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and inambiguous instructions thy use technology safely & respectfully, keeping personal information private; identify where to go for help and support when they have concerns isbout content or contact on the internet or other online technologies. g & nutrition use the basic principles of a healthy and varied diet to prepare dishes inderstand where food comes from. g - Design / Make / Evaluate design purposeful, functional, appealing products for themselves & other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from al use a range of tools & equipment to perform practical tasks [eg, 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 explore and evaluate a range of existing products evaluate their ideas and products against design criteria thanges within living memory typical skills and fieldwork use world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage g
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E-saf DT Cookir <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>Ongoi</i> <i>On</i>	anderstand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and inambiguous instructions <b>ty</b> use technology safely & respectfully, keeping personal information private; identify where to go for help and support when they have concerns ubout content or contact on the internet or other online technologies. <b>g</b> A nutrition use the basic principles of a healthy and varied diet to prepare dishes inderstand where food comes from. <b>g</b> - Design / Make / Evaluate design purposeful, functional, appealing products for themselves & other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from & use a range of tools & equipment to perform practical tasks [eg, 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 explore and evaluate a range of existing products evaluate their ideas and products against design criteria thanges within living memory typical skills and fieldwork use world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stages g
E-saf Cookir Cookir Cookir Cookir Congoir Hist Geog Geogr Ongoir Music Music Music Music PE PSHE Going RE Symbol Sci Anima Plants	Inambiguous instructions  sty  use technology safely & 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.  g & nutrition  use the basic principles of a healthy and varied diet to prepare dishes  understand where food comes from.  g - Design / Make / Evaluate  design purposeful, functional, appealing products for themselves & other users based on design criteria  generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  select from & use a range of tools & equipment to perform practical tasks [eg, cutting, shaping, joining and finishing]  select rform and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  explore and evaluate a range of existing products explore and evaluate a range of tools against design criteria thanges within living memory mphical skills and fieldwork use world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage g
DT Cookir Ongoin Hist Geogr Hist Geogr Music Music PE Going RE Symbol Sci Anima Plants Plants	is se technology safely & 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. g & nutrition ises the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. <b>rg - Design / Make / Evaluate</b> design purposeful, functional, appealing products for themselves & other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from & use a range of tools & equipment to perform practical tasks [eg, 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 explore and evaluate a range of existing products evaluate their ideas and products against design criteria changes within living memory aphical skills and fieldwork use world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage 19
DT Cookin Ongoin Hist Geogr Geog Geogr Ongoin Music Music PE Going RE Symbol Sci Anima Plants	about content or contact on the internet or other online technologies. g & nutrition ise the basic principles of a healthy and varied diet to prepare dishes inderstand where food comes from. <b>ing - Design / Make / Evaluate</b> design purposeful, functional, appealing products for themselves & other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from & use a range of tools & equipment to perform practical tasks [eg, 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 explore and evaluate a range of existing products evaluate their ideas and products against design criteria changes within living memory mphical skills and fieldwork use world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage 19
DT Cookir Ongoin Hist O Geog Geogr Music Music PE O PSHE Going RE Symbol Sci Anima	g & nutrition use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. <i>ng - Design / Make / Evaluate</i> design purposeful, functional, appealing products for themselves & other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from & use a range of tools & equipment to perform practical tasks [eg, 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 explore and evaluate a range of existing products evaluate their ideas and products against design criteria changes within living memory aphical skills and fieldwork use world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage 19
DT Cookir Ongoin Hist O Geog Geogr Music Music PE - PSHE Going RE Symbol Sci Anima Plants	g & nutrition use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. <i>ng - Design / Make / Evaluate</i> design purposeful, functional, appealing products for themselves & other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from & use a range of tools & equipment to perform practical tasks [eg, 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 explore and evaluate a range of existing products evaluate their ideas and products against design criteria changes within living memory aphical skills and fieldwork use world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage 19
Hist Geog Geog Music Music PE PSHE Sci Anima Plants	anderstand where food comes from. <b>ng - Design / Make / Evaluate</b> design purposeful, functional, appealing products for themselves & other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from & use a range of tools & equipment to perform practical tasks [eg, 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 explore and evaluate a range of existing products evaluate their ideas and products against design criteria changes within living memory aphical skills and fieldwork use world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage 19
