

AUTUMN TERM – DISCOVER 'Seaside'

IN DEPTH STUDY - HISTORY

1. HISTORICAL STUDY

1. Identify old and new from pictures
2. Use stories as sources for answering questions about the past
3. Observe and handle artefacts, and use this to ask and answer questions
4. Ask further questions about what they have heard or seen
5. Interpret the past through role play – e.g. hot seating
6. Use the internet for research

2. HISTORICAL KNOWLEDGE AND AWARENESS

1. Develop a simple awareness of the past
2. Tell stories from the past
3. Recognise a past and a present in their own and other people's lives
4. Identify some things from their own past
5. Identify some differences between past and present
6. Know some of the main events and people studied in a topic
7. Show some understanding of aspects of the past beyond living memory
8. Guess what objects from the past were used for, using evidence to support answers
9. Understand that some events of the past affect people's lives today

3. CHRONOLOGY AND CHANGE

1. Sort events or objects into groups
2. Use some dates on a time line
3. Use simple words and phrases to describe the past - after, before, between
4. Understand about time passing through birthdays
5. Arrange objects in order of their age
6. Begin to use very simple time lines to order some recent events
7. Begin to understand BC and AD

Find out about the life and works of an inspirational person from recent or past history

IN DEPTH STUDY - ART AND CRAFT

1. EXPLORING AND DEVELOPING

1. Communicate ideas and meanings very simply
2. Investigate pattern and shape in the environment
3. Explore ideas and collect information in a sketch book
4. Reproduce from memory, observation or imagination
5. Identify different ways to express ideas

2. USING MATERIALS

1. Use a range of materials / processes to show ideas / meanings
2. Select the best materials for the job
3. Create collage with range of materials and textures

3. CONTROL AND EXPERTISE

1. Use a range of pens, pencils, pastels and charcoal
2. Make a variety of lines, using different sizes and thicknesses
3. Mix secondary colours to make a wide range of new colours
4. Use shading to create different effects

4. EVALUATING

1. Talk about their work and explain it
2. Describe what they think or feel about their own and others' work
3. Think of ways to adapt and improve own work
4. Begin to use ways to improve work Explore ideas and change what they have done to give a better result

Find out about the life and works of a famous artist/sculptor from recent or past history.

SPRING TERM – EXPLORE 'Chocolate'

IN DEPTH STUDY - GEOGRAPHY

1. GEOGRAPHICAL STUDY and FIELD WORK

1. Ask simple geographical questions
2. Take and use digital photographs
3. Make detailed sketches whilst on field work and/or draw labelled diagrams - woodland
5. Discuss changes in weather and seasons from a chart
6. Use tally charts and simple tables to collect information

2. MAPS

1. Identify features on a map
2. Know the main aspects of the British Isles using maps
3. Draw simple maps and plans, sometimes with keys

IN DEPTH STUDY - MUSIC

1. COMPOSING

1. Create short melodic patterns and rhythmic phrases
2. Recognise and explore how sounds can be made and changed
3. Choose sounds to represent different things in different ways
4. Make sequences of sounds and combine sounds for different purposes
5. Show some imagination in the use of sound
6. Create simple accompaniments

2. LISTENING

1. Identify simple repeated rhythmic patterns
2. Listen to simple elements of music
3. Verbally recall what they have heard with simple vocabulary – loud, soft, high, low

<ul style="list-style-type: none"> 4. Make a plan of the classroom 5. Mark some locations on a map of UK – our town, our school visit, my holiday 6. Identify the main regions of the world – continents, equator, tropics 7. Begin to use concepts of NSEW <p>3. KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> 1. Recognise characteristic physical and human features of places - built up, noisy, busy 2. Identify parts of some physical features – e.g. coast 3. Understand similarities and differences in places 4. Use aerial photographs to identify land use and other geographical features 5. Know that places are linked by paths or roads 6. Express views about local area and environment 7. Use vocabulary of size to classify –hamlet, town, city <p>Find out about the life and works of a famous explorer from recent or past history</p>	<ul style="list-style-type: none"> 4. Begin to say what they like and dislike <p>3. PERFORMING</p> <ul style="list-style-type: none"> 1. Follow simple verbal instructions 2. Beat out short rhythms and repeat short rhythmic patterns 3. Repeat short rhythmic phrases from memory 4. Perform simple accompaniments and simple rhythmic parts 5. Keep to a steady pulse 6. Begin to understand tempo, rhythm and tone 7. Use their voice in different ways 8. Sing simple songs from memory 9. Imitate changes in pitch 10. Sing songs with more accurate pitch 11. Maintain a simple part in a round <p>Find out about the life and works of a famous musician/composer from recent or past history</p>
--	---

