

SSC1 – Long Term Planning – Three Year Cycle

Term	Topic	Term	Topic	Term	Topic
Autumn 1 2019	Marvellous Me PSHE/ Science	Spring 3 2020	Hop on board (Transport) Geography/ History	Summer 5 2020	Fun on the Farm Science/ Geography
Autumn 2 2019	Local Heroes (999) and Festivals of light RE /PSHE	Spring 4 2020	Push it, pull it, build it (Toys) Science /History/ DT	Summer 6 2020	Wings, legs and Webs (Mini beasts) Science
Autumn 1 2020	Here we are! (Local environment) Geography/ History	Spring 3 2021	Jurassic World (Dinosaurs) History/ Science	Summer 5 2021	Buildings and Bridges Geography/ Science
Autumn 2 2020	Razzle Dazzle (solar system) Science	Spring 4 2021	Once upon a time... (Traditional tales) English/ PSHE	Summer 6 2021	Let's explore! (Jungles/deserts/ polar) Geography/ Science
Autumn 1 2021	Wonderful Woods Science/ Geography	Spring 3 2022	Mess & Magic Science	Summer 5 2022	Wild & Wonderful Science
Autumn 2 2021	Yum Yum PSHE	Spring 4 2022	Castles & Knights History	Summer 6 2022	Into the Deep (inc Pirates) Geography

<p>Term and Year-Autumn 1 2019</p> <p>Topic- Marvellous Me PSHE/ Science</p> <p>Animals including humans Special Places</p> <p>Memorable Experience -</p>	<p>Design Technology/ Art</p> <p>DT- Cooking and Nutrition KS1 & EYFS</p> <p>Talk about what he/she eats at home and begin to discuss what healthy foods are Say where some food comes from and give examples of food that is grown Use simple tools with help to prepare food safely Understand the need for a variety of food in a diet Understand that all food has to be farmed, grown or caught Use a wider range of cookery techniques to prepare food safely.</p>	<p>PSHE&C</p> <p>PSH&C: Ourselves</p> <p>- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class; to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) ; to offer constructive support and feedback to others ; to identify and respect the differences and similarities between people ; to identify their special people (family, friends, carers), what makes them special and how special people should care for one another; about the process of growing from young to old and how people's needs change; about growing and changing and new opportunities and responsibilities that increasing independence may bring; the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p>
<p>Science – Animals including humans</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 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.</p> <p>EYFS: Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment. Stick body part labels on diagrams and each other. Scientific enquiry: asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment</p>	<p>P.E.</p> <p><u>Ball skills</u>; Bouncing, catching, throwing, kicking, target challenges for accuracy and aim with balls of varying sizes, bean bags, scarves; To be able to throw underarm, over arm, chest pass. Net and wall games. understands key features of events <u>Gymnastics-</u> Hold a balance whilst walking along a straight line. Hop along a straight line using the same foot . Hop on the spot using the same foot. Establish sequences of actions and skills which have a clear beginning, middle and ending. Describe and comment on performance To travel in different ways across the floor and low level apparatus. To climb high level equipment showing consideration of keeping safe.</p>	
<p>History</p> <p><u>Chronological understanding</u> Place known events and objects in chronological order .Sequence events and recount changes within living memory .Use common words and phrases relating to the passing of time. Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p><u>Historical Interpretation</u> Describe changes within living memory</p> <p>EYFS: Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family</p>	<p>ICT</p> <p>Computing- Using digital devices / E-safety regarding photos and personal data online .To copy, paste, insert, re-size, edit images using paint or computer art software. Word processing information about ourselves, eg typing name; writing sentences about oneself. Using simple data handling programmes in maths, eg to produce pictograms or bar charts. Research- How is technology used in own homes? In school? In local area? Eg. Supermarkets, digital street signs, advertising boards. EYFS: Knows that information can be retrieved from computers. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>R.E.</p> <p>Recognise religious objects/places/people/practices</p> <p>Describe some religious objects/places/people and practices and begin to be aware of similarities in religions. Express what is of value and concern to himself/herself and others in relation to matters of right and wrong. Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values. EYFS: Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.</p>
<p>Geography <u>Geographical Skills and Fieldwork</u> Use simple maps of the local area e.g. large scale, pictorial etc. 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</p> <p>EYFS: To comment and ask questions about their familiar world such as the place they live or natural world.</p>	<p>Music</p> <p><u>Body Percussion / Rhythm, Pulse and Beats/ Musical Notation</u> Find the pulse whilst listening to music and using movement. Build an understanding of the pulse and internalise it when listening to a piece of music. Start to understand basic musical notation. Start to choose, organise and combine musical patterns. Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. Listen to, copy and repeat a simple rhythm or melody. Improvise a simple rhythm using different instruments including the voice. EYFS: • Joins in singing favourite songs. • Creates sounds by banging, shaking, tapping or blowing. • Shows an interest in the way musical instruments sound</p>	<p>Reading</p> <p>Reading: Stories with familiar settings; Poems; Information books (identifying features of infos texts: eg. Contents, index, glossary.)</p>
		<p>Writing</p> <p>Writing for a purpose – to entertain/ to inform</p> <p>Labelling diagrams; Autobiography; Poems; Stories</p>
		<p>Maths:</p>

<p>Term and Year- Autmn 2 2019</p> <p>Topic- Local Heroes (999) and Festivals of light RE /PSHE</p> <p>Colour & Light Diwali/Hannukah/Christmas</p> <p>Memorable Experience - ANNUAL HISTORY THEME DAY- DRESS UP AS PEOPLE FROM PAST</p>	<p>Design Technology/ Art</p> <p>Art Techniques Experiment with tones using pencils, chalk or charcoal. Represent things observed, remembered or imagined using colour tools.</p> <p>Experiment with basic tools on rigid and flexible materials. He/she is able to make textured collages from a variety o media and by folding, crumpling and tearing materials. Use a variety of techniques including carbon printing, relief, press and fabric printings and rubbings. EYFS: Create simple representations of events, people and objects. Chooses particular colours to use for a purpose.</p>	<p>PSHE&C</p> <p>Special People in the Community</p> <p>To learn about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency; rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p>
<p>Science – Colour and Light</p> <p>Observe that colour is present only when there is light. Colour is not visible when light is dimmed. Materials can change colour- link colour mixing with paint and other media. Notice that light is reflected from surfaces. Recognise that he/she needs light in order to see things and that dark is the absence of light. Recognise that light from the sun can be dangerous and that there are ways to protect eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. EYFS: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed. Scientific enquiry: asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment. identifying and classifying. using their observations and ideas to suggest answers to questions</p>	<p>P.E.</p> <p>Ball skills; Bouncing, catching, throwing, kicking, target challenges for accuracy and aim with balls of varying sizes, etc.To be able to throw underarm, over arm, Gymnastics- Hold a balance whilst walking along a straight line. Hop along a straight line using the same foot . Hop on the spot using the same foot. Establish sequences of actions and skills which have a clear.</p>	<p>R.E.</p> <p>Express his/her own experiences and feelings, recognising what is important in his/her own life. Describe and respond sensitively to his/her own and others' experiences and feelings. Begin to suggest meanings for some religious actions and symbols and describe how religious belief is expressed in different ways.</p>
<p>History</p> <p><u>Understanding of Events, People and Changes</u></p> <p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods (Florence Nightingale) Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. EYFS: To show interest in the lives of people familiar to them. To recognise significant events in their own lives.</p>	<p>ICT</p> <p>Computing – Computer skills and E-safety – Usernames and passwords To know that usernames, passwords, pin numbers, personal data should be kept secret to keep data safe. Mouse control including moving mouse to control cursor on screen, drag and drop, left click to select. Use Track pad using finger on a laptop. Use ipads to play games and use touch screen. To switch computer on, log on, log off, shutdown. To launch an application on a computer or tablet. Research - How is technology used by emergency services. EYFS: Knows that information can be retrieved from computers. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software</p>	<p>Reading</p> <p>Information books (including identifying features of info text, eg contents, glossary, index)</p>
<p>Geography</p> <p><u>Human Geography</u> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>Use simple maps of the local area e.g. large scale, pictorial etc. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; EYFS: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Music</p> <p>Music- KS1 & EYFS: <u>Music and Movement, Action songs, Rhythm, Singing and voice control</u> Improvise a simple rhythm using different instruments including the voice. Learn and perform chants, rhythms, raps and songs. Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture. Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence. Sing a song in two parts.</p>	<p>Writing</p> <p>Writing for a purpose – to entertain/ to inform</p> <p>Fact files; Information texts; Writing captions. Writing lists.</p> <p>Maths:</p>

