

Knowledge is indicated in red. Skills are indicated in green. Termly Foundation assessments are shown in Yellow highlight

	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks (Week 1 is 4 days)	Term 4 6 weeks	Term 5 6 weeks (Week 1 is 3 days Week 3 is 4 days)	Term 6 7 weeks (Week 1 is 4 days)
Theme/topic Enrichment activities	Space	Great Fire of London workshop	All around the world	Toys	Plants/ forests/ growing Woodland Trust visit	Traditional tales
Writing	<p>[Me and my world – 2 days - summer recount]</p> <p>Text: ‘Look Up’ Nathan Byron - 6.5 weeks</p> <p>Mastery Keys:</p> <ul style="list-style-type: none"> • Use punctuation correctly – full stops, capital letters • Use expanded noun phrases to describe and specify • Use subordination (because) and coordination (and). <p>Activities:</p> <p>Sentence structure Location description Rocket description ‘Future self’ description Instructions Menu writing Poem writing Narrative writing (diary)</p>	<p>London’s Burning</p> <p>Text: ‘The Great Fire of London’ – Emma Adams and James Weston Lewis</p> <p>Mastery Keys</p> <ul style="list-style-type: none"> • Use co-ordination (but, or) • Add -ly to turn adjectives into adverbs • Use commas to separate items in a list <p>Activities</p> <p>Descriptive writing Instructions Letter writing Poem Diary Narrative Information text</p>	<p>‘The Dragon Machine’ – Helen Ward</p> <p>Mastery Keys</p> <ul style="list-style-type: none"> • Write sentences with different forms: statement, question, exclamation, command • Use subordination (apply because, introduce when) • Use present and past tenses correctly and consistently (some progressive) • Use punctuation correctly - exclamation marks, question marks <p>Activities</p> <p>Story writing Letter Setting Description Character description Narrative (diary, story)</p>	<p>‘Major Glad, Major Dizzy’ - Jan Oke</p> <p>Mastery Keys</p> <ul style="list-style-type: none"> • Use the progressive form of verbs in the present and past tense • Use present and past tenses correctly and consistently • Use subordination (apply because, when; introduce that) • Use punctuation correctly – introduce apostrophe for the possessive (singular) <p>Activities</p> <p>Letter writing Description Letter writing Poem writing Instructions Letter writing Diary writing Easter</p>	<p>‘The Last Wolf’ - Mini Grey</p> <p>Mastery Keys</p> <ul style="list-style-type: none"> • Use subordination (if, that) • Add -er and -est to adjectives • Use homophones and near homophones • Use punctuation correctly – apostrophes for contracted forms <p>Activities</p> <p>Writing about endangered animals Instructions Setting description Character description Letter writing</p>	<p>‘Grandad’s Secret Giant’ - David Litchfield</p> <p>Mastery Keys</p> <ul style="list-style-type: none"> • Use present and past tenses correctly and consistently including the progressive form • Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Use expanded noun phrases to describe and specify • Add suffixes to spell longer words e.g -ment, -ful <p>Activities</p> <p>Leaflet writing Setting description Character description Diary entries Letter writing Poerty writing (cinquain)</p>

						Instructions Retelling the story Story writing
Phonics Spelling Grammar	Following the Little Wandle phonics scheme for Phonics and Spelling.					
