

## 'Water' Autumn Term 1

<p><u>Subject: Science</u> Animals Yr 1</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul> <p>Living things and their habitats Yr 2</p> <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• 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</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• 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.</li> </ul>	<p><u>Prior learning:</u> EYFS</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p>KS1 Seasonal Changes (Year B Term 1) Animals (Year B Term 1 &amp; 2) Everyday Materials (Year B Term 3) Use of Materials &amp; Scientific Enquiry Skills (Year B Term 4) Living things and their Habitats (Year B Term 5) Humans (Year B Term 6)</p>	<p><u>Next steps learning:</u> KS2 Animals Yr 3</p> <ul style="list-style-type: none"> <li>□ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>□ identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p>Living things and their habitats Yr 4</p> <ul style="list-style-type: none"> <li>□ recognise that living things can be grouped in a variety of ways</li> <li>□ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>□ recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>
<p><u>Small steps:</u></p> <ol style="list-style-type: none"> <li>1. Which animals do you recognise? To be able to identify and name a variety of common animals</li> <li>2. What is a mammal? To be able to identify and name common UK mammals</li> <li>3. How are birds and reptiles similar? To be able to identify and compare a variety of common UK birds and reptiles</li> <li>4. How are fish and amphibians different? To be able to identify and compare a variety of common UK fish and amphibians</li> <li>5. What do animals eat? To be able to identify carnivores, omnivores and herbivores</li> <li>6. How can we look after animals? To be able to take care of animals</li> <li>7. What questions can we ask about animals and how can we record the answers? To collect data about animals and answer questions</li> <li>8. What makes something alive? To be able to identify things that are living things that are dead and things that have never been alive</li> <li>9. Why do animals only live in certain places? To understand that living things need to live in suitable habitats</li> <li>10. What lives by the sea? To explore plants and animals that live in seaside habitats</li> <li>11. Why are certain habitats more suitable for some living things than others? To explore plants and habitats in unfamiliar habitats</li> <li>12. What is a microhabitat and what lives there? To be able to explore and describe microhabitats</li> <li>13. How do living things depend on each other? To explore food chains</li> </ol>	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>• Ask simple questions</li> <li>• Recognise questions can be answered in different ways</li> <li>• Observe closely</li> <li>• Use simple equipment safely and appropriately</li> <li>• Identify and classify</li> <li>• Use their observations and ideas to suggest answers to questions</li> <li>• Perform simple tests</li> <li>• Gather and record data to help answer questions</li> </ul> <p><u>Cross curricular links:</u> Geography links - seas/coasts Maths links - statistics - tally charts</p>	
<p><u>Key vocabulary</u> Mammal, reptile, bird, amphibian, fish, carnivore, herbivore, omnivore, living, dead, never been alive, habitat, survive, microhabitats, adapt, suited, producer, consumer, prey, predator.</p>		
<p><u>Assessment Opportunities:</u> labelled images, true/false questions, end of unit quiz,</p>		

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<p><u>Subject: Geography</u> Seas &amp; Coasts</p> <ul style="list-style-type: none"><li>- name and locate the world's seven continents and five oceans</li><li>- 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</li></ul>	<p><u>Prior learning:</u> Early Learning Goals</p> <ul style="list-style-type: none"><li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li><li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li></ul> <p>Key Stage One Australia (Year B Term 1) UK &amp; Capital Cities (Year B Term 4) France/Map skills (Year B Term 5)</p>	<p><u>Next steps learning:</u> Key Stage Two</p> <ul style="list-style-type: none"><li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li><li>- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li></ul>
<p><u>Small steps:</u></p> <ol style="list-style-type: none"><li>1. How many oceans are there and how are they different? To locate and identify oceans and continents</li><li>2. What is the seaside in the UK like? To find out about British beaches</li><li>3. Which seas surround the UK and how are they used? To find out about British seas</li><li>4. What are beaches around the world like? To use fieldwork skills to find out about a place</li><li>5. How are beaches in different countries similar? To compare a British beach with one in another country</li><li>6. How can a compass be used for describing routes on a map? To use compass points to move around a map</li></ol>	<p><u>Cross curricular links</u> Science - seaside habitats</p>	
<p><u>Key vocabulary</u> Sea, ocean, coast, country, continent, compass rose, north, south, east and west, North Sea, Irish Sea, Celtic sea, English Channel, Atlantic Ocean, shores, seashores, coastal, sandy, pebbled, flat, rocky,</p>		
<p><u>Assessment Opportunities:</u> Descriptions, labelled maps, labelled photos, end of unit quiz,</p>		