<p>Term and Year- Spring 3 2020</p> <p>Topic- Hop on board (Transport) Geography /History</p> <p>Everyday materials Noah's Ark</p> <p>Memorable Experience -</p>	<p>Design Technology/ Art</p> <p><u>Processes</u> Make structures by joining simple objects together. Create simple designs for a product Use pictures and words to describe what he/she wants to do Ask simple questions about existing products and those that he/she has made Use wheels and axles in a product Safely measure, mark out, cut and shape materials and components using a range of tools .</p>	<p>PSHE&C</p> <p>Safety</p> <p>that household products, including medicines, can be harmful if not used properly; rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety; about people who look after them, their family networks, who to go to if they are worried and how to attract their attention; about the ways that pupils can help the people who look after them to more easily protect them; to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets; what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p>
<p>Science – Everyday Materials and their properties</p> <p>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> <p>EYFS: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Scientific enquiry: asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment. identifying and classifying.</p>	<p>P.E.</p> <p><u>Dance:</u> Music and Movement; Expressive dance; to imitate moves and perform them to music; to perform with response to rhythm of the music. To vary body movement including direction, stretch, contrasting shapes</p> <p><u>Gymnastics-</u> Hold a balance whilst walking along a straight line. Hop along a straight line using the same foot . Hop on the spot using the same foot. Establish sequences of actions and skills which have a clear beginning, middle and ending. Describe and comment on performance. To travel in different ways across the floor and low level apparatus. To climb high level equipment showing consideration of keeping safe</p>	
<p>History</p> <p><u>Chronological understanding</u> Place known events and objects in chronological order. Sequence events and recount changes within living memory. EYFS: To develop an understanding of change over time. To recognise significant events in their own lives. <u>Organisation and Communication</u></p> <p>Use a wide vocabulary of everyday historical terms</p> <p>Speak about how he/she has found out about the past. Record what he/she has learned by drawing and writing EYFS: Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family</p>	<p>ICT</p> <p><u>Computing- Presentations; and E-safety</u> – to know to report inappropriate information found on the internet to an adult.</p> <p>To create slides; to organize information; to copy and paste. images onto a slide; to format an image by re-sizing. To copy images from a bank of images in a folder; To search for images using a search engine, eg. google images.</p> <p>EYFS: Knows how to operate simple equipment. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects.</p>	<p>Music</p> <p><u>Listening and Appreciating ; comparing different genres of music</u> Listen to music with sustained concentration. Listen with concentration and understanding to a range of high-quality live and recorded music. Use the correct musical language to describe a piece of music . Discuss feelings and emotions linked to different pieces of music. Begin to recognise and explore different musical styles. Begin to develop an understanding of the history and context of music</p>
		<p>Reading</p> <p>Stories with familiar settings; Poems linked to the topic; Information books; Letters; Picture dictionaries.</p> <p>Writing</p> <p>Writing for a purpose – to entertain/ to inform</p> <p>Letter writing; Stories; Information texts- captions; Alphabetical Lists. Poems.</p> <p>Maths:</p>
<p>Geography</p> <p><u>Place Knowledge</u> 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 <u>Locational Knowledge</u> Understand how some places are linked to other places e.g. roads, trains <u>Place Knowledge</u> Name, describe and compare familiar places Link their homes with other places in their local community EYFS: To comment and ask questions about their familiar world such as the place they live or natural world</p>	<p>R.E.</p> <p>Recount elements of religious. Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. Express what is of value and concern to himself/herself and others in relation to matters of right and wrong. Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values. To be able to explain why some things people do are right and some are wrong. EYFS: Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.</p>	

<p>Term and Year- Spring 4 2020</p> <p>Topic- Push it, pull it, build it (Toys) Science /History/ DT</p> <p>Forces Easter</p> <p>Memorable Experience -</p>	<p>Design Technology/ Art</p> <p><u>ART- Techniques</u> Represent things observed, remembered or imagined using colour tools. He/she is able to make textured collages from a variety o media and by folding, crumpling and tearing materials. Use a variety of techniques including carbon printing, relief, press and fabric printings and rubbings. EYFS: To use lines to enclose space. To explore and mix colours</p> <p>DT KS1 & EYFS: <u>Processes</u> Create simple designs for a product Use pictures and words to describe what he/she wants to do Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing Use a range of simple tools to cut, join and combine materials and components safely Ask simple questions about existing products and those that he/she has made Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products Safely measure, mark out, cut and shape materials and components using a range of tools</p> <p>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria</p>	<p>PSHE&C</p> <p>Feelings</p> <p>to communicate their feelings to other; to recognise how others show feelings and how to respond; to recognise that their behaviour can affect other people ; the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid; to recognise what is fair and unfair, kind and unkind, what is right and wrong</p>
<p>Science - Forces</p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>EYFS: Talks about why things happen and how things work.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Scientific enquiry: asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment.</p> <p>Identifying and classifying. using their observations and ideas to suggest answers to questions</p>		<p>Music</p> <p>KS1 & EYFS:- <u>Percussion – Untuned and Tuned instruments</u> To sort instruments by how they are played – shake, hit, blow, scrape. To recognise and name instruments. To listen and identify instruments being played by their sound. Play instruments using the correct techniques with respect. Use tuned and untuned classroom percussion to play accompaniments and tunes. Learn to follow the conductor or band leader. Understand that pitch describes how high or low sounds are. Understand that tempo describes how fast or slow the music is. Understand that dynamics describe how loud or quiet the music is. Improvise a simple rhythm using different instruments including the voice Understand that timbre describes the character or quality of a sound. Understand that texture describes the different layers of sounds</p>
<p>History</p> <p>Describe some simple similarities and differences between artefacts Sort artefacts from 'then' and 'now' Identify some similarities and differences between ways of life in different periods.</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time EYFS: Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family</p>	<p>P.E.</p> <p>PE KS1 & EYFS <u>Dance:</u> to perform dance routines that follow repeated sequences eg. Country dancing, Macarena. To work with a partner or in a group; to perform in time with the music.</p> <p><u>Gymnastics-</u> Hold a balance whilst walking along a straight line. Hop along a straight line using the same foot . Hop on the spot using the same foot. Establish sequences of actions and skills which have a clear beginning, middle and ending.</p> <p>Describe and comment on performance. Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc.) . To travel in different ways across the floor and low level apparatus. To climb high level equipment showing consideration of keeping safe.</p>	<p>Reading</p> <p>Instructions; Favourite books; Information books – including identifying features of an info text, glossary, contents, index etc.</p>
<p>ICT</p> <p>Computing- Programable toys /Using the Internet and E-safety To know that sometimes information on the internet can be inappropriate. To know to tell an adult if something makes them feel uncomfortable on the internet. To be able to use a switch to turn an electronic toy on and off; to program beebot/ turtle to program it to move using directional commands. To play adventure games on the computer which require use of arrow keys to control movement around screen. To play games/ educational activities on the internet</p>		<p>Writing</p> <p>Writing for a purpose – to entertain/ to inform</p> <p>Instructions; Book Reviews; Information texts- captions</p>
<p>R.E. - Easter</p> <p>Recognise religious objects/places/people/practices</p> <p>Express his/her own experiences and feelings, recognising what is important in his/her own life. To be able to talk about people and things they care about. Recognise some religious symbols and use some religious vocabulary correctly.</p> <p>Describe some religious objects/places/people and practices and begin to be aware of similarities in religions</p>		<p>Maths:</p>