Maths <i>Using the new WRMH scheme of learning adapted where appropriate to meet the SATs requirements</i>	Number and Place value 4 weeks Step 1 Numbers to 20 Step 2 Count objects to 100 by making 10s Step 3 Recognise tens and ones Step 4 Use a place value chart Step 5 Partition numbers to 100 Step 6 Write numbers to 100 in words Step 7 Flexibly partition numbers to 100 Step 8 Write numbers to 100 in expanded form Step 9 10s on the number line to 100 Step 10 10s and 1s on the number line to 100 Step 11 Estimate numbers on a number line Step 12 Compare objects Step 13 Compare numbers Step 14 Order objects and numbers Step 15 Count in 2s, 5s and 10s Step 16 Count in 3s Addition and subtraction 5 weeks Step 1 Bonds to 10 Step 2 Fact families - addition and subtraction bonds within 20 Step 3 Related facts Step 4 Bonds to 100 (tens) Step 5 Add and subtract 1s Step 6 Add by making 10 Step 7 Add three 1-digit numbers Step 8 Add to the next 10 Small steps Step 9 Add across a 10 Step 10 Subtract across 10 Step 11 Subtract from a 10 Step 12 Subtract a 1-digit number from a 2-digit number (across a 10) Step 13 10 more, 10 less Step 14 Add and subtract 10s Step 15 Add two 2-digit numbers (not across a 10) Step 16 Add two 2-digit numbers (across a 10) Step 17 Subtract two 2-digit numbers (not across a 10) Step 18 Subtract two 2-digit numbers (across a 10) Step 19 Mixed addition and subtraction Step 20 Compare number sentences Step 21 Missing number problems Properties of Shape 2D and 3D	Money 2 weeks <ul style="list-style-type: none">recognise and use symbols for pounds (£) and pence (p)combine amounts to make a particular valuefind different combinations of coins that equal the same amounts of moneysolve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Multiplication and division 5 weeks <ul style="list-style-type: none">recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numberscalculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signsshow that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannotsolve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts Length and height 2 weeks <ul style="list-style-type: none">choose and use appropriate standard units to estimate and measure length, mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels Mass, capacity and temperature 3 weeks <ul style="list-style-type: none">choose and use appropriate standard units to estimate and measure length, mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vesselscompare and order mass, volume/capacity and record the results using >, < and =	Fractions 3 weeks <ul style="list-style-type: none">recognise, find, name and write fractions 1/3, 1/4, 2/4 and ¾ of a length, shape, set of objects or quantitywrite simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of 2/4 and ½ Time 3 weeks <ul style="list-style-type: none">compare and sequence intervals of timetell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these timesknow the number of minutes in an hour and the number of hours in a day Statistics 2 weeks <ul style="list-style-type: none">Interpret and construct simple pictograms, tally charts, block diagrams and simple tablesask and answer simple questions by counting the number of objects in each category and sorting the categories by quantityask and answer questions about totalling and comparing categorical datainterpret and construct simple pictograms, tally charts, block diagrams and simple tablesask and answer simple questions by counting the number of objects in each category and sorting the categories by quantityask and answer questions about totalling and comparing categorical data Geometry-position and direction 2 weeks <ul style="list-style-type: none">order and arrange combinations of mathematical objects in patternsuse mathematical vocabulary to describe position, direction and movement including distinguishing between rotation as a turn and in terms of right angles			

	3 weeks Step 1 Recognise 2-D and 3-D shapes Step 2 Count sides on 2-D shapes Step 3 Count vertices on 2-D shapes Step 4 Draw 2-D shapes Step 5 Lines of symmetry on shapes Step 6 Use lines of symmetry to complete shapes Step 7 Sort 2-D shapes Step 8 Count faces on 3-D shapes Step 9 Count edges on 3-D shapes Step 10 Count vertices on 3-D shapes Step 11 Sort 3-D shapes Step 12 Make patterns with 2-D and 3-D shape			for quarter, half and three- quarter turns (clockwise and anti-clockwise), and movement in a straight line SATs – plans will evolve depending on needs of the cohort		
Science	Animals, including humans Pupils should be taught to: • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Uses of everyday materials Pupils should be taught to: • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Animals, including humans Pupils should be taught to: • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Plants Pupils should be taught to: • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Living things and their habitats Pupils should be taught to: • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	Living things and their habitats Pupils should be taught to: • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name