SUMMER TERM – INVENT ‘Super Heroes’

IN DEPTH STUDY - SCIENCE	IN DEPTH STUDY - COMPUTING	IN DEPTH STUDY – DESIGN TECHNOLOGY
<p>1. WORKING SCIENTIFICALLY:</p> <ul style="list-style-type: none"> 1. asking simple questions and recognising that they can be answered in different ways 2. observing closely, using simple equipment 3. performing simple tests 4. identifying and classifying 5. using their observations and ideas to suggest answers to questions 6. gathering and recording data to help in answering questions. <p>2. ENQUIRY, PREDICTION, TESTING</p> <ul style="list-style-type: none"> 1. Find things out, with help and suggestions 2. Begin to make predictions about what might happen 3. Understand key factors that make a fair test 4. Use simple apparatus effectively and safely <p>3. DATA COLLECTION</p> <ul style="list-style-type: none"> 1. Recognise that scientific ideas are more than guesses, and based on evidence 2. Collect data when asked – e.g. a weather station 3. Count data sets – trees in a field 4. Sort data within given criteria – tall trees, wet days, blue eyes 5. Remember and recall information 6. Underline important facts <p>4. RECORDING</p> <ul style="list-style-type: none"> 1. Begin to use cause and effect in their explanations, and some scientific vocabulary 2. Use simple tables and charts 3. Identify, classify and use bulleted lists 4. Make sketches of their observations Use line graphs to present their findings. 	<p>1. NETWORK AND INTERNET</p> <ul style="list-style-type: none"> 1. Children explore a range of age-appropriate digital resources. 2. Children to know that not everything they find online is accurate. 3. Know that some websites contain advertisements (often embedded) and learn how to ignore them. 4. Children know the difference between communicating via email and online in a discussion forum 5. Children contribute to a class discussion forum. <p>2. USING ICT</p> <ul style="list-style-type: none"> 1. Understand the importance of ICT 2. Recognise different ways of using ICT and decide which to use 3. Take digital photos 4. Use shape tools to draw 5. Use the space bar 6. Store documents into a folder and retrieve them 7. Use clip art to add and resize a picture 8. Use shortcuts to insert objects and delete them 9. Make a simple slide show 10. Develop awareness of relevant e-Safety issues and understand that personal information is unique to them. 11. Identify characteristics of people who are worthy of their trust and know that not everyone they meet online is automatically trustworthy. 12. Children understand that personal information is unique to them and should not be shared without a teacher or parent’s permission. 	<p>1. DESIGN AND DEVELOP</p> <ul style="list-style-type: none"> 1. Generate ideas, and plan what to do next, using their experience of materials and components 2. Use their knowledge of some working characteristics of materials when designing 3. Use wheels, slides and levers in plans 4. Use plans to show how to put their ideas into practice 5. Say how the product will be useful to the user 6. Draw pictures with labels, with some text <p>2. MAKING</p> <ul style="list-style-type: none"> 1. Begin to select tools for folding, joining, rolling 2. Measure out and cut fabric 3. Use a simple template for cutting out 4. Practice skills before using them 5. Use simple finishing techniques 6. Select tools and techniques appropriate to the job 7. Follow basic safety rules 8. Understand and use the terms ingredient and component 9. Use simple scales or balances 10. Understand main rules of food hygiene <p>3. PRODUCT AND EVALUATION</p> <ul style="list-style-type: none"> 1. Talk about how moving objects work 2. Describe how a commercial product works 3. Use like and dislike when evaluating or describing 4. Explain why some products are useful 5. Use digital photography to present design or finished work 6. Recognise what they have done well and talk about what could be improved