<p>Term and Year-Summer 5 2020</p> <p>Topic- Fun on the Farm Science/ Geography</p> <p>Animals including humans The Lost Sheep</p> <p>Memorable Experience -</p>	<p>Design Technology/ Art</p> <p>DT- KS1 & EYFS: <u>Cooking and Nutrition</u></p> <p>Talk about what he/she eats at home and begin to discuss what healthy foods are Say where some food comes from and give examples of food that is grown</p> <p>Use simple tools with help to prepare food safely</p> <p>Understand the need for a variety of food in a diet</p> <p>Understand that all food has to be farmed, grown or caught Use a wider range of cookery techniques to prepare food safely</p>	<p>PSHE&C</p> <p>PSHE&C: Life cycles/ Reproduction of animals and humans</p> <p>about the process of growing from young to old and how people's needs change; about growing and changing and new opportunities and responsibilities that increasing independence may bring; the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls. How people grow from babies/ toddlers/ young children/ teenagers/ adult/ elderly person.</p>
<p>Science</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats. 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.</p> <p>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. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Understand that animals, including humans, have offspring which grow into adults.</p> <p>EYFS: Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Scientific enquiry: asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment</p>	<p>P.E.</p> <p>PE KS1 & EYFS: <u>Athletics skills</u> To be able to jump for height and distance ; to jump over hurdles, perform long distance jumping, to control safe landing bending knees. Zig zag through a series of markers spaced evenly, about 2m apart. Zig zag through a series of tightly spaced markers</p> <p><u>Gymnastics-</u> Hold a balance whilst walking along a straight line. Hop along a straight line using the same foot . Hop on the spot using the same foot. Establish sequences of actions and skills which have a clear beginning, middle and ending. Describe and comment on performance. Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc.) . To travel in different ways across the floor and low level apparatus. To climb high level equipment showing consideration of keeping safe.</p>	<p>Reading</p> <p>Recounts; Poems- Riddles and Rhymes; Stories –</p> <p>Traditional tales linked to farm animals (Three Little Pigs, Billy Goats Gruff, Peter and the Wolf)</p>
<p>Geography</p> <p><u>Place Knowledge-</u> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <u>Locational Knowledge</u></p> <p>Understand how some places are linked to other places e.g. roads, trains</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>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</p> <p>EYFS: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>ICT</p> <p>Computing – Computer skills</p> <p>Mouse control including moving mouse to control cursor on screen, drag and drop, left click to select. Use Track pad using finger on a laptop. Use ipads to play games and use touch screen. To switch computer on, log on, log off, shutdown. To launch an application on a computer or tablet.</p> <p>To use the internet to research information; To present information in a fact file;</p> <p>To develop word processing skills using the keyboard to type small pieces of information in captions and labels.</p>	<p>Writing</p> <p>Writing for a purpose – to entertain/ to inform</p> <p>Recounts; Poems – Riddles and Rhymes; Writing captions; Writing lists.</p>
<p>R.E.</p> <p>Recount elements of religious. Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. Express what is of value and concern to himself/herself and others in relation to matters of right and wrong. . Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values. To be able to explain why some things people do are right and some are wrong.</p>	<p>Music</p> <p>Composing using tuned and untuned instruments; using music composition software on the computer</p> <p>Use tuned and untuned classroom percussion to compose and improvise. Start to choose, organise and combine musical patterns. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Perform as an ensemble using a variety of instruments and play different parts where appropriate. Play instruments using the correct techniques with respect. Start to understand basic musical notation. Begin to record pieces of music composed using basic musical notation.</p>	<p>Maths:</p>

<p>Term and Year- Summer 6 2020</p> <p>Topic- Wings, Legs and Webs (Mini beasts) Science</p> <p>Living things and their habitats Wesak / Dharma Day</p> <p>Memorable Experience -</p>	<p>Design Technology/ Art</p> <p>Art KS1 & EYFS: <u>Techniques</u> Cut, glue and trim material to create images from a variety of media, e.g. photocopies, fabric, crepe paper, magazines. Make marks in print using found objects and basic tools and use these to create repeating patterns. Sort, cut and shape fabrics and experiment with ways of joining them. Make structures by joining simple objects together.</p>	<p>PSHE&C</p> <p>Keeping Healthy</p> <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health; to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences; the importance of, and how to, maintain personal hygiene.</p>
<p>Science</p> <p>Science- Habitats/ Life cycles/ Food chains. 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. EYFS: Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p> <p>Scientific enquiry: asking simple questions and recognising that they can be answered in different ways, observing closely, identifying and classifying. Using their observations and ideas to suggest answers to questions</p>	<p>P.E.</p> <p>PE- KS1 & EYFS: Team games; round games bat and ball skills; hockey stick control; basic skills to play round games such as basic versions of cricket, rounders, bench ball, knock out games. <u>Gymnastics-</u> Hold a balance whilst walking along a straight line. Hop along a straight line using the same foot . Hop on the spot using the same foot. Establish sequences of actions and skills which have a clear beginning, middle and ending. Describe and comment on performance. Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc.) . To travel in different ways across the floor and low level apparatus. To climb high level equipment showing consideration of keeping safe.</p>	<p>R.E.</p> <p>RE KS1 & EYFS: Recognise religious objects/places. Express his/her own experiences and feelings, recognising what is important in his/her own life. To be able to talk about people and things they care about. Recognise some religious symbols and use some religious vocabulary correctly. To be aware of similarities in religions</p>
<p>Geography</p> <p><u>Place Knowledge</u> Know about some present changes that are happening in the local environment e.g. at school. Suggest ideas for improving the school environment</p> <p><u>Human and Physical Geography</u> 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.</p> <p><u>Geographical Skills and Fieldwork</u> 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</p> <p>EYFS: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>ICT</p> <p>Computing- <u>Paint Programmes and Computer Art</u></p> <p>To be able to select colours, size of drawing tool, erase, control mouse to draw shapes, select and insert shapes, insert images, edit images to produce a picture using paint programmes on the computer, an ipad or tablet. To save documents into a folder; To print out work produced on a computer. EYFS: Knows information can be stored/retrieved from a computer. Improved keyboard and mouse skills. To use a simple programme independently.</p>	<p>Reading</p> <p>Popular stories by significant authors (Eric Carle/ Julia Donaldson/ Rod Campbell)</p>
	<p>Music</p> <p>KS1 & EYFS: <u>Performing to an audience</u></p> <p>Work and perform together with others as an ensemble or as a group singing. Perform as an ensemble using a variety of instruments and play different parts where appropriate. Practise, rehearse and present performances to audiences with a growing awareness of the people watching</p>	<p>Writing</p> <p>Writing for a purpose – to entertain/ to inform</p> <p>Lists in alphabetical order; Poems- Haiku, Labelling cyclic diagrams. Stories – retelling familiar stories</p> <p>Maths:</p>

<p>Term and Year- Autumn 1 2020</p> <p>Topic- Here we are! (Ourselves and Local environment)</p> <p>Geography/ History Animals including humans Places of Worship</p> <p>Memorable Experience - Tilgate park photography and sculpture trail;</p>	<p>PSHE&C</p> <p>PSH&C:</p> <p>Ourselves: ways in which they are all unique; understand that there has never been and will never be another 'them'; ways in which we are the same as all other people; what we have in common with everyone else; Likes and dislikes; Similarities and differences; Strengths;</p> <p>Friendships</p> <p>that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable); to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say; to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable; strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p>	<p>Design Technology/ Art</p> <p>Art- Study of the work of Haydn Gardner (new class name)</p> <p>Art- Study of local artist- Jennie Rabi and her work of Tilgate Park. Photography and painting project of Tilgate Park. Sculpture in Tilgate Park – use chosen resources to create own sculptures using natural materials.</p> <p><u>Learning</u> Use artwork to record ideas, observations and experiences. Experiment with different materials to design and make products. Explain what he/she likes about the work of others. Know the names of tools, techniques and elements that he/she uses.</p>
<p>Science</p> <p>Science- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Understand that animals, including humans, have offspring which grow into adults. 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.</p> <p>EYFS: Can talk about some of the things they have observed such as plants, animals, natural and found objects .Shows care and concern for living things and the environment. To name main external body parts; head, arms, legs, chest, tummy, feet, hands. Fingers, toes.</p> <p>Scientific enquiry: asking simple questions and recognising that they can be answered in different ways, identifying and classifying. using their observations and ideas to suggest answers to questions</p> <p>Geography</p> <p>Geography- Locational Knowledge</p> <p>Understand how some places are linked to other places e.g. roads, trains</p> <p><u>Place Knowledge</u></p> <p>Name, describe and compare familiar places</p> <p>Link their homes with other places in their local community</p> <p>Know about some present changes that are happening in the local environment e.g. at school</p> <p>Suggest ideas for improving the school environment</p> <p>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</p> <p>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</p> <p><u>Human and Physical Geography</u></p> <p>Use basic geographical vocabulary to refer to key physical features and human features in the environment being studied.</p> <p>EYFS: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>History</p> <p>History <u>Historical Interpretation</u> Describe changes within living memory and aspects of change in national life Describe significant historical events, people and places in his/her own locality (Mr. Desmond Anderson)</p> <p>EYFS: Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family</p>	<p>R.E.</p> <p>RE- Recognise religious objects/places/people/practices. Describe some religious objects/places/people and practices and begin to be aware of similarities in religions</p> <p>Places and buildings of religious significance- church, mosque, temple, synagogue etc.</p>
	<p>ICT</p> <p>Computing- <u>Using digital devices / E-safety regarding photos and personal data online</u></p> <p>including ipads and cameras and taking photographs and video footage. Formatting images to copy, paste, insert, re-size, edit images using paint or computer art software. Word processing information about local area, Looking at aerial images eg. Google earth, maps on line to research places and local area.How is technology used in school; identify different uses and purpose</p>	<p>Reading</p> <p>Letters of kindness to say please, thank you, sorry or to compliment. Collections of Stories with a similar theme or by the same author; Character descriptions; Stories with a theme of friendship/ being kind; Stories with familiar settings (eg park, school, shops, homes) Poems and rhymes</p>
	<p>P.E.</p> <p>PE- Ball skills: Bouncing, catching, throwing, kicking, target challenges for accuracy and aim with balls of varying sizes, bean bags, scarves; To be able to throw underarm, over arm, chest pass. Net and wall games. <u>Gymnastics-</u> Hold a balance whilst walking along a straight line. Hop along a straight line using the same foot . Hop on the spot using the same foot. Establish sequences of actions and skills which have a clear beginning, middle and ending. Describe and comment on performance. Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc.) . To travel in different ways across the floor and low level apparatus. To climb high level equipment showing consideration of keeping safe</p>	<p>Writing</p> <p>Writing for a purpose – to entertain/ to inform</p> <p>Letter writing;</p> <p>Story writing;</p> <p>Character descriptions; Descriptions of settings.</p> <p>Organising writing with beginning, middle and end.</p> <p>Poetry</p>
	<p>Music</p> <p>Music- <u>Body Percussion / Rhythm, Pulse and Beats/ Musical Notation</u></p> <p>Find the pulse whilst listening to music and using movement. Build an understanding of the pulse and internalise it when listening to a piece of music. Start to understand basic musical notation. Start to choose, organise and combine musical patterns. Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. Listen to, copy and repeat a simple rhythm or melody. Improvise a simple rhythm using different instruments including the voice.</p>	<p>Maths:</p>