							different sources of food			
RE Termly assessment carried out on document provided by NS	Recovery and recap of Christain Bible Big Frieze Creation – Who made the World? I can answer the title question thoughtfully I can suggest my own ideas I can give examples of ways that..... I can suggest meanings		Humanism – who are Humanists and how do they live?	Gospel – What is the good news Jesus brings? I can answer the title question thoughtfully I can respond thoughtfully I can give examples of ways that..... I can suggest meanings	Salvation – Why does Easter matter to Christians? I can answer the title question thoughtfully I can suggest my own ideas I can respond thoughtfully I can give examples of ways that..... I can suggest meanings	Islam Who is a Muslim and what do they believe? I can answer the title question thoughtfully I can make links between what Christians / Muslims are taught and what they believe. I can respond thoughtfully I can give examples of ways that..... I can identify some similarities and differences I can suggest meanings	Islam Who is a Muslim and what do they believe? I can answer the title question thoughtfully I can express my own ideas about Christianity / Islam in the light of my learning I can respond thoughtfully I can give examples of ways that..... I can identify some similarities and differences I can suggest meanings			
PSHRE See Long Term KS1 PSHRE plan for Progression in Knowledge and Skills	Relationships, inc Growth Mindsets			Living in the Wider world inc Growth Mindsets			Health and Wellbeing			
	Making friends, feeling lonely and getting help	Managing secrets, resisting pressure and getting help. Recognising hurtful behaviour	Recognising things in common and different. Playing and working cooperatively, sharing opinions.	Belonging to a group, roles and responsibilities, being the same and different in the community	The internet in everyday life. Online content and information	What money is, its origins, needs and wants, looking after money, that it needs to be looked after. Different views on money. ‘Super Effort’ - growth mindset. British Values - ‘celebrating differences and still being friends.’	Safety in different environments, safety at home, emergencies	Why sleep in important, medicines and keeping healthy, Keeping teeth healthy. Managing feelings and asking for help	Growing older, naming body parts, moving class or year.	

<p>PE</p> <p>TBC depending on Coach</p> <p>Pass Sessions</p> <p>Each lesson is assessed with children recorded as Bronze, Silver or Gold</p>	<p>Travelling with Equipment</p> <p>Gymnastics Unit 1</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>I can run and throw with coordination and agility</p> <p>I can explore travelling with low and high movements</p> <p>I can explore travelling patterns in different directions</p> <p>I can link travelling and balance movements together</p> <p>I can travel and balance high to low and low to high on apparatus</p> <p>I can create and perform balances and travelling actions with a partner</p> <p>I can perform and adapt paired sequences to include apparatus</p>	<p>Dance</p> <p>Yoga – part 1</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>I can improve my ability to travel effectively and change direction</p> <p>I can develop my ability to move and stop ball with hands accurately</p> <p>I can develop my ability to dribble with hands</p> <p>I can improve my control when dribbling with ball at feet</p> <p>I can improve my control when dribbling with stick and ball</p> <p>I can improve knowledge of basic attacking and defending tactics</p> <p>perform dances using simple movement patterns.</p> <p>I can select poses and actions to represent a character</p> <p>I can improvise an idea and show responses to a stimulus or music.</p> <p>I can work with a partner to link actions together.</p> <p>I can explore different levels, directions and speeds.</p> <p>I can explore different methods of travelling in dance and create a travelling sequence</p> <p>I can work cooperatively with a group to create a dance phrase</p> <p>I can observe others and make comment about what you see and suggest improvements</p>	<p>Gymnastics - Unit 2</p> <p>Fitness</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>I can explore travelling with low and high movements</p> <p>I can explore travelling patterns in different directions</p> <p>I can link travelling and balance movements together</p> <p>I can travel and balance high to low and low to high on apparatus</p> <p>I can create and perform balances and travelling actions with a partner</p> <p>I can perform and adapt paired sequences to include apparatus</p>	<p>Games 3 - Sending and Receiving with Feet and Stick</p> <p>Yoga – part 2</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>I can improve how I push pass using stick and ball</p> <p>I can improve ability to keep the ball</p> <p>I can improve how I pass and trap a ball with feet</p> <p>I can develop how I mark a player</p> <p>I can develop our ability to shoot at targets</p> <p>I can use basic attacking and defending tactics in games</p>	<p>Athletics</p> <p>Games Unit 4 Striking and Fielding</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <p>I can improve ways of stopping a ball rolled along the floor.