

## Science

**Everyday Materials** – 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.

**Uses of everyday materials** - Identify and compare the suitability 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.

**Seasonal Changes**  
Observe changes across the four seasons.  
Observe and describe weather associated with the seasons and how day length varies.

## Geography

**Locational knowledge**  
Name and locate the world's seven continents and five oceans.  
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

**Human and physical geography**  
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  
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.  
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.

**Geographical skills and fieldwork**  
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 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  
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.

**Place Knowledge** – Understand geographical similarities and differences through studying the human and physical geography of a small area of The United Kingdom, and a small area in a contrasting non-European country.

## MFL

### French

Numbers  
Food and drink  
At school  
Cultures and Places  
Stories, poems and songs  
Birds, bugs and beasts

## Physical Education

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  
Participate in team games, developing simple tactics for attacking and Defending.  
Perform dances using simple movement patterns.

Swim competently, confidently and proficiently over a distance of at least 25 metres  
Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  
Perform safe self-rescue in different water-based situations.

## Art

Use a range of materials creatively to design and make products.  
Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  
Learn about 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.

## History

Events beyond living memory that are significant nationally or globally.  
Significant historical events, people and places in their own locality.  
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  
Know where the events and people studied fit within a chronological framework.

## Religious

### Education

Christianity and Islam

**Giving something up** Lent (Christianity), Ramadan (Islam)  
**Giving and Receiving** Christmas (Christianity) Eid Al Fitr (Islam)  
**Stories from a prophet**  
**Searching for signs and symbols in everyday life of the faith.**  
**Special Places – where and how can reflections and prayers be made?**  
**How do we show we belong?**  
**What is good?**  
**Stories of care and concern**  
**Right and wrong**

## Enrichment Opportunities

Pantomime whole school.  
Visits from faith community Christianity, Imam  
Author visit  
Charity work  
Outdoor Learning  
Dance workshops  
Whole school productions  
Sports Partnership

## Computing

- Discovering and Programming
- Visual Information
- Starting Research
- Messages and Virtual Worlds
- Let's create
- Getting Creative

## Design Technology

### Mechanisms

Sliders and levers

### Food

Preparing fruit and vegetables and nutrition requirements for KS1

### Textiles

Templates and joining

## PSHE and SRE

### Jigsaw

Autumn 1: Being Me in My World  
Autumn 2: Celebrating Difference (including anti-bullying)  
Spring 1: Dreams and Goals  
Spring 2: Healthy Me  
Summer 1: Relationships  
Summer 2: Changing Me (including Sex Education)

## Music

Use their voices expressively and creatively by singing songs and speaking chants and rhymes  
Play tuned and untuned instruments musically  
Listen with concentration and understanding to a range of high-quality live and recorded music  
Experiment with, create, select and combine sounds using the inter-related dimensions of music.