<p>Term and Year- Autumn 2 2020</p> <p>Topic- Razzle Dazzle (solar system) Science Colour & Light / Seasonal Changes</p> <p>Remembrance Day</p> <p>Memorable Experience - Visiting planetarium</p>	<p>Geography</p> <p><u>Human and Physical Geography</u></p> <p>Describe seasonal weather changes</p> <p><u>Locational Knowledge</u></p> <p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom</p> <p>EYFS: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>P.E.</p> <p>PE- <u>Ball skills</u>: Bouncing, catching, throwing, kicking, target challenges for accuracy and aim with balls of varying sizes, bean bags, scarves; To be able to throw underarm, over arm, chest pass. Net and wall games.</p> <p><u>Gymnastics-</u> Hold a balance whilst walking along a straight line. Hop along a straight line using the same foot . Hop on the spot using the same foot. Establish sequences of actions and skills which have a clear beginning, middle and ending. Describe and comment on performance. Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc.) . To travel in different ways across the floor and low level apparatus. To climb high level equipment showing consideration of keeping safe</p> <p>ICT</p> <p>Computing – <u>Computer skills</u></p> <p>Mouse control including moving mouse to control cursor on screen, drag and drop, left click to select. Use Track pad using finger on a laptop. Use ipads to play games and use touch screen.</p> <p>To switch computer on, log on, log off, shutdown. To launch an application on a computer or tablet.</p> <p>To use the internet to research information; To present information in a fact file; To develop word processing skills using the keyboard to type small pieces of information in captions and labels.</p> <p><u>How technology is used in school, home and beyond school.</u></p> <p>Research use of technology in different settings, including use of technology for star gazing (telescopes) and astronomy.</p>	<p>PSHE&C</p> <p>PSH&C: Communities and People inc clubs etc</p> <p>that they belong to different groups and communities such as family and school; what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy); that money comes from different sources and can be used for different purposes, including the concepts of spending and saving; about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices; ways in which they are all unique; understand that there has never been and will never be another ‘them’ ; ways in which we are the same as all other people; what we have in common with everyone else; about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency</p> <p>R.E. Recognise interesting/puzzling aspects of life. To be able to discuss questions which might not have an answer. Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones.</p> <p>Music</p> <p><u>Music and Movement, Action songs, Rhythm, Singing and voice control</u></p> <p>Improvise a simple rhythm using different instruments including the voice. Learn and perform chants, rhythms, raps and songs. Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture. Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence. Sing a song in two parts.</p> <p>Reading</p> <p>Information books (including identifying features of info text, eg index, contents, glossary; Alphabetical lists; Fact files</p> <p>Writing</p> <p>Writing for a purpose – to entertain/ to inform</p> <p>Fact files; Writing captions; Lists in alphabetical order;</p> <p>Maths:</p>
<p>Science</p> <p>Science Build on last year’s work and introduce a simple electric circuit to light a bulb.Observe that colour is present only when there is light. Colour is not visible when light is dimmed.Materials can change colour- link colour mixing with paint and other media . Notice that light is reflected from surfaces. Recognise that he/she needs light in order to see things and that dark is the absence of light Recognise that light from the sun can be dangerous and that there are ways to protect eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>EYFS: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed. Using the sensory room to explore how light is needed to see colour, also for making shadows and changing their size.. Light box using overlays to see how colours can be changed.</p> <p>Scientific enquiry: asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment. identifying and classifying. using their observations and ideas to suggest answers to questions. performing simple tests</p> <p>History</p> <p>History- (Guy Fawks) -Describe events beyond living memory that are significant nationally or globally</p> <p><u>Historical Enquiry</u> Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>EYFS: Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family</p>	<p>Design Technology/ Art</p> <p>DT- Processes</p> <p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Choose appropriate tools, equipment, techniques and materials from a wide range</p> <p>Safely measure, mark out, cut and shape materials and components using a range of tools</p> <p>Evaluate and assess existing products and those that he/she has made using a design criteria</p>	

<p>Term and Year_- <u>Spring 3 2021</u></p> <p>Topic- Jurassic World (Dinosaurs) History/ Science Habitats/ Animals What is it like to be a Sikh? / Vaisakhi</p> <p>Memorable Experience - HISTORY THEMED DAY – ARCHEOLOGICAL DIG ACTIVITIES</p>	<p>Design Technology/ Art DT Processes</p> <p>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing</p> <p>Use a range of simple tools to cut, join and combine materials and components safely</p> <p>Ask simple questions about existing products and those that he/she has made</p> <p>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria</p>	<p>PSHE&C PSH&C: Life at school</p> <p>How they can contribute to the life of the classroom and school; to help construct, and agree to follow, group, class and school rules and to understand how these rules help them; that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed); that they belong to different groups and communities such as family and school.</p>
<p>Science</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>EYFS: Can talk about some of the things they have observed such as plants, animals, natural and found objects .Shows care and concern for living things and the environment.to name local wildlife e.g. badger, squirrel, fox and match to habitats. To sort animals according to diet using pictorial diagrams. Visit nature centre.</p> <p>Scientific enquiry: asking simple questions and recognising that they can be answered in different ways, observing closely, identifying and classifying. using their observations and ideas to suggest answers to questions</p> <p>History</p> <p><u>Historical Enquiry-</u> Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. <u>Understanding of Events, People and Changes</u></p> <p>Understand key features of events Identify some similarities and differences between ways of life in different periods</p> <p><u>Historical Enquiry</u> Find answers to some simple questions about the past from simple sources of information</p> <p>EYFS: Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family</p>	<p>P.E.</p> <p><u>Dance:</u> to perform dance routines that follow repeated sequences eg. Country dancing, Macarena. To work with a partner or in a group; to perform in time with the music.</p> <p><u>Gymnastics-</u> Hold a balance whilst walking along a straight line. Hop along a straight line using the same foot . Hop on the spot using the same foot. Establish sequences of actions and skills which have a clear beginning, middle and ending. Describe and comment on performance. Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc.) . To travel in different ways across the floor and low level apparatus. To climb high level equipment showing consideration of keeping safe.</p> <p>ICT</p> <p>Computing- <u>Presentations; and E-safety</u> – to know to report inappropriate information found on the internet to an adult.</p> <p>Produce simple presentations using programs such as Powerpoint to produce simple slides to present information. To create slides; to organize information; to copy and paste images onto a slide; to format an image by re-sizing. To copy images from a bank of images in a folder; To search for images using a search engine, eg. google image</p>	<p>Music</p> <p><u>Listening and Appreciating ; comparing different genres of music</u></p> <p>Listen to music with sustained concentration. Listen with concentration and understanding to a range of high-quality live and recorded music. Use the correct musical language to describe a piece of music . Discuss feelings and emotions linked to different pieces of music. Begin to recognise and explore different musical styles. Begin to develop an understanding of the history and context of music. . Develop an understanding of melody, the words and their importance in the music being listened to.</p> <p>R.E.</p> <p>Recognise religious objects/places/people/practices</p> <p>Express his/her own experiences and feelings, recognising what is important in his/her own life. To be able to talk about people and things they care about.</p> <p>Recognise some religious symbols and use some religious vocabulary correctly.</p> <p>Describe some religious objects/places/people and practices and begin to be aware of similarities in religions</p> <p>Reading</p> <p>Information texts; Fact files, Captions, Haiku poems.</p> <p>Writing</p> <p>Writing for a purpose – to entertain/ to inform</p> <p>Fact file, Writing captions; Labeling diagrams; Writing descriptions. Haiku poems.</p> <p>Maths:</p>