</p> <p>I can improve my ability to throw and catch underarm</p> <p>I can improve my ability to strike a ball in cricket</p> <p>I can improve my ability to strike a ball using other bats/rackets</p> <p>I can improve accuracy at throwing at targets and develop overarm technique</p> <p>I can develop basic fielding techniques in games</p> <p>I can take part in small sided cricket games abiding by rules</p>	<p>Tennis with coach</p> <p>Sports Day practice</p> <p>Leavers Service dance</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>I can hold a tennis racket correctly when sending a ball along the ground</p> <p>I can hit a bouncing ball with a tennis racket (forehand shot)</p> <p>I can develop hand eye co-ordination in tennis activities</p> <p>I can return a ball before it bounces using a tennis racket (volley shot-no bounce)</p> <p>I can perform a serve</p>		
<p>Computing</p> <p>Subject to alteration to fit new curriculum</p>	<p>Computer Science</p> <p>Computational Thinking/ Coding with Beebots</p> <p>understand what algorithms</p>	<p>Information Technology & Computer Science</p> <p>Technology beyond school/ algorithms (unplugged)</p>	<p>Computer Science</p> <p>Espresso – Coding</p> <p>understand what algorithms are; how they are implemented</p>	<p>Computer Science</p> <p>Espresso – Coding</p> <p>understand what algorithms are; how they are implemented as</p>	<p>Digital Literacy</p> <p>E-safety:</p> <p>Education for a Connected World</p> <p>use technology safely and</p>	<p>Computer Science & Information Technology</p> <p>Data handling</p> <p>Create, store and</p>		

	<p>are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>create and debug simple programs.</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>I can use BeeBots in a specific way, moving around obstacles or to specific places.</p> <p>Digital Literacy E-safety: Education for a Connected World</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>I can log on to Seesaw using my own login and talk about why it is important to have a safe secure login.</p> <p>I can communicate online with people I do not know well.</p>	<p>Computational thinking – data handling</p> <p>recognise common uses of information technology beyond school</p> <p>I can think about uses of ICT in my home.</p> <p>I can say how parents use ICT in their jobs, from visits from parents.</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>I can identify a problem, plan, create, collect, present and analyse data using branching data bases.</p> <p>Computer Science Espresso – Coding</p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>create and debug simple programs.</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>Espresso Coding Activities: Each lesson will build upon the last, building up to the final lesson:</p> <p>ALL: I can make an app in which a princess can escape from a wizard when she is clicked on</p> <p>MOST: I can make an app in which a wizard chases a prince, and the prince disappears when he is clicked on</p>	<p>as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>create and debug simple programs.</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>Espresso Coding Activities: Each lesson will build upon the last, building up to the final lesson:</p> <p>ALL: I can make an app in which a princess can escape from a wizard when she is clicked on</p> <p>MOST: I can make an app in which a wizard chases a prince, and the prince disappears when he is clicked on</p> <p>SOME: I can design a scene for my app and use the 'share' button to save and share it with other people</p> <p>Digital Literacy Safer Internet Day</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>create and debug simple programs.</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>Espresso Coding Activities: Each lesson will build upon the last, building up to the final lesson:</p> <p>ALL: I can make an app in which a princess can escape from a wizard when she is clicked on</p> <p>MOST: I can make an app in which a wizard chases a prince, and the prince disappears when he is clicked on</p> <p>SOME: I can design a scene for my app and use the 'share' button to save and share it with other people</p>	<p>respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>I can log on to Seesaw using my own login and talk about why it is important to have a safe secure login.</p> <p>I can communicate online with people I do not know well.</p> <p>E-safety taught in the first term through 'Hector's World'</p>	<p>retrieve digital information</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>I can use digital cameras and videos to create content and retrieve it to show others.</p> <p>I can create pictures and text including interactive content and store, retrieve and print work independently.</p> <p>I can create content for public audience and edit by manipulation and retrieve and save safely.</p> <p>I can look at how the school system works, when we log on what happens.</p>