PE SHE Going RE Symbol Sci Anima	and a Design / Make / Evaluate design purposeful, functional, appealing products for themselves & other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from & use a range of tools & equipment to perform practical tasks [eg, 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 explore and evaluate a range of existing products evaluate their ideas and products against design criteria changes within living memory aphical skills and fieldwork use world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage 19
Hist • Geog Geogr Ongoi Music Music • PE • • PE • • • PE • • • • • • • • • • • • • • • • • • •	design purposeful, functional, appealing products for themselves & other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from & use a range of tools & equipment to perform practical tasks [eg, 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 explore and evaluate a range of existing products evaluate their ideas and products against design criteria changes within living memory aphical skills and fieldwork use world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage 19
Hist Geog Geog Music Music PE PSHE Going RE Sci Anima Plants	penerate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from & use a range of tools & equipment to perform practical tasks [eg, 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 explore and evaluate a range of existing products evaluate their ideas and products against design criteria changes within living memory aphical skills and fieldwork use world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage ug
Hist • Geog Geogr Ongoi Music Music • • PE • • • PE • • • • • • • • • • • • • • • • • • •	communication technology select from & use a range of tools & equipment to perform practical tasks [eg, 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 explore and evaluate a range of existing products evaluate their ideas and products against design criteria changes within living memory aphical skills and fieldwork use world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage ig
Hist Geog Geog Music Music Music PE PSHE Going RE Symbo Sci Anima Plants Plants	select from & use a range of tools & equipment to perform practical tasks [eg, 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 explore and evaluate a range of existing products evaluate their ideas and products against design criteria changes within living memory aphical skills and fieldwork use world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage ig
Hist Geog Geog Music PE PE PE Sci Anima Plants	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products evaluate their ideas and products against design criteria changes within living memory aphical skills and fieldwork use world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage ig
Hist Geog Geogr Ongoin Music Music Music PE PE PSHE Going RE Symbo Sci Anima Plants Plants	characteristics explore and evaluate a range of existing products evaluate their ideas and products against design criteria changes within living memory aphical skills and fieldwork use world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage ag
Hist Geog Geog Music Music Music Music PE PSHE Going RE Symbol Sci Anima Plants Plants	explore and evaluate a range of existing products evaluate their ideas and products against design criteria changes within living memory aphical skills and fieldwork use world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage 19
Hist Geog Geogr Ongoin Music Music Music PE PE PSHE Going RE Symbol Sci Anima Plants	evaluate their ideas and products against design criteria changes within living memory aphical skills and fieldwork use world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage ag
Hist Geog Geog Music Music Music Music PE PE PE Sci Sci Anima Plants	changes within living memory aphical skills and fieldwork use world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage ug
Geog Geog Music PE PE Sci Sci Plants	a <del>phical skills and fieldwork</del> ise world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage ig
PE Going RE Symbol Sci Anima	, ise world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage 19
PE Going RE Symbo Sci Anima	g
Music Music PE PSHE Going RE Symbo Sci Anima Plants	-
Music Music Music Music PE PSHE Going RE Symbol Sci Anima Plants Plants	dentity seasonal & daily weather patterns in the UK & the location of not & cold areas of the world in relation to the Equator & the N&S Poles
Music Music PE PSHE Going RE Symbol Sci Anima Plants Plants	
PE Going RE Symbol Sci Anima	name and locate the world's seven continents and five oceans
PE PSHE Going RE Symbo Sci Anima • • • • • • •	Express units - Water, Pattern, Our land, Animals
PE • • • • • • • • • • • • • • • • • • •	ise their voices expressively and creatively by singing songs and speaking chants and rhymes
PE PSHE Going RE Symbo Sci Anima • • • • • • •	lay tuned and untuned instruments musically
PE Going RE Symbol Sci Anima • • • • • • •	isten with concentration and understanding to a range of high-quality live and recorded music
PSHE Going RE Symbol Sci Anima • • • • • • • • • • • •	experiment with, create, select and combine sounds using the inter-related dimensions of music.
PSHE Going RE Symbo Sci Anima • • • • • • •	naster basic movements including running, jumping, throwing & catching, as well as developing balance, agility & co-ordination, & begin to apply
PSHE Going RE Symbo Sci Anima • • • • • • • • • •	hese in a range of activities
PSHE Going RE Symbo Sci Anima • • • • • • • • • •	participate in team games, developing simple tactics for attacking and defending
RE Symbo Sci Anima • • • • • • •	perform dances using simple movement patterns.
Sci Anima	
• • • Plants •	Is of belonging Places of worship - church / mosque Easter
• • • Plants •	s including humans
• • Plants •	notice that animals, including humans, have offspring which grow into adults
• Plants •	ind out about & describe the basic needs of animals, including humans, for survival (water, food & air)
• Plants •	describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Explore & compare the differences between things that are living, dead, and things that have never been alive
Plants • •	describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different
Plants • •	
•	sources of food
•	sources of food.
()noou	observe and describe how seeds and bulbs grow into mature 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.