<p>Term and Year_ Spring 4 2021</p> <p>Topic- Once upon a time...(Traditional tales)</p> <p>English/ PSHE Plants/ Seasonal Changes</p> <p>The Sower and the seeds</p> <p>Memorable Experience - Put on a show/ performance</p>	<p>Design Technology/ Art</p> <p><u>Art- Techniques</u></p> <p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in line.</p> <p>Explore mark-making using a variety of tools.</p> <p>Develop techniques to join fabrics and apply decorations such as running stitch or over stitch.</p>	<p>PSHE&C</p> <p>PSH&C: Feelings</p> <p>to communicate their feelings to other; to recognise how others show feelings and how to respond; to recognise that their behaviour can affect other people ; the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid; to recognise what is fair and unfair, kind and unkind, what is right and wrong</p>
<p>Science</p> <p>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> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive. Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>EYFS: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time Visiting Tilgate Forest, planting seeds, growing vegetables.</p> <p>Scientific enquiry: asking simple questions and recognising that they can be answered in different ways, observing closely, identifying and classifying. using their observations and ideas to suggest answers to questions.</p>	<p>P.E.</p> <p><u>Dance:</u> to perform dance routines that follow repeated sequences eg. Country dancing, Macarena. To work with a partner or in a group; to perform in time with the music.</p> <p><u>Gymnastics-</u> Hold a balance whilst walking along a straight line. Hop along a straight line using the same foot . Hop on the spot using the same foot. Establish sequences of actions and skills which have a clear beginning, middle and ending. Describe and comment on performance. Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc.) . To travel in different ways across the floor and low level apparatus. To climb high level equipment showing consideration of keeping safe.</p>	<p>R.E.</p> <p>RE- Recount elements of religious. Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. Express what is of value and concern to himself/herself and others in relation to matters of right and wrong. Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values. To be able to explain why some things people do are right and some are wrong</p>
<p>Geography</p> <p>Mapping skills; contrasting localities; familiar places – eg woods, park, castles,</p>	<p>ICT</p> <p>Computing- <u>Paint Programmes and Computer Art</u></p> <p>To be able to select colours, size of drawing tool, erase, control mouse to draw shapes, select and insert shapes, insert images, edit images to produce a picture using paint programmes on the computer, an ipad or tablet. To save documents into a folder; To print out work produced on a computer.</p>	<p>Reading</p> <p>Reading:</p> <p>Traditional Tales- Fairytales (eg Brothers Grim, Little red riding hood, magic porridge pot, Goldilocks –* NOT re: castles or farm animals)</p> <p>Stories from other cultures; Letter writing; Book Reviews.</p> <p>Writing</p> <p>Writing for a purpose – to entertain/ to inform</p> <p>Retelling familiar stories; Letter writing; Labelling diagrams; Book Reviews.</p>
<p>Music</p> <p>Music- <u>Percussion – Untuned and Tuned instruments</u></p> <p>To sort instruments by how they are played – shake, hit, blow, scrape. To recognise and name instruments. To listen and identify instruments being played by their sound.</p> <p>Play instruments using the correct techniques with respect. Use tuned and untuned classroom percussion to play accompaniments and tunes.</p> <p>Learn to follow the conductor or band leader. Understand that pitch describes how high or low sounds are. Understand that tempo describes how fast or slow the music is. Understand that dynamics describe how loud or quiet the music is. Improvise a simple rhythm using different instruments including the voice</p> <p>Understand that timbre describes the character or quality of a sound. Understand that texture describes the layers within the music. Understand that structure describes how different sections of music are ordered.</p>		<p>Maths:</p>

<p>Term and Year- Summer 5 2021</p> <p>Topic- Buildings and Bridges- Geography/ Science Forces Wise man and Foolish Man</p> <p>Memorable Experience - Buildings and bridges workshop</p>	<p>Design Technology/ Art</p> <p>DT</p> <p><u>Processes</u></p> <p>Create simple designs for a product</p> <p>Use pictures and words to describe what he/she wants to do</p> <p>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria</p> <p>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing</p> <p>Use a range of simple tools to cut, join and combine materials and components safely</p> <p>Ask simple questions about existing products and those that he/she has made</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable</p> <p>Safely measure, mark out, cut and shape materials and components using a range of tools</p>	<p>PSHE&C</p> <p>PSH&C: Danger and Keeping Safe</p> <p>that household products, including medicines, can be harmful if not used properly; rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety; about people who look after them, their family networks, who to go to if they are worried and how to attract their attention; about the ways that pupils can help the people who look after them to more easily protect them; to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets; what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</p> <p>R.E.</p> <p>Recount elements of religious. Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. Express what is of value and concern to himself/herself and others in relation to matters of right and wrong. Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values. To be able to explain why some things people do are right and some are wrong</p>
<p>Science</p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>EYFS: Talk about why things happen and how things work. Predict which surface will make the car go faster, test range of surfaces. Magnetic fishing, which objects are magnetic? Predict and test.</p> <p>Scientific enquiry: asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment. identifying and classifying. using their observations and ideas to suggest answers to questions. performing simple tests</p>	<p>Geography</p> <p>Geography</p> <p><u>Human and Physical Geography</u></p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>EYFS: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Walk in local environment using photos to find man made and natural features.</p>	<p>P.E.</p> <p>PE- Athletics skills</p> <p>To be able to jump for height and distance ; to jump over hurdles, perform long distance jumping, to control safe landing bending knees. Zig zag through a series of markers spaced evenly, about 2m apart. Zig zag through a series of tightly spaced markers</p> <p><u>Gymnastics-</u> Hold a balance whilst walking along a straight line. Hop along a straight line using the same foot . Hop on the spot using the same foot. Establish sequences of actions and skills which have a clear beginning, middle and ending. Describe and comment on performance. Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc.) . To travel in different ways across the floor and low level apparatus. To climb high level equipment showing consideration of keeping safe</p>
<p>ICT</p> <p>Computing – Computer skills</p> <p>Mouse control including moving mouse to control cursor on screen, drag and drop, left click to select. Use Track pad using finger on a laptop. Use ipads to play games and use touch screen. To switch computer on, log on, log off, shutdown. To launch an application on a computer or tablet. To use the internet to research information; To present information in a fact file; To develop word processing skills using the keyboard to type small pieces of information in captions and labels.</p>	<p>Music</p> <p>Music- Composing using tuned and untuned instruments; using music composition software on the computer</p> <p>Use tuned and untuned classroom percussion to compose and improvise. Start to choose, organise and combine musical patterns. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Perform as an ensemble using a variety of instruments and play different parts where appropriate. Play instruments using the correct techniques with respect. Start to understand basic musical notation. Begin to record pieces of music composed using basic musical notation.</p>	<p>Reading</p> <p>Instructions; Non-fiction books including captions and diagrams; Stories in familiar settings (e.g park, shops, school, home)</p> <p>Writing</p> <p>Writing for a purpose – to entertain/ to inform</p> <p>Instructions; Labelling diagrams; Descriptions, Familiar stories.</p> <p>Maths:</p>