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<p><b><u>Subject: Art &amp; Design</u></b> Seascape Painting (Turner, Hokusai, Monet)</p> <ul style="list-style-type: none"><li>- to use a range of materials creatively to design and make products</li><li>- to use drawing and painting to develop and share their ideas, experiences and imagination</li><li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape,</li><li>- 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</li></ul>	<p><b><u>Prior learning:</u></b> <b><u>EYFS</u></b></p> <ul style="list-style-type: none"><li>· Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>· Share their creations, explaining the process they have used.</li></ul> <p><b><u>KS1</u></b></p> <ul style="list-style-type: none"><li>• Mark Making/Aboriginal Art (Year B Term 1)</li><li>• Colour/Painting/Printing (Year B Term 3)</li><li>• Henri Rousseau (Year B Term 5)</li><li>• Sculpture (Year B Term 6)</li></ul>	<p><b><u>Next steps learning:</u></b> <b><u>KS2</u></b></p> <ul style="list-style-type: none"><li>• to improve their mastery of art and design techniques, including drawing and painting</li><li>• about great artists, architects and designers in history.</li></ul>
<p><b><u>Small steps:</u></b></p> <ol style="list-style-type: none"><li>1. To create different tones and shades</li><li>2. To explore shape and pattern</li><li>3. To explore line</li><li>4. To choose a medium to create a picture</li><li>5. To use different materials to create a seascape</li><li>6. To apply knowledge of shape and shade</li><li>7. To work collaboratively</li></ol>	<p><b><u>Cross curricular links:</u></b></p>	
<p><b><u>Key vocabulary:</u></b> Tone, shade, shape, pattern, line, medium, material, seascape,</p>		
<p><b><u>Assessment Opportunities</u></b> Tone strips, waterscape sketches, waterscape painting, waterscape collage, collaborative seascape</p>		

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<p><b><u>Subject: Computing</u></b> Technology around us</p> <ul style="list-style-type: none"><li>- recognise common uses of information technology beyond school</li><li>- 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</li></ul>	<p><b><u>Prior learning:</u></b></p> <p><b><u>EYFS</u></b></p> <ul style="list-style-type: none"><li>- Exploration of technology in provision</li></ul> <p><b><u>KS1</u></b></p> <ul style="list-style-type: none"><li>- Technology Around Us (Year B Term 1)</li><li>- Digital Painting (Year B Term 2)</li><li>- Robot Programming (Year B Term 3)</li><li>- Programming Quizzes (Year B Term 4)</li><li>- Digital Music (Year B Term 5)</li><li>- Pictograms (Year B Term 6)</li></ul>	<p><b><u>Next steps learning:</u></b></p> <p><b><u>KS2</u></b></p> <ul style="list-style-type: none"><li>- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li></ul>
<p><b><u>Small steps:</u></b></p> <ol style="list-style-type: none"><li>1. To identify technology</li><li>2. To identify a computer and its main parts</li><li>3. To use a mouse in different ways</li><li>4. To use a keyboard to type on a computer</li><li>5. To use the keyboard to edit text</li><li>6. To create rules for using technology responsibly</li></ol>	<p><b><u>Cross curricular links:</u></b> PSHE - Online safety</p>	
<p><b><u>Key vocabulary:</u></b> Technology, Computer, mouse, trackpad, keyboard, screen, double click, typing,</p>		
<p><b><u>Assessment Opportunities</u></b> Naming computer parts labelling activity, typed text, pictures created using paint app.</p>		