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<p>DT</p> <p>Blue highlighted parts may be omitted to allow more time to do the remaining topics in more detail. We may do these, but not as DT</p>	<p>Emotional well being and working individually to create part of a group model</p> <p>Design and make a group representation of the geographical features in the Snail and the Whale on a Beebot mat for Beebot to visit</p> <p>Design focus I can generate ideas by drawing on my own and other people's experiences of products</p> <p>I can independently research ideas linked to my design criteria</p> <p>I can select pictures to help develop ideas</p>	<p>Make and evaluate a clay model</p> <p>Make and evaluate focus I can use correct vocabulary to name and describe the tools and materials I select</p> <p>I can discuss my work as it progresses</p> <p>I can measure, mark out and cut a range of materials</p> <p>I can use different joining techniques both temporary and fixed</p> <p>I can manipulate different materials to create accurate shapes</p> <p>I can choose and use appropriate finishing techniques</p>	<p>Design and make their own machine</p> <p>Design focus I can generate ideas by drawing on my own and other people's experiences of products</p> <p>I can independently research ideas linked to my design criteria</p> <p>I can select pictures to help develop ideas</p> <p>I can generate ideas by drawing on my own and other people's experiences of products</p> <p>I can independently research ideas linked to my design criteria</p>	<p>Make a moon buggy</p> <p>Design and make focus I can select an appropriate technique explaining First.....Next.....Last....</p> <p>I can discuss my design ideas with my peers and think about improvements</p> <p>I can identify a purpose for what I intend to design and make.</p> <p>I can select and name the tools needed to work the materials</p> <p>I can create hinges</p> <p>I can use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels</p>	<p>Make a sandwich to eat for lunch, with a salad</p> <p>Make focus and evaluate focus I can explain where some food comes from</p> <p>I can explain the five groups in the 'Eat well' plate</p> <p>I explain good hygiene methods for preparing food</p> <p>I can demonstrate techniques for preparing food such as cutting, peeling, grating and blending</p> <p>I can combine ingredients to make my own recipe</p> <p>I can look at a range of existing products explain what makes the product useful or not</p>	<p>Sewing – a pirate puppet, attach detail using different stitches</p> <p>Design and Make Focus</p> <p>I can make templates and mock-ups of my ideas in card and paper or using ICT.</p> <p>I can colour fabrics using a range of techniques e.g.fabric paints, printing</p> <p>I can create my own template as a pattern for my fabric</p> <p>I can join fabrics by using glue, running stitch and whip stitch</p> <p>I can begin to use backstitch</p> <p>I can decorate fabrics with buttons, beads, sequins,</p>

	<p>I can generate ideas by drawing on my own and other people's experiences of products</p> <p>I can independently research ideas linked to my design criteria</p> <p>I can select pictures to help develop ideas</p> <p>I can use drawings to record my ideas as they are developed</p> <p>I can add notes to drawings to help explanations</p>	<p>I can evaluate my products as they are developed, identifying strengths and possible changes I might make.</p> <p>I can talk about my ideas, saying what I like and dislike about them.</p> <p>I can talk about changes made during the making process</p> <p>I can discuss how closely my finished products meet their design criteria</p>	<p>I can select pictures to help develop ideas</p> <p>I can use drawings to record my ideas as they are developed</p> <p>I can add notes to drawings to help explanations</p> <p>I can investigate how to strengthen sheet materials according to my need</p> <p>I can explore ideas by rearranging materials</p>	<p>I can attach wheels to a chassis using an axle</p> <p>I can cut strip wood/dowel using hacksaw and bench hook</p>	<p>I can evaluate my products as they are developed, identifying strengths and possible changes I might make.</p> <p>I can talk about my ideas, saying what I like and dislike about them.</p> <p>I can talk about changes made during the making process</p>	<p>ribbon and begin to attach them with glue or stitches</p>