	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. Ig – working scientifically
	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. In g – working scientifically asking simple questions and recognising that they can be answered in different ways
	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. ag – working scientifically usking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment
	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. ag – working scientifically asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests
	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. ag - working scientifically asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying
	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. In g - working scientifically asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment beerforming simple tests identifying and classifying using their observations and ideas to suggest answers to questions
POSSID	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. ag - working scientifically asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying

Gym Lilleshall Restaurant Tesco (farm to fork) farm cooking bus Cadbury World

Restaurant healthy workshop / demos

Possible Trips / visitors

End

Explori	ing S	ummer	Year 1			
Art	<ul> <li>to use a range of i</li> </ul>	naterials creatively to design and	make products			
	<ul> <li>to use drawing, pa</li> </ul>	nting & sculpture to develop and	share their ideas, experiences & imagination			
	<ul> <li>to develop a wide</li> </ul>	ange of art & design techniques	in using colour, pattern, texture, line, shape, form & space			
	<ul> <li>about the work of</li> </ul>	a range of artists, craft makers	& designers, describing the differences & similarities between different practices &			
	disciplines, & maki	ng links to their own work.				
	Possible artists - Monet	, Henri Moore, Cezanne				
Comp	Data					
			pre, manipulate and retrieve digital content			
	Communication & collab					
	-	uses of information technology b	eyond school			
	E-Safety - online rese					
		fely & respectfully, keeping perso contact on the internet or other o	nal information private; identify where to go for help and support when they have concerns			
DT			ey can be made stronger, stiffer and more stable			
01	Ongoing - Design / Mai					
	<ul> <li>design purposeful,</li> </ul>	functional, appealing products for	or themselves & other users based on design criteria			
	<ul> <li>generate, develop</li> </ul>	model and communicate their ide	eas through talking, drawing, templates, mock-ups and, where appropriate, information and			
	communication tec	hnology				
	<ul> <li>select from &amp; use</li> </ul>	a range of tools & equipment to p	perform practical tasks [eg, cutting, shaping, joining and finishing]			
	<ul> <li>select from &amp; use</li> </ul>	a wide range of materials & comp	oonents, including construction materials, textiles & ingredients, according to their			
	characteristics					
	<ul> <li>explore and evaluation</li> </ul>	ate a range of existing products				
		as and products against design cr	iteria			
Hist	changes within livi					
		cal events, people and places in th	ieir own locality.			
Geog	Place knowledge     understand acourt	uphical similarities & differences	through studying the human & physical geography of a small area of the UK			
	Human and physical get					
		nical vocabulary to refer to:				
			iff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather			
		•	e, factory, farm, house, office, port, harbour, shop			
	Geographical skills and					
			å directional language [for example, near å far; left å right], to describe the location of			
	features & routes		μ			
			nise landmarks & basic human & physical features; devise a simple map; & use & construct bas			
	symbols in a key					
		nk & observational skills to study	the geography of their school & its grounds and the key human and physical features of its			
	surrounding enviro		The geography of their school at is grounds and the key human and physical features of ths			
	5		+ha / 11/			
Aluata		nal and daily weather patterns in				
Music		ur school, Travel, Water, Pattern				
			ing songs and speaking chants and rhymes			
	. ,	uned instruments musically				
		-	nge of high-quality live and recorded music			
			s using the inter-related dimensions of music.			
PE			throwing & catching, as well as developing balance, agility & co-ordination,& begin to apply			
	these in a range o					
	<ul> <li>participate in tear</li> </ul>	n games, developing simple tactic	s for attacking and defending			
	<ul> <li>perform dances us</li> </ul>	sing simple movement patterns.				
PSHE	Relationships	Changes				
RE	I wonder questions the	t puzzle us Findi	ng out about Christian churches			
Sci	Plants					
			plants, including deciduous & evergreen trees			
	<ul> <li>identify &amp; describ</li> </ul>	e the basic structure of a variety	v of common flowering plants, including trees.			
	Ongoing - Seasonal changes (UK)					
	observe changes across the four seasons					
	• observe and describe weather associated with the seasons and how day length varies.					
	Ongoing - working scientifically					
	• asking simple questions and recognising that they can be answered in different ways					
	observing closely, using simple equipment					
	<ul> <li>performing simple tests</li> </ul>					
	<ul> <li>identifying and classifying</li> </ul>					
	<ul> <li>using their observations and ideas to suggest answers to questions</li> </ul>					
	<ul> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions.</li> </ul>					
	Possible investigations - Different water/liquid (plants) / Electricity circuits					
		`````````````````````````````````				
Possible th	iemes	Holidays / seaside UK dime	nsion Lifeboats			
Possible Tr	rips / visitors	Seaside				

Possible themes	Holidays / seaside	UK dimension	Lifeboats
Possible Trips / visitors	Seaside		
End	Class assembly		

Explo	oring	Summer	Year 2			
Art .		terials creatively to design and m	ake products			
	<ul> <li>to use drawing, paint</li> </ul>	ing & sculpture to develop and she	are their ideas, experiences & imagination			
	<ul> <li>to develop a wide rai</li> </ul>	ige of art & design techniques in (	using colour, pattern, texture, line, shape, form & space			
		-	designers, describing the differences & similarities between different practices & disciplines, & making			
-	links to their own wo	rk.				