<p>Term and Year- Summer 6 2021</p> <p>Topic- Let's explore! (Jungles/deserts/ polar)</p> <p>Geography/ Science</p> <p>Living things and their habitats: mini beasts</p> <p>Religious Symbols across the six main faiths</p> <p>Memorable Experience -</p>	<p>Design Technology/ Art</p> <p>Art- Artist study eg- Henry Rousseu</p> <p><u>Learning</u></p> <p>Use artwork to record ideas, observations and experiences.</p> <p>Experiment with different materials to design and make products.</p> <p>Explain what he/she likes about the work of others.</p> <p>Know the names of tools, techniques and elements that he/she uses.</p> <p><u>Techniques</u></p> <p>He/she is able to make textured collages from a variety o media and by folding, crumpling and tearing materials.</p> <p>Use a variety of techniques including carbon printing, relief, press and fabric printings and rubbings.</p>	<p>PSHE&C</p> <p>Respecting difference</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class;. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation); to offer constructive support and feedback to others; to identify and respect the differences and similarities between people; to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>R.E.</p> <p>Recognise some religious symbols and use some religious vocabulary correctly. Begin to suggest meanings for some religious actions and symbols and describe how religious belief is expressed in different ways. Recognise religious objects/places/people/practices. Express his/her own experiences and feelings, recognising what is important in his/her own life. Recognise some religious symbols and use some religious vocabulary correctly.</p>
<p>Science</p> <p>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 micro-habitats in local area and compare to contrasting environment.</p> <p>EYFS: Can talk about some of the things they have observed such as plants, animals, natural and found objects .Shows care and concern for living things and the environment.to name local mini beasts, mini beast hunt, sort mini beasts according to given criteria.</p> <p>Scientific enquiry: asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment. identifying and classifying. using their observations and ideas to suggest answers to questions.</p>	<p>P.E.</p> <p>PE-</p> <p><u>Team games; round games</u></p> <p>bat and ball skills;</p> <p>basic skills to play round games such as basic versions of cricket, rounders, bench ball, knock out games;</p> <p><u>Gymnastics-</u> Hold a balance whilst walking along a straight line. Hop along a straight line using the same foot . Hop on the spot using the same foot. Establish sequences of actions and skills which have a clear beginning, middle and ending. Describe and comment on performance. Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc.) . To travel in different ways across the floor and low level apparatus. To climb high level equipment showing consideration of keeping safe.</p>	<p>Reading</p> <p>Stories with contrasting settings linked to topic; Descriptions of settings; Information books; Fact files, Captions for pictures.</p> <p>Writing</p> <p>Writing for a purpose – to entertain/ to inform</p> <p>Setting descriptions; Stories; Information texts- writing captions and fact files.</p> <p>Maths:</p>
<p>Geography</p> <p><u>Human and Physical Geography</u></p> <p>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</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Locational Knowledge</u></p> <p>Name and locate the world's seven continents and five oceans</p> <p>EYFS: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>ICT</p> <p>Computing- Programable toys /Using the Internet and E-safety</p> <p>To be able to use a switch to turn an electronic toy on and off; to program beebot/ turtle to program it to move using directional commands. To play adventure games on the computer which require use of arrow keys to control movement around screen. To play games/ educational activities on the internet</p> <p>Music</p> <p>Music – Performing to an audience</p> <p>Work and perform together with others as an ensemble or as a group singing. Perform as an ensemble using a variety of instruments and play different parts where appropriate. Practise, rehearse and present performances to audiences with a growing awareness of the people watching.</p>	

<p>Term and Year- Autumn 1 2021</p> <p>Topic- Wonderful Woods Science/ Geography</p> <p>Living things and their habitats / Harvest/ What is it like to be a Muslim?</p> <p>Memorable Experience -</p>	<p>Design Technology/ Art</p> <p>Art- Techniques</p> <p>He/she is able to make textured collages from a variety o media and by folding, crumpling and tearing materials.</p> <p>Use a variety of techniques including carbon printing, relief, press and fabric printings and rubbings.</p>	<p>PSHE&C- Ourselves</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class; to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) ; to offer constructive support and feedback to others ; to identify and respect the differences and similarities between people ; to identify their special people (family, friends, carers), what makes them special and how special people should care for one another; about the process of growing from young to old and how people’s needs change; about growing and changing and new opportunities and responsibilities that increasing independence may bring; the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p> <p>R.E.</p> <p>Recognise religious objects/places/people/practices</p> <p>Express his/her own experiences and feelings, recognising what is important in his/her own life. To be able to talk about people and things they care about. Recognise some religious symbols and use some religious vocabulary correctly. Describe some religious objects/places/people and practices and begin to be aware of similarities in religions</p>
<p>Science</p> <p>Science- 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.</p> <p>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> <p>EYFS: Can talk about some of the things they have observed such as plants, animals, natural and found objects .Shows care and concern for living things and the environment.to name local wildlife e.g. badger, squirrel, fox and match to habitats. To sort animals according to diet using pictorial diagrams. Visit nature centre.</p> <p>Scientific enquiry: asking simple questions and recognising that they can be answered in different ways, observing closely, identifying and classifying. using their observations and ideas to suggest answers to questions.</p>	<p>P.E.</p> <p>PE- Ball skills; Bouncing, catching, throwing, kicking, target challenges for accuracy and aim with balls of varying sizes, bean bags, scarves; To be able to throw underarm, over arm, chest pass. Net and wall games.</p> <p><u>Gymnastics-</u> Hold a balance whilst walking along a straight line. Hop along a straight line using the same foot . Hop on the spot using the same foot. Establish sequences of actions and skills which have a clear beginning, middle and ending. Describe and comment on performance. Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc.) . To travel in different ways across the floor and low level apparatus. To climb high level equipment showing consideration of keeping safe.</p> <p>ICT</p> <p>Computing- <u>Using digital devices / E-safety regarding photos and personal data online</u></p> <p>including ipads and cameras and taking photographs and video footage. Formatting images to copy, paste, insert, re-size, edit images using paint or computer art software.</p> <p>Word processing information about ourselves, eg typing name; writing sentences about oneself.</p> <p>Using simple data handling programmes in maths, eg to produce pictograms or bar charts.</p>	<p>Reading</p> <p>Popular stories in familiar settings – eg. woods; Letters; Descriptions.</p>
<p>Geography</p> <p>Geography- Local study- Tilgate Park and Forest</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>Ask simple geographical questions e.g. What is it like to live in this place? Use simple observational skills to study the geography of the school and its grounds</p> <p>Use simple maps of the local area e.g. large scale, pictorial etc. Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes Make simple maps and plans e.g. pictorial place in a story</p> <p><u>Human and Physical Geography</u></p> <p>Use basic geographical vocabulary to refer to key physical features and human features in the environment being studied. EYFS: To comment and ask questions about their familiar world such as the place they live or natural world.</p>	<p>Music</p> <p>Music- Body Percussion / Rhythm, Pulse and Beats/ Musical Notation</p> <p>Find the pulse whilst listening to music and using movement. Build an understanding of the pulse and internalise it when listening to a piece of music. Start to understand basic musical notation. Start to choose, organise and combine musical patterns. Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. Listen to, copy and repeat a simple rhythm or melody. Improvise a simple rhythm using different instruments including the voice.</p>	<p>Writing</p> <p>Writing for a purpose – to entertain/ to inform</p> <p>Story retelling familiar stories; Writing captions; Writing letters. Descriptions.</p> <p>Maths:</p>