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<p><u>Subject: Music</u> Kapow Music Musical Vocabulary (Under the Sea) □ play tuned and untuned instruments musically □ listen with concentration and understanding to a range of high-quality live and recorded music □ experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <ul style="list-style-type: none"><li>• Make movements that are appropriate to the pulse and tempo of a piece of music.</li><li>• Choose instruments with appropriate timbre to represent sparkling fishes.</li><li>• Respond to dynamic changes in a piece of music.</li><li>• Create pitches and rhythms.</li><li>• Perform a layer of the music within an overall piece.</li><li>• Define musical terms</li></ul>	<p><u>Prior learning:</u> <u>ELG</u></p> <ul style="list-style-type: none"><li>• Sing a range of well-known nursery rhymes and songs.</li><li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li></ul> <p><u>KS1</u> (Year B Kapow Music) Term 1: Animals - Classical Music, dynamics &amp; tempo Term 2: Musical Me - Use of Voice &amp; Musical Notation Term 3 - Fairy Tales - Timbre Term 4 - Superheroes- Pitch &amp; Tempo Term 5 - Journey through Britain - composition Term 6 - All about me - pulse and rhythm</p>	<p><u>Next steps learning:</u> <u>KS2</u></p> <ul style="list-style-type: none"><li>□ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>□ improvise and compose music for a range of purposes using the inter-related dimensions of music</li></ul>
<p><u>Small steps:</u></p> <ol style="list-style-type: none"><li>1.To learn the musical vocabulary: pulse and tempo.</li><li>2. To explain what dynamics and timbre are.</li><li>3. To explain what pitch and rhythm are.</li><li>4. To explain what texture and structure are.</li><li>5. To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre.</li></ol>	<p><u>Cross curricular links:</u> English links to diving stories Geography links seas and coasts</p>	
<p><u>Key vocabulary:</u> Dynamics, pulse, tempo, celeste, timbre, pitch, rhythm, graphic score, Texture, structure</p>		
<p><u>Assessment Opportunities</u> Videos, children's comments in floor book, end of unit quiz</p>		

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<p><b><u>Subject: PSHE</u></b> <b><u>Safety First</u></b> H8, H28, H29, H30, H31, H32, H33, H35, H36 R13, R14, R15, R16, R18, R19, R20</p>	<p><b><u>Prior learning:</u></b> <b><u>ELG:</u></b> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><b><u>KS1</u></b> Year B Term 1 - Online Safety H28, H 34, R 10, R11, R12, R14, R15, L7, L8, L9 Year B Term 2 - VIPs - friendships &amp; relationships H14, H16, H23, H33, R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R16, R21, R23, R25 Year B Term 3 - Money Matters - L10, L11, L12, L13, L14, L15, L16 Year B Term 4 - Feelings &amp; Growth Mindsets - H1. H11. H12 H13. H17. H18. H19. H23. Year B Term 5 - Diverse Britain - L1, L2, L3, L4, L5, L6, R21, R23, R25 Year B Term 6 - My Body - R13, R16, R17, R18, R20, H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H29, H31, H37</p>	<p><b><u>Next steps learning:</u></b> <b><u>KS2</u></b> H12, H37, H38, H39, H40, H41, H42, H43, H44, H45 R22, R23, R24, R25, R26, R27, R28, R29,</p>
<p><b><u>Small steps:</u></b> 1.To know how to stay safe and who can help if I feel unsafe. 2. To know how to stay safe at home 3. To know how to stay safe when I am out and about. 4. To know how to keep myself safe in different situations with people I don't know. 5. To know what I can share and what I should keep private to keep myself and others safe. 6. To know who to go to if I need help.</p>	<p><b><u>Cross curricular links:</u></b> Computing - online safety</p>	
<p><b><u>Key Vocabulary</u></b> safe, unsafe, danger, rules, hurt, protect, help, trusted adult, hazard, medicines, pills, tablets, liquids, chemicals, sharp, hot, poisonous, trip, fall, choke, burn, emergency, help, protect, road, traffic, fire, water, rail, stranger, risk, harm, unfamiliar, uniform, badge, e-Safety, online, internet, trusted grown-up, secret, surprise, private, comfortable, uncomfortable, share, private, respect, privacy, body, underwear, pants, touch, pressure, permission, consent, help, special, people, emergency services, support, rules, 999</p>		
<p><b><u>Assessment Opportunities:</u></b> Safety signs, floor book comments, safe house pictures, safety videos,</p>		