<p>5. OBSERVATION AND CONCLUSION</p> <ol style="list-style-type: none"> 1. Answer questions using evidence 2. Ask questions about what they see 3. Make relevant observations 4. Give simple reasons and explanations for what they have seen 5. Identify simple parts of what they see – e.g. petal, leg <p>Find out about the life and works of a famous scientist from recent or past history.</p>	<ol style="list-style-type: none"> 13. Children know that not everything they encounter on the internet is true. 14. Children are able to send suitable and purposeful emails, developing awareness of appropriate language to use. 15. Children know that passwords help to keep information safe and secure and that they should not be shared <p>3. MAKING THINGS HAPPEN</p> <ol style="list-style-type: none"> 1. Understand how to make something move 2. Give a single instruction to make something happen 3. Explain what has happened when using ICT for control 4. Predict what might happen when controlling 5. Move and control a programmable toy 6. Children use the internet purposefully to answer specific questions. 7. Children are aware of the different forms of online communication (email, forums, instant messaging and social networking sites) and find out about their associated risks. 	<ol style="list-style-type: none"> 7. Seek out the views and judgements of others 8. Predict how changes will improve the finished product <p>Find out about the life and works of a famous inventor from recent or past history and the impact their work has had on society.</p>
---	--	--

CONTINUOUS LEARNING

SPEAKING AND LISTENING	PE and Sports	PSHE
<ol style="list-style-type: none"> 1. Explain ideas and concepts, showing understanding and comprehension 2. Discuss word meanings, linking new meanings to those already known 3. Classify and describe out loud, using key information 4. Begin to discuss concepts, explaining key facts to summarise and using subject specific vocabulary 5. Select the information they want to use in any discussion or debate 6. Begin to paraphrase 7. Restate known facts, and express opinions 8. Illustrate points with examples, and give well-structured descriptions 	<p>Gymnastics and Dance</p> <ol style="list-style-type: none"> 1. Can explore, copy, and repeat simple skills and actions 2. Remembers and repeats simple sequences in dance or gym 3. Can copy and remember actions in a sequence 4. Beginning to move with increasing control and care 5. Can make a short dance sequence by putting some movements together 6. Beginning to use rhythm in dance 7. Can make simple moves with increasing control and co-ordination <p>Playing Games</p> <ol style="list-style-type: none"> 1. Can kick and throw a ball, with some accuracy 2. Understands the importance of stopping a ball in different ways 3. Beginning to work together with a partner 4. Starting to link skills and actions within simple games 5. Beginning to understand some concepts of game e.g. Opponent, team mate 6. Beginning to show some understanding of simple tactics <p>Evaluating and Improving</p> <ol style="list-style-type: none"> 1. Talks about what he/she is doing and can describe the work of others 2. Can suggest ways to improve own and others work 	<p>Health and Wellbeing</p> <ol style="list-style-type: none"> 1. Can describe how to keep fit and healthy and understand basic dental hygiene. 2. Can use vocabulary to describe when they feel good and bad and discuss simple ways to manage these feelings. 3. Understands the difference between a secret and a surprise. <p>Relationships</p> <ol style="list-style-type: none"> 1. Can describe different ways others can be teased or bullied and understand that these are wrong. 2. Understands how to resist teasing or bullying and who to go to for help if they witness it. <p>Living in the Wider World.</p> <ol style="list-style-type: none"> 1. Makes a positive contribution to the classroom environment. 2. Understands that money comes from different places. 3. Understands that money can be used for different purposes. e.g. Spending and saving. 4. Understands simple ways to keep money safe and the different ways they can spend it. 5. Understands that there are different forms of media. e.g. Newspaper, radio, TV.

- | | | |
|--|--|--|
| | <ol style="list-style-type: none">3. Can see how his/her work is similar to and different from other children4. Understands the importance of being active5. Can talk about how to exercise safely and how his/her body feels during an activity | |
|--|--|--|