<p>Term and Year- _ Autumn 2 2021</p> <p>Topic- Yum Yum PSHE/ Science Animals including humans Loaves and Fishes</p> <p>Memorable Experience -</p>	<p>Design Technology/ Art</p> <p>DT- <u>Cooking and Nutrition</u></p> <p>Talk about what he/she eats at home and begin to discuss what healthy foods are</p> <p>Say where some food comes from and give examples of food that is grown</p> <p>Use simple tools with help to prepare food safely</p> <p>Understand the need for a variety of food in a diet</p> <p>Understand that all food has to be farmed, grown or caught</p> <p>Use a wider range of cookery techniques to prepare food safely</p>	<p>PSHE&C</p> <p>PSH&C: Healthy Lifestyles</p> <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health; to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences; the importance of, and how to, maintain personal hygiene.</p>
<p>Science</p> <p>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> <p>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.</p> <p>Understand that animals, including humans, have offspring which grow into adults.</p> <p>EYFS:</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Shows care and concern for living things and the environment. Stick body part labels on diagrams and each other.</p> <p>Scientific enquiry: asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment. identifying and classifying. using their observations and ideas to suggest answers to questions. performing simple tests</p> <p>History</p> <p>History: Look at traditionally English meals – eg shepherds pie, and learn about how meals have been influenced by foods from around the world.</p> <p>Geography</p> <p>Geography: Look at where food comes from and how it is transported across the world – eg bananas.</p>	<p>P.E.</p> <p>PE- <u>Ball skills</u>: Bouncing, catching, throwing, kicking, target challenges for accuracy and aim with balls of varying sizes, bean bags, scarves; To be able to throw underarm, over arm, chest pass. Net and wall games.</p> <p><u>Gymnastics-</u> Hold a balance whilst walking along a straight line. Hop along a straight line using the same foot . Hop on the spot using the same foot. Establish sequences of actions and skills which have a clear beginning, middle and ending. Describe and comment on performance. Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc.) . To travel in different ways across the floor and low level apparatus. To climb high level equipment showing consideration of keeping safe.</p>	<p>R.E.</p> <p>Loaves and Fishes</p> <p>Recount elements of religious. Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. Express what is of value and concern to himself/herself and others in relation to matters of right and wrong. Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values. To be able to explain why some things people do are right and some are wrong</p>
<p>Music</p> <p>Music- <u>Music and Movement, Action songs, Rhythm, Singing and voice control</u></p> <p>Improvise a simple rhythm using different instruments including the voice. Learn and perform chants, rhythms, raps and songs. Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture. Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence. Sing a song in two parts.</p>	<p>ICT</p> <p>Computing</p> <p>Mouse control including moving mouse to control cursor on screen, drag and drop, left click to select. Use Track pad using finger on a laptop. Use ipads to play games and use touch screen. To switch computer on, log on, log off, shutdown. To launch an application on a computer or tablet.</p> <p>To use the internet to research information; To present information in a fact file; To develop word processing skills using the keyboard to type small pieces of information in captions and labels.</p>	<p>Reading</p> <p>Poems; Information books about food; Instructions and recipes; Descriptions.</p> <p>Writing</p> <p>Writing for a purpose – to entertain/ to inform</p> <p>Poster; Poems; Instructions and recipes; Descriptions linked to senses.</p> <p>Maths:</p>

<p>Term and Year- _ Spring 3 2022</p> <p>Topic- Mess & Magic- Science</p> <p>Everyday materials – Changing materials, Senses/ The Miracles of Jesus</p> <p>Memorable Experience -</p>	<p>Design Technology/ Art</p> <p>Art- <u>Techniques</u></p> <p>Experiment with tones using pencils, chalk or charcoal.</p> <p>Represent things observed, remembered or imagined using colour tools.</p> <p><u>Learning</u></p> <p>Try out different activities and make sensible choices about what to do next.</p> <p>DT - <u>Cooking and Nutrition</u></p> <p>Talk about what he/she eats at home and begin to discuss what healthy foods are</p> <p>Say where some food comes from and give examples of food that is grown</p> <p>Use simple tools with help to prepare food safely</p> <p>Understand the need for a variety of food in a diet</p> <p>Understand that all food has to be farmed, grown or caught</p> <p>Use a wider range of cookery techniques to prepare food safely</p>	<p>PSHE&C</p> <p>PSH&C: Friendships</p> <p>that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable); to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say; to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable; strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. ways in which they are all unique; understand that there has never been and will never be another ‘them’; ways in which we are the same as all other people; what we have in common with everyone else.</p> <p>R.E.</p> <p>Recount elements of religious. Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. Express what is of value and concern to himself/herself and others in relation to matters of right and wrong. Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values. To be able to explain why some things people do are right and some are wrong</p>
<p>Science</p> <p>Science- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Observe changes in materials by heating, cooling, freezing, adding water, combining materials, including using descriptive vocabulary eg. sticky, hard, soft, crunchy, through multi-sensory exploration. Using different senses to explore materials. Describe sensory exploration. Investigate reversible and irreversible changes.</p> <p>Observe that colour is present only when there is light. Colour is not visible when light is dimmed/ in darkness.</p> <p>Materials can change colour- link colour mixing with paint and other media</p> <p>EYFS: Exploring everyday material and sorting according to given criteria. How can we change materials? Predict and test. To look at similarities, patterns and change (EYFS goal) Scientific enquiry: asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment. identifying and classifying. using their observations and ideas to suggest answers to questions. performing simple tests</p>	<p>P.E.</p> <p>PE- <u>Dance</u>: to perform dance routines that follow repeated sequences eg. Country dancing, Macarena. To work with a partner or in a group; to perform in time with the music.</p> <p><u>Gymnastics-</u> Hold a balance whilst walking along a straight line. Hop along a straight line using the same foot . Hop on the spot using the same foot. Establish sequences of actions and skills which have a clear beginning, middle and ending. Describe and comment on performance. Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc.) . To travel in different ways across the floor and low level apparatus. To climb high level equipment showing consideration of keeping safe.</p>	<p>Reading-</p> <p>Instructions; Stories; Poems; Descriptions;</p> <p>Writing</p> <p>Writing for a purpose – to entertain/ to inform</p> <p>Instructions; Writing captions; Descriptions about senses</p>
<p>Geography</p> <p>Geography:</p> <p>Look at materials found in our natural world – sticks, leaves, mud, twigs. Conduct fieldwork to collect, observe, sort, classify and collect materials from the outdoor areas. Combine natural and human made materials from the local environment. Observe how these can be used for a purpose, changed and manipulated. Use simple maps and plans to locate the outdoor areas on a simple map of school and outdoor spaces.</p>	<p>ICT</p> <p>Computing – <u>Computer skills</u></p> <p>Mouse control including moving mouse to control cursor on screen, drag and drop, left click to select. Use Track pad using finger on a laptop. Use ipads to play games and use touch screen. To switch computer on, log on, log off, shutdown. To launch an application on a computer or tablet.</p> <p>To use the internet to research information; To present information in a fact file; To develop word processing skills using the keyboard to type small pieces of information in captions and labels.</p>	<p>;</p> <p>Maths:</p>
<p>Music</p> <p>Music- <u>Listening and Appreciating ; comparing different genres of music</u></p> <p>Listen to music with sustained concentration. Listen with concentration and understanding to a range of high-quality live and recorded music. Use the correct musical language to describe a piece of music . Discuss feelings and emotions linked to different pieces of music. Begin to recognise and explore different musical styles. Begin to develop an understanding of the history and context of music. . Develop an understanding of melody, the words and their importance in the music being listened to.</p>		

<p>Term and Year- Spring 4 2022</p> <p>Topic- Castles & Knights - History/ Science</p> <p>Everyday materials – Properties</p> <p>St. Georges Day/ Marriage - Across different faiths</p> <p>Memorable Experience - HISTORY THEMED DAY – DRESS UP DAY AS KNIGHTS / HEVER CASTLE</p>	<p>Design Technology/ Art</p> <p>DT-</p> <p><u>Processes</u></p> <p>Create simple designs for a product</p> <p>Use pictures and words to describe what he/she wants to do</p> <p>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing</p> <p>Use a range of simple tools to cut, join and combine materials and components safely</p> <p>Ask simple questions about existing products and those that he/she has made</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable</p> <p>Safely measure, mark out, cut and shape materials and components using a range of tools</p>	<p>PSHE&C</p> <p>PSH&C: Communities and People inc clubs etc</p> <p>that they belong to different groups and communities such as family and school; what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy); that money comes from different sources and can be used for different purposes, including the concepts of spending and saving; about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices; about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency</p>
<p>Science</p> <p>Distinguish between an object and the material from which it is made</p> <p>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.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>EYFS:</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Scientific enquiry: asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment. identifying and classifying. using their observations and ideas to suggest answers to questions. performing simple tests</p> <p>History</p> <p>History-</p> <p><u>Understanding of Events, People and Changes</u></p> <p>Understand key features of events</p> <p>Identify some similarities and differences between ways of life in different periods</p> <p><u>Historical Enquiry</u></p> <p>Find answers to some simple questions about the past from simple sources of information</p> <p>EYFS: Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family</p>	<p>P.E.</p> <p>PE- <u>Dance</u>: to perform dance routines that follow repeated sequences eg. Country dancing, Macarena. To work with a partner or in a group; to perform in time with the music.</p> <p><u>Gymnastics-</u> Hold a balance whilst walking along a straight line. Hop along a straight line using the same foot . Hop on the spot using the same foot. Establish sequences of actions and skills which have a clear beginning, middle and ending. Describe and comment on performance. Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc.) . To travel in different ways across the floor and low level apparatus. To climb high level equipment showing consideration of keeping safe.</p> <p>ICT</p> <p>Computing- <u>Programable toys /Using the Internet and E-safety</u></p> <p>To be able to use a switch to turn an electronic toy on and off; to program beebot/ turtle to program it to move using directional commands. To play adventure games on the computer which require use of arrow keys to control movement around screen. To play games/ educational activities on the internet</p>	<p>R.E.</p> <p>Recognise religious objects/places/people/practices</p> <p>Express his/her own experiences and feelings, recognising what is important in his/her own life. To be able to talk about people and things they care about. Recognise some religious symbols and use some religious vocabulary correctly. Describe some religious objects/places/people and practices and begin to be aware of similarities in religions.</p> <p>Reading</p> <p>Traditional Tales- with castle setting (Knights, princesses, dragons); Play scripts; Book reviews; Diary entries.</p> <p>Writing</p> <p>Writing for a purpose – to entertain/ to inform</p> <p>Stories; Plays; Book Reviews; Diary entries – writing in role.</p>
<p>Geography</p> <p>Geography-</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map</p> <p>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. EYFS: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Music</p> <p>Music- Percussion – Untuned and Tuned instruments</p> <p>To sort instruments by how they are played – shake, hit, blow, scrape. To recognise and name instruments. To listen and identify instruments being played by their sound.</p> <p>Play instruments using the correct techniques with respect. Use tuned and untuned classroom percussion to play accompaniments and tunes. Learn to follow the conductor or band leader. Understand that pitch describes how high or low sounds are. Understand that tempo describes how fast or slow the music is. Understand that dynamics describe how loud or quiet the music is. Improvise a simple rhythm using different instruments including the voice</p> <p>Understand that timbre describes the character or quality of a sound. Understand that texture describes the layers within the music. Understand that structure describes how different sections of music are ordered.</p>	<p>Maths:</p>