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<p><b><u>Subject: RE</u></b> Why do people celebrate important occasions? Muslim celebrations/festivals</p>	<p><b><u>Prior learning:</u></b> <b><u>EYFS</u></b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p><b><u>KS1</u></b> What makes some things sacred to some groups of people? (Year B Term 1) Why do people celebrate important occasions? (Year B Term 2) What makes some stories so important to different people? (Year B Term 3) Why is it important to look after our world? (Year B Term 4) Why are some places important to people? (Year B Term 5) What makes some people important? (Year B Term 6)</p>	<p><b><u>Next steps learning:</u></b> <b><u>KS2</u></b> What do celebrations show about what we think is important in life?</p>
<p><b><u>Small steps:</u></b></p> <ol style="list-style-type: none"><li>1. What do Muslims celebrate at Islamic New Year? To find out about the Islamic New Year.</li><li>2. Why is Moses important to Muslims and remembered on the Day of Ashura? To find out about the Day of Ashura.</li><li>3. When do Muslims think about what they are thankful for and why? To find out about Mawlid al-Nabi.</li><li>4. Why do Muslims fast? To find out about Ramadan.</li><li>5. How do Muslims celebrate the end of Ramadan? To find out about Eid al-Fitr.</li><li>6. Where do Muslims celebrate Hajj and how? To find out about the Hajj.</li></ol>	<p><b><u>Cross curricular links:</u></b> British Values - Mutual respect/ Tolerance of those with different faiths and beliefs and those without faith.</p>	
<p><b><u>Key vocabulary:</u></b> Muslim, Islam, Muhammad (PBUH), New year, Mecca, Medina, Allah, Day of Ashura, Shi'a Muslims, Sunni Muslims, Husain bin Ali, Moses, M awlid al-Nabi, Birthday, Death, Qur'an, Thankful, fast, 5 pillars, Ramadan, Give up, Eid Al-Fitr, Charity, Visiting, Sharing, Food, New clothes,</p>		
<p><b><u>Assessment Opportunities</u></b> Story videos, written descriptions, true/false questions, floor book comments</p>		

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<p><b><u>Subject: PE</u></b> Ball skills</p> <ul style="list-style-type: none"><li>• master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li></ul>	<p><b><u>Prior learning:</u></b> EYFS</p> <ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li><li>• Demonstrate strength, balance and coordination when playing.</li><li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul> <p>Key Stage One</p> <ul style="list-style-type: none"><li>• Year B Term 1 - Ball Skills</li><li>• Year B Term 2 - Invasion Games (applying ball skills)</li><li>• Year B Term 3 - Dance</li><li>• Year B Term 4 - Attacking &amp; Defending Skills</li><li>• Year B Term 5 - Bat &amp; Ball Skills</li><li>• Year B Term 6 - Multi-Skills/ Athletics</li></ul>	<p><b><u>Next steps learning:</u></b> KS2</p> <ul style="list-style-type: none"><li>• Use throwing and catching in isolation and in combination</li></ul>
<p><b><u>Small steps:</u></b></p> <ol style="list-style-type: none"><li>1. To learn to track and receive a ball</li><li>2. To throw underarm</li><li>3. To throw overarm</li><li>4. To catch an object</li><li>5. To bounce a ball on the spot</li><li>6. To throw, catch and bounce an object</li></ol>	<p><b><u>Cross curricular links:</u></b></p>	
<p><b><u>Key vocabulary</u></b> Track, receive, underarm, over arm, communicate, catch, bounce, control, direction,</p>		
<p><b><u>Assessment Opportunities</u></b> Photos, videos, children's comments</p>		