

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
SCIENCE	<p>MORE LIVING THINGS Identify and name a variety of common animals including fish, amphibians, reptiles birds and mammals.</p>	<p>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 plants.</p>	<p>HABITATS Identify that most living things live in well adapted habitats. Understand and study micro-habitats. Observe how living things depend on each other. Compare animals from different habitats, looking at local and less familiar habitats. Describe how different habitats provide for different needs of plants and animals. Study how different animals obtain their food, identify and name different food sources. Describe simple food chains, construct a simple food chain that includes humans.</p>	<p>ANIMALS INCLUDING HUMANS Find out about and describe the basic needs of humans and animals for survival. Describe the importance for humans of exercise, healthy eating and hygiene.</p>	<p>USES OF EVERYDAY MATERIALS Identify and compare the suitability of a variety of everyday materials. Find out how the shapes of solid objects made from some materials can be changes by squashing, bending, twisting and stretching.</p>	
COMPUTING	<p>PROGRAMMING. Talk about similarities and differences between floor robots and ‘logo’ on screen. Create programmes that can draw shapes or create a letter on screen. Predict outcomes.</p>		<p>MULTI MEDIA Use technology to organise and present ideas in different ways. Use a keyboard to add, delete and space text for others to read. Save and open files safely. Select a printer and print different files. Combine text and graphics in a document.</p>		<p>USING TECHNOLOGY Investigate why and where we use technology at home. Understand that people have created the information that we use. Understand the benefits of using technology. Talk about differences between the Internet and the real world.</p>	
GEOGRAPHY		<p>MAPS AND MAPPING Use four compass directions and simple vocabulary. Use location vocabulary. Use simple fieldwork and observational skills to study the immediate environment.</p>		<p>UK COUNTRIES AND CAPITALS Name and locate the four countries and capitals of the UK and the surrounding seas. Use UK atlases and globes. Use basic geographical vocabulary. Draw and label maps.</p>		<p>THE WORLD Name and locate the world’s continents and oceans. Use globes and world atlases. Use basic geographical vocabulary. Draw and label maps.</p>

HISTORY	<p>HOW WE USED TO LIVE - TRANSPORT Find out about how people used to travel. Look at transport for our grandparents, travel in the country and travel in cities. Study the difference that transport development has made to their lives.</p>	<p>GREAT BALLS OF FIRE When was the Great Fire of London? How did it start? Where did it start? How can we find out about it? How did it end?</p>	<p>HELPERS Study the lives of significant individuals, including individuals with local connections. Find out about Florence Nightingale, Mary Seacole, Agnes Hunt and Charles Darwin. Who were they? Why are they famous? How have they helped us today? Compare aspects of their lives.</p>
D.T.	<p>HOMES Focus on architects and architecture. Explore similarities and differences in layout, use of materials, and construction methods.</p>	<p>PUPPETS Look at examples of different kinds of puppets. Develop sewing skills. Work with fabrics to create finger and glove puppets.</p>	<p>PERFECT PIZZAZ Explore the possibilities for making a healthy pizza. Research different toppings and bases. Design and make your own pizza to meet a design brief. Evaluate it based on the given criteria.</p>
ART	<p>DRAWING Look at the work of two illustrators, Quentin Blake and Alex Scheffler. Use a variety of drawing materials and experiment with texture, line and shading. Illustrate a story taking ideas and influence from studied works.</p>	<p>PAINTING Jackson Pollack Study the works of Jackson Pollack with particular reference to more abstract creations. Experiment with splats and splodges and ways of creating them. Investigate mixing colour and create a large class piece of work using techniques learned and tested.</p>	<p>3D SCULPTURE Jeff Semmerling. Study the masks of Semmerling. Discuss the ways of fixing and attaching materials. Discuss ways of making a mask wearable. Design and make own masks using card and materials found in the environment</p>
MUSIC	<p>A BB COMPOSER Study life of Benjamin Britten and some of his works. Learn about the instruments of the orchestra. Listen and recall sounds with aural memory. Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression.</p>	<p>Mi Tunes Using tuned and untuned percussion instruments, explore and experiment with sounds. Select and combine sounds to accompany a chosen story. Compose music as a whole class, in pairs and in small groups. Perform compositions showing an understanding of dynamics, tempo and structure.</p>	<p>ON THE STAGE Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Rehearse and practice for our end of term production,</p>
FRENCH	<p>Revise numbers 1-20 Revise greetings. Around School!</p>	<p>Days of the week. Food. Where do you live? Town/Country.</p>	<p>I like/I don't like certain foods. Role-play café.</p>

R.E.	<p>WORSHIP What happens inside a church? RQ2</p> <p>HARVEST</p>	<p>PRAYER How can I talk to God? RQ1,11</p> <p>CHRISTMAS How is Jesus the Light of the World? RQ2,9</p>	<p>LIVING OUT FAITH What are good rules and choices? RQ3,4</p>	<p>EASTER Why is Easter important to Christians? RQ2,7,12</p>	<p>JUDAISM Who are the Jews? RQ2,3,9,10,11,12,13,14</p>	<p>THE BIBLE / STORY Why is the Bible a special book for Christians? Chosen story. RQ13</p>
PSHE BRITISH VALUES	<p>LEARN LATIN RESPECT</p>		<p>HIPPO TIME IS OK CHILDREN'S RIGHTS</p>		<p>DARE TO DREAM INDIVIDUAL LIBERTY</p>	
PE	<p>GAMES</p>		<p>DANCE/GYMNASTICS.</p>		<p>ATHLETICS</p>	