

	Term 1 (Water)	Term 2 (Water)	Term 3 (Going Green)	Term 4 (Going Green)	Term 5 (Britain Since 1939)	Term 6 (Britain Since 1939)
Science	<p>Animals Yr 1</p> <ul style="list-style-type: none"> 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) <p>Living things and their habitats Yr 2</p> <ul style="list-style-type: none"> 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 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>Materials Yr 1</p> <ul style="list-style-type: none"> 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. 	<p>Plants Year 1</p> <ul style="list-style-type: none"> 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. <p>Year 2</p> <ul style="list-style-type: none"> 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>Seasonal Changes Yr 1</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. 		<p>Materials Yr 2</p> <ul style="list-style-type: none"> 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>Animals including Humans Yr 1</p> <ul style="list-style-type: none"> 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>Yr 2</p> <ul style="list-style-type: none"> 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.
Comput	Technology Around Us	Digital Painting use technology purposefully to create, organise, store,	Digital Writing	Digital Photography use technology purposefully to create, organise, store,	Programming A - Robots	Programming B - Animations understand what algorithms are; how they are

	<ul style="list-style-type: none"> □ recognise common uses of information technology beyond school □ 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. 	manipulate and retrieve digital content	use technology purposefully to create, organise, store, manipulate and retrieve digital content	manipulate and retrieve digital content	<ul style="list-style-type: none"> □ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions □ create and debug simple programs □ use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions □ create and debug simple programs □ use logical reasoning to predict the behaviour of simple programs
PSHE	Safety First H8, H28, H29, H30, H31, H32, H33, H35, H36 R13, R14, R15, R16, R18, R19, R20	TEAM H23 L4, L14 R1, R2, R7, R9, R10, R11, R12, R21, R22, R23, R24	One World L1, L2, L3, L6 R2, R3, R4	Be Yourself H12, H13, H14, H15, H16, H18, R25	Think Positive H1, H11, H12, H13, H17, H18, H19, H23, H24 R7, R21, R25	Aiming High H20, H21, H23, H24 L14, L15, L16, L17 R23, R25
Geography	Seas & Coasts <ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - 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 		Weather Patterns <ul style="list-style-type: none"> - 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 		Local Area/Fieldwork skills <ul style="list-style-type: none"> □ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map □ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key □ 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. 	
History		events beyond living memory that are significant nationally or globally (The Sinking of the Titanic)		Significant Individuals Scott of Antarctica	Changes within Living memory/ significant historical events, people and places in the local area. <ul style="list-style-type: none"> - Childhood- schools, toys, books - Food - Music 	
Art	Seascape Painting (Turner, Hokusai, Monet)		Earth Art (Sculpture)		Portraits (Picasso, Paul Klee, Andy Warhol)	

	<p>□ to use a range of materials creatively to design and make products</p> <p>□ to use drawing and painting to develop and share their ideas, experiences and imagination</p> <p>□ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape,</p> <p>□ about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		<p>□ to use a range of materials creatively to design and make products</p> <p>□ to use sculpture to develop and share their ideas, experiences and imagination</p> <p>□ to develop a wide range of art and design techniques in using texture, shape, form and space</p> <p>□ about the work of a range of craft makers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		<p>□ to use a range of materials creatively to design and make products</p> <p>□ to use drawing and painting to develop and share their ideas, experiences and imagination</p> <p>□ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>□ about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	
DT		<p>Food (Seaside Snacks)</p> <p>□ use the basic principles of a healthy and varied diet to prepare dishes</p> <p>□ understand where food comes from.</p>		<p>Windmills</p> <p>□ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>		<p>Homes/Stable structures</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable
Music	<p>Musical Vocabulary (Under the Sea)</p> <ul style="list-style-type: none"> • Make movements that are appropriate to the pulse and tempo of a piece of music. • Choose instruments with appropriate timbre to represent sparkling fishes. • Respond to dynamic changes in a piece of music. • Create pitches and rhythms. • Perform a layer of the music within an overall piece. • Define musical terms 	<p>Vocal & Body Sounds (By the sea)</p> <ul style="list-style-type: none"> • Create movements that match the music, explaining why they are moving in that way. • Identify descriptive sounds within the music. • Recreate and then adapt descriptive sounds heard using their voice or body. • Make appropriate instrument choices to represent a descriptive sound. 	<p>Tempo - The snail and the mouse</p> <ul style="list-style-type: none"> • Demonstrate slow and fast with their bodies and voices. • Demonstrate slow and fast beats while saying a rhyme and using an instrument. • Perform a song using a singing voice. • Perform with an instrument. • Observe others and move, speak, sing and play appropriately. • Sing in time from memory, with some accuracy. • Keep a steady pulse. 	<p>Dynamics, timbre, tempo and motifs - Space</p> <ul style="list-style-type: none"> • Use their voice to create a variety of sounds. • Use dynamics to create atmosphere. • Correctly identify some instruments and changes in dynamics in a piece. • Explain how the same instrument can have many different sounds. • Compare two pieces of music using some musical vocabulary to describe the 	<p>Orchestral Instruments - Traditional Stories</p> <ul style="list-style-type: none"> • Make plausible descriptions of the music. • Identify a few instruments and the sounds of different sections of the orchestra. • Explain what is happening in the music using language relating to emotion. • Create a piece of music with some appropriate tempo, dynamic and timbre changes. • Suggest appropriate musical timbres for each of the 	<p>How music can represent mood - Myths & Legends</p> <ul style="list-style-type: none"> • Create rhythms and arrange them in a particular order or structure. • Identify the structure of a piece of music and write it down. • Describe whether a musical texture is thick or thin. • Explore ways of writing down different textural layers. • Follow a given structure for a composition. • Write a structure score accurately.