Art and Design	<p>Line, Shape, and Pattern Focus Exploring emotions through art – expressive art.</p> <p>I can choose the medium that I feel is most effective for linear work</p> <p>I can represent shape and emotions with lines, e.g. wriggly, curvy, swirly, angry</p> <p>I can make decisions and independently express my ideas, experiences and imagination through drawing, painting and sculpture</p> <p>African designer – Lisa Folawiyo</p> <p>I can independently identify patterns in nature and the world around me.</p> <p>I can create increasingly complex patterns using a variety of media</p> <p>I can make decisions and independently express my</p>	<p>Colour Focus Look at poppy paintings by Van Gogh and another artist for comparison. Children to create own poppy picture in style of Van Gogh.</p> <p>Talk about primary colours and colour mixing – Year 1 recovery. Introduce tints and shades.</p> <p>I can talk about the work of artists, crafts makers and designers, making confident comparisons.</p> <p>I can make clear links between the skills used by artists, crafts makers and designers, and my own work.</p> <p>I can recognise and name primary and secondary colours</p> <p>I can mix paint to create secondary colours of my choice with a growing level of confidence</p> <p>I can create tints and shades of colours by adding white or black.</p>	<p>Design Focus Design and create their own machine</p> <p>To use a range of materials creatively to design and make products.</p> <p>I can create a more detailed design to plan a product, stating the materials I will need</p> <p>I can choose the medium that I feel will be best for what I am doing, and explain why</p> <p>I can make decisions about the tools and techniques that I will use</p> <p>I can use my knowledge of materials to make decisions about the best way to cut, shape and join them when making a product</p>	<p>Form and Space Focus Peter Callesen – Danish paper sculptor. Compare his work with Pablo Picasso's 'guitar' sculpture, 1912, using cardboard as a medium.</p> <p>I can talk about the work of artists, crafts makers and designers, making confident comparisons.</p> <p>I can make clear links between the skills used by artists, crafts makers and designers, and my own work.</p> <p>I can understand and explain the difference between 2D and 3D art forms</p>	<p>Texture Focus</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>I can vary the level of tone I use when drawing from observation, depending on where the light is shining on an object</p> <p>I can attempt to represent visual texture in my work through mark making</p>	<p>Tone and colour Focus Use tone to paint or draw a sea picture in the style of the artist Catherine Kennedy.</p> <p>Recap and dig deeper into the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>I can talk about the work of artists, crafts makers and designers, making confident comparisons</p> <p>I can make clear links between the skills used by artists, crafts makers and designers, and my own work</p> <p>I can recognise and name primary and secondary colours</p> <p>I can mix paint to create secondary colours of my</p>

	<p>ideas, experiences and imagination through drawing, painting and sculpture</p> <p>I can improve and develop my ideas with greater independence as I work</p> <p>I can confidently give feedback to others to help them to develop their ideas</p>	<p>Clay work</p> <p>I can cut, join and mark clay to make a Christmas clay ornament or decoration.</p> <p>I can understand how to join malleable materials, and can use modelling tools with safety and precision</p> <p>I can use my knowledge of materials to make decisions about the best way to cut, shape and join them when making a product</p>				<p>choice with a growing level of confidence</p> <p>I can confidently give feedback to others to help them to develop their ideas</p>
Geography	<p>Look at globes and maps to see what astronauts might be able to see from space.</p> <p>Name continents and oceans</p> <p>Physical and Human features seen by astronauts</p> <p>Name and locate the worlds 7 continents and 5 oceans, understanding the terms 'continents' and 'sea'.</p> <p>I can use maps, atlases and globes to help me locate places around the world.</p> <p>I can locate and name the 7 continents on my blank outline map of the world.</p> <p>I can locate and name the 5 oceans on my blank outline map.</p> <p>I can identify physical and human features</p>	<p>Name and locate places Related to the Fire of London</p> <p>Create a map of the area affected by the Fire of London</p> <p>I know what the physical features, lifestyle, transport etc. are like in another part of the UK</p>	<p>Linked to English</p> <p>To 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</p>	Not this term	<p>Name and locate hot and cold places around the world</p> <p>Local geography through field trip to Woodland Trust</p> <p>Name and locate places</p> <p>Use globes and atlases</p> <p>I can locate cold places in the world using atlases and globes to locate the North and South poles.</p> <p>I understand what life is like in another part of the United Kingdom and I can compare this with life in Bearsted</p> <p>Rainforests</p> <p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area of a contrasting non-European country Rainforests and Bearsted.</p> <p><u>Human and physical geography</u></p> <p>Identify the location of hot and cold areas in the world in</p>	<p>Name and locate places related to Blackbeard</p> <p>Treasure map activity to use location and direction language</p> <p>Name and locate places</p> <p>I can locate cold places in the world using atlases and globes to locate the North and South poles.</p> <p>Plan a route on a map for our school trip</p> <p>Fieldwork on trip</p> <p>What are the human and physical features of London. Compare with Bearsted.</p> <p>Create a map with a key.</p> <p>I can identify the physical and human characteristics of an island through topic work. Compare an island with Bearsted</p>