Comp	Digital Madia animatian	Data				
	Media - animation		, manipulate and retrieve digital content			
	Programming	serving to create, organise, store				
	<ul> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous</li> </ul>					
	instructions					
	<ul> <li>create and debug sir</li> </ul>	iple programs				
	<ul> <li>use logical reasoning</li> </ul>	to predict the behaviour of simpl	e programs			
	E-safety					
	Communication & collabore					
	-	es of information technology bey				
	•.		l information private; identify where to go for help and support when they have concerns about content			
DT		ernet or other online technologie: ore & use mechanisms [ wheels an				
01	Ongoing - Design / Make /					
	<ul> <li>design purposeful, fe</li> </ul>	inctional, appealing products for t	themselves & other users based on design criteria			
	<ul> <li>generate, develop, m</li> </ul>	odel and communicate their ideas	through talking, drawing, templates, mock-ups and, where appropriate, information and communication			
	technology					
		•	form practical tasks [eg, cutting, shaping, joining and finishing]			
		-	nponents, including construction materials, textiles and ingredients, according to their characteristics			
		a range of existing products and products against design crite.	ria			
Hist		, ,	e contributed to international achievements. Some should be used to compare aspects of life in differen			
11131	periods	In manualais in the past who have	s contributed to international achievements, some should be used to compare aspects of intern all teren			
		memory that are significant globo	ally			
Geog	Place knowledge	ical aimilaritian & differences the	nauch atuduine the human & physical accordingly of a small area in a contracting your European country.			
	<ul> <li>understand geographical similarities &amp; differences through studying the human &amp; physical geography of a small area in a contrasting non-European country</li> <li>Human and physical geography</li> </ul>					
		al vocabulary to refer to:				
	<ul> <li>key physic</li> </ul>	<ul> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul>				
	<ul> <li>key human features, incl: city, town, village, factory, farm, house, office, port, harbour, shop</li> </ul>					
	Geographical skills and fie					
		irections (NSEW) & locational & o	directional language [for example, near & far; left & right], to describe the location of features & routes			
	on a map	ne & nlan nerspectives to recooning	se landmarks & basic human & physical features; devise a simple map; & use & construct basic symbols in a			
	key	is a plan perspectives to recognis	ie landinarks a basie naman a physical features, aevise a simple map, a use a construct basic symbols in a			
	Ongoing					
	<ul> <li>identify seasonal &amp; d</li> </ul>	<ul> <li>identify seasonal &amp; daily weather patterns in the UK &amp; the location of hot &amp; cold areas of the world in relation to the Equator &amp; the N&amp;S Poles</li> </ul>				
	<ul> <li>name and locate the</li> </ul>	world's seven continents and five	oceans			
Music	Music Express units - Seas	ons, Number, Travel, Weather				
	<ul> <li>use their voices expl</li> </ul>	essively and creatively by singing	songs and speaking chants and rhymes			
		ed instruments musically				
			e of high-quality live and recorded music			
PE			sing the inter-related dimensions of music. wrowing & catching, as well as developing balance, agility & co-ordination,& begin to apply these in a range			
r L	<ul> <li>master basic movem of activities</li> </ul>	and including running, jumping, th	rowing a carching, as wen as developing balance, aginty a co-ordination, a begin to apply these in a range			
		ames, developing simple tactics fo	or attacking and defending			
	<ul> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> </ul>					
PSHE	Relationships Changes					
RE	Holy words					
Sci	Living things and their ha	oitats				
	• identify that most li	ving things live in habitats to whic	ch they are suited and describe how different habitats provide for the basic needs of different kinds of			
		nd how they depend on each other				
	• identify & name a variety of plants and animals in their habitats, including micro-habitats					
	Ongoing - working scientifically <ul> <li>asking simple questions and recognising that they can be answered in different ways</li> </ul>					
			be answered in different ways			
		ing simple equipment				
	performing simple te     identifying and class					
	<ul> <li>identifying and class</li> <li>using their observat</li> </ul>	itying ions and ideas to suggest answers	to questions			
	-					
		gathering and recording data to help in answering questions.  Possible investigations - Forces / Kitchen experiments				
	· · · · · · · · · · · · · · · · · · ·					
Possible	themes	Travel & transport (Global din	nension) Explorers (ChrColumbus / Neil Armstrong) Titanic			
	Trips / visitors					
End	-	Class assembly				

End

Class assembly