		<ul style="list-style-type: none"> Control instruments and voices to make both quiet and loud sounds. Follow simple instructions during a group performance. Create their own graphic score and play from it. Make more than one sound on their instrument and with their voice. 	<ul style="list-style-type: none"> Move, speak, sing and play demonstrating slow and fast beats. 	<p>changes in tempo, dynamics and timbre.</p> <ul style="list-style-type: none"> Successfully create and play a motif. Notate and write down their motif in some form. 	<p>characters and tempo changes for the actions.</p> <ul style="list-style-type: none"> Perform confidently using appropriate instrumental sounds. 	<ul style="list-style-type: none"> Compose music with several layers. Perform their composition accurately, following the structure score.
PE	<p>Throwing & Catching</p> <p>To learn to track and receive a ball</p> <p>To throw underarm</p> <p>To throw overarm</p> <p>To catch an object</p> <p>To bounce a ball on the spot</p> <p>To throw, catch and bounce an object</p>	<p>Target Games</p> <p>To use a range of ball rolling skills</p> <p>To aim for a stationary target using an underarm throw</p> <p>To play a game that involves aiming at moving targets</p> <p>To use different type of throws in a target throwing game</p> <p>To kick a ball accurately</p> <p>To use skills in different target games.</p>	<p>Attacking & Defending</p> <p>To use space to try to score points in a team game</p> <p>To mark another player</p> <p>To defend the space between players</p> <p>To use space well in a team game</p> <p>To pass a ball to another player</p> <p>To get past a defender</p> <p>To defend in a game by intercepting</p> <p>To use a range of tactics to get past a defender</p> <p>To use attacking and defending skills in a team game.</p> <p>Dance</p> <ul style="list-style-type: none"> To move in response to a stimulus To improvise and create movements with a partner To show awareness of others when working in a group To understand mirroring and use this with a partner To keep in time with a steady beat to perform a traditional style of dance To vary the shape 	<p>Invasion Games</p> <p>To travel in different ways with control</p> <p>To travel with a ball in different ways</p> <p>To control a ball while travelling in different directions</p> <p>To change direction quickly while travelling with a ball</p> <p>To pass a ball to another player</p> <p>To use throwing and catching the ball in a game</p> <p>To know how to make or deny space when attacking and defending in a game.</p> <p>To use space when passing and receiving in a game</p> <p>To use travelling and passing skills in a game.</p> <p>To apply skills to an invasion game</p> <p>To follow rules to play a game</p> <p>Dance</p> <ul style="list-style-type: none"> To move in response to a stimulus To improvise and create 	<p>Net/Wall Games</p> <p>To send an object using hand or bat</p> <p>To move towards a moving ball to return with hand or bat</p> <p>To score points over a line/net</p> <p>To hit a ball with a racket</p> <p>To send a ball using bat/hand/racket in a game</p>	<p>Multiskills - running, jumping, throwing,</p> <p>To move at different speeds</p> <p>To move along different pathways</p> <p>To jump for height</p> <p>To jump for distance</p> <p>To jump in different ways</p> <p>To throw for accuracy</p> <p>To throw for distance e</p>

			and speed of my movements to represent an object	movements with a partner <ul style="list-style-type: none"> • To show awareness of others when working in a group • To understand mirroring and use this with a partner • To keep in time with a steady beat to perform a traditional style of dance • To vary the shape and speed of my movements to represent an object 		
RE	Why do people celebrate important occasions?		What makes stories so important to different people? Why is it important to look after our world?	What does it mean to be me?		How important is belonging to a group of people?