					<p>relation to the Equator and the North and South Poles. Identify the human and physical features of the 2 localities studied.</p> <p>I understand what life is like in a faraway hot country and I can compare this with life in Bearsted.</p> <p>I know what the weather, physical features, lifestyle, transport etc. are like in a faraway place.</p> <p>I can locate tropical rainforests and other hot areas of the world.</p> <p>Use simple fieldwork and observational skills to study the key human and physical features the surrounding environment – fieldwork in the local area</p> <p>I know the geographical features of Bearsted.</p> <p>I can carry out simple fieldwork in a local area, observing the environment and asking questions.</p> <p>I understand the difference between the physical and human features of the local area.</p>	<p>I know the geographical features of Bearsted.</p> <p>I understand what life is like in another part of the United Kingdom and I can compare this with life in Bearsted</p> <p>I can create a map of an island and include a simple key and 2 figure grid references.</p>
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History	<p>Who was Neil Armstrong and why is he famous? Who is Mae Jemison and why is she famous? Who is Tim Peake? Compare explorers. The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>I can explain differences and similarities between life in different periods I can work out things about the past by looking at pictures and artefacts I can understand that there are different types of evidence telling us things about the past I can begin to recognise that there are reasons why people in the past acted as they did</p>	<p>What important places were affected by a significant event in national history?</p> <p>The events of the Great Fire of London Significant historical events, people and places in the capital of the UK</p> <p>I can sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>I can use phrases relating to the passing of time (a very long time ago, began, first, next, then, after, at last, finally)</p> <p>What was it like in the trenches? Who was Walter Tull? Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>I can with support place the time studied on a timeline</p> <p>I can use labelled diagrams, recounts and pictures to tell what they know about the past</p> <p>I can annotate photographs</p> <p>I can use historical vocabulary appropriate to year group</p>	Not this term		<p>Short history focus based on Jack and the Baked Beanstalk I can explain the differences between technologies over the years.</p> <p>I can sequence 3 or 4 artefacts from distinctly different periods of time</p>	<p>What was life like a long time ago when there were pirates? The lives of significant individuals in the past who have contributed to national and international achievements. Events beyond living memory that are significant nationally or globally.</p> <p>I can answer questions about the past by making simple observations from historical sources</p>
Music <i>Recorders and singing taught each week.</i>	<p>Musical composition involving body percussion Experiment with Music</p>	<p>Christmas songs Musical composition based on The Snowman</p>	<p>Listening Skills – Ravel Bolero Listen with concentration</p>	<p>Gamelan music from Indonesia Easter performance Listen with concentration</p>	<p>Carnival composition Experiment with Music I can compose simple pieces using different notation</p>	<p>Leavers Performance songs Singing</p>

	<p>I can compose simple pieces using different notation</p>	<p>Untuned instruments</p> <p>I can name most percussion instruments</p> <p>I can play a simple rhythm on two different percussion instruments</p> <p>Singing</p> <p>I can sing songs on my own and with others and explain how I work with others</p> <p>I can recognise phrases and know when to breathe</p> <p>I understand how the volume and pitch of my voice changes</p> <p>I can begin to show changes in pitch using the movement of my hands</p> <p>I can think about lyrics and change how my voice sounds</p>	<p>I can listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>I can talk about how a piece of music made me feel</p> <p>I can compare two pieces of music using some musical vocabulary</p> <p>Dynamics – loudness and softness in music.</p> <p>I can sing both soft and loud</p> <p>I can use my voice to get gradually louder and quieter with finesse</p>	<p>I can use computer software to compose a short piece of music</p> <p>I can recognise and incorporate the dimensions of music on my compositions (eg. dynamics, tempo, timbre, texture)</p>	<p>I can sing songs on my own and with others and explain how I work with others</p> <p>I can recognise phrases and know when to breathe</p> <p>I understand how the volume and pitch of my voice changes</p> <p>I can begin to show changes in pitch using the movement of my hands</p> <p>I can think about lyrics and change how my voice sounds</p>
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