<p>Term and Year_- Summer 5 2022</p> <p>Topic- Wild & Wonderful Science Plants/ Seasonal Changes</p> <p>The Story of Creation across different faiths</p> <p>Memorable Experience -</p> <p>Science</p> <p>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> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>EYFS: : Can talk about some of the things they have observed such as plants. Shows care and concern for living things in the environments – will they grow? Why? Create life cycle of a plant wheel.</p> <p>Scientific enquiry: asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment. identifying and classifying. using their observations and ideas to suggest answers to questions. performing simple tests.</p>	<p>Design Technology/ Art</p> <p>Art- <u>Learning</u></p> <p>Try out different activities and make sensible choices about what to do next.</p> <p>Select particular techniques to create a chosen product and develop some care and control over materials and their use.</p> <p>Give reasons for his/her preferences when looking at art/craft or design work.</p> <p>Know that different artistic works are made by craftspeople from different cultures and times</p> <p>P.E.</p> <p><u>Athletics skills</u></p> <p>To be able to jump for height and distance ; to jump over hurdles, perform long distance jumping, to control safe landing bending knees. Zig zag through a series of markers spaced evenly, about 2m apart. Zig zag through a series of tightly spaced markers</p> <p><u>Gymnastics-</u> Hold a balance whilst walking along a straight line. Hop along a straight line using the same foot . Hop on the spot using the same foot. Establish sequences of actions and skills which have a clear beginning, middle and ending. Describe and comment on performance. Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc.) . To travel in different ways across the floor and low level apparatus. To climb high level equipment showing consideration of keeping safe.</p> <p>ICT</p> <p>Computing- <u>Paint Programmes and Computer Art</u></p> <p>To be able to select colours, size of drawing tool, erase, control mouse to draw shapes, select and insert shapes, insert images, edit images to produce a picture using paint programmes on the computer, an ipad or tablet. To save documents into a folder; To print out work produced on a computer.</p> <p>Music</p> <p>Music- <u>Composing using tuned and untuned instruments; using music composition software on the computer</u></p> <p>Use tuned and untuned classroom percussion to compose and improvise. Start to choose, organise and combine musical patterns. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Perform as an ensemble using a variety of instruments and play different parts where appropriate. Play instruments using the correct techniques with respect. Start to understand basic musical notation. Begin to record pieces of music composed using basic musical notation.</p>	<p>PSHE&C</p> <p>Being a citizen</p> <p>what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p> <p>how they can contribute to the life of the classroom and school; to help construct, and agree to follow, group, class and school rules and to understand how these rules help them; that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>R.E.</p> <p>RE- Recount elements of religious. Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. Express what is of value and concern to himself/herself and others in relation to matters of right and wrong. Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values. To be able to explain why some things people do are right and some are wrong. Recognise interesting/puzzling aspects of life. To be able to discuss questions which might not have an answer</p> <p>Reading</p> <p>Reading and retelling familiar stories; Stories from other cultures; Alphabetical lists; Information books and diagrams.</p> <p>Writing</p> <p>Writing for a purpose – to entertain/ to inform</p> <p>Labelling diagrams; Alphabetical lists; Stories – retelling familiar stories;</p> <p>Maths:</p>
<p>Geography</p> <p>Geography-</p> <p><u>Human and Physical Geography</u></p> <p>Describe seasonal weather changes</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>EYFS: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>		

<p>Term and Year- Summer 6 2022</p> <p>Topic- Into the Deep (inc Pirates) Geography</p> <p>Living things and their habitats</p> <p>Jonah and the Whale</p> <p>Memorable Experience -</p>	<p>Design Technology/ Art</p> <p>Art- Techniques</p> <p>Cut, glue and trim material to create images from a variety of media, e.g. photocopies, fabric, crepe paper, magazines.</p> <p>Make marks in print using found objects and basic tools and use these to create repeating patterns.</p> <p>Sort, cut and shape fabrics and experiment with ways of joining them</p>	<p>PSHE&C</p> <p>Danger and Safety -including Beach, sun and sea</p> <p>that household products, including medicines, can be harmful if not used properly; rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety; about people who look after them, their family networks, who to go to if they are worried and how to attract their attention; about the ways that pupils can help the people who look after them to more easily protect them; to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets; what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. Slip, slap, slop – sun safety. Dangers of deep water; Falling rocks from cliffs.</p>
<p>Science</p> <p>Living things and their habitats</p> <p>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). Understand that animals, including humans, have offspring which grow into adults.</p> <p>EYFS: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. To show care for living things in the environment.</p> <p>Scientific enquiry: asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment. identifying and classifying. using their observations and ideas to suggest answers to questions. erforming simple tests</p> <p>Geography</p> <p>Geographical Skills and Fieldwork</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage – (Indian Ocean week with SSC2).</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. (Treasure maps- Pirates)</p> <p>Human and Physical Geography</p> <p>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</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Locational Knowledge</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom</p> <p>EYFS: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Music</p> <p>Music – Performing to an audience</p> <p>Work and perform together with others as an ensemble or as a group singing. Perform as an ensemble using a variety of instruments and play different parts where appropriate. Practise, rehearse and present performances to audiences with a growing awareness of the people watching</p> <p>P.E.</p> <p>PE-</p> <p>Team games; round games</p> <p>bat and ball skills;</p> <p>basic skills to play round games such as basic versions of cricket, rounders, bench ball, knock out games;</p> <p>Gymnastics- Hold a balance whilst walking along a straight line. Hop along a straight line using the same foot . Hop on the spot using the same foot. Establish sequences of actions and skills which have a clear beginning, middle and ending. Describe and comment on performance. Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc.) . To travel in different ways across the floor and low level apparatus. To climb high level equipment showing consideration of keeping safe.</p> <p>ICT</p> <p>Computing- Presentations; and E-safety – to know to report inappropriate information found on the internet to an adult.</p> <p>Produce simple presentations using programs such as Powerpoint to produce simple slides to present information. To create slides; to organize information; to copy and paste images onto a slide; to format an image by re-sizing. To copy images from a bank of images in a folder; To search for images using a search engine, eg. google images</p> <p>R.E. - Jonah and the Whale</p> <p>NC: Recount elements of religious stories Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary</p> <p>I can explain what some stories from the Bible mean</p> <p>WSAS – RE:</p> <p>C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives</p> <p>I can find out about questions of right and wrong.</p> <p>I can begin to express my own ideas and opinions in response.</p>	<p>Reading</p> <p>Postcards; Descriptions of settings; Stories in unfamiliar settings. Poems. Information books.</p> <p>Writing</p> <p>Writing for a purpose – to entertain/ to inform</p> <p>Postcards; Fact files with diagrams and captions; Stories.</p> <p>Maths</p>