



	Block 1	Block 2	Block 3	Ongoing Art/ DT	Ongoing Computing/ Music
Autumn 1	<p>Geography- Where do we live? *To use basic geographical vocabulary to describe where we live *To use basic geographical vocabulary to describe where we live *To recognise basic human and physical features</p> <p>Key Knowledge: *To know we live in a town *That a place is made of geographical features that we can talk about and list *That some features are human and some are physical</p> <p>Vocabulary: Geography, place, UK, countries, physical features, human features, maps, atlases, globes, observational skills</p>	<p>History- The Great Fire of London *To develop an awareness of the past *To identify differences and similarities between ways of life in different periods *To know and understand key features of an event beyond living memory</p> <p>Key Knowledge: *That the past is what has already happened and some events were a long time ago *That activities and objects that we use today are different than those used in the past *How the GFoL happened and that it is an event beyond living memory</p> <p>Vocabulary: History, past, long ago, before living memory, evidence, important person, significant event, change, modern</p>	<p>RE- Harvest * To know that food is harvested all around the world * To know which foods we enjoy the most * To know that people harvest around the world and share it. Or do they? * To know how food is harvested * That people of all faiths celebrate Harvest time</p> <p>Key Knowledge: * To know where our food comes from * We can choose from a wide range of foods * That we can help others. That Christian organisations are helping others. * Harvesting takes place all around the world * That many faiths celebrate Harvest</p> <p>Vocabulary Harvest, Harvest festival, Christian Aid</p>	<p>Art- Linked to Themes * To develop a range of drawing techniques * To explore texture, line, shape, form and space * To develop a range of techniques using pattern and line</p> <p>Key Knowledge: * That patterns are everywhere around us * That patterns are used to enhance objects and make them more attractive/alluring * That we can create our own patterns * We can create pattern using a variety of techniques * We can copy patterns on given objects * We can compare our work/Art with other artists</p> <p>Vocabulary: artist, creative, explore, materials, pencil, grade, shade, observe, look closely, repeat, patterns, represent</p>	<p>Computing- Linked to Themes * To use technology respectfully * technology purposefully and creatively * Present and organise information (photographs) * To manipulate and retrieve digital content * Design, write and debug a program</p> <p>Key Knowledge: * That we can find information using a website on the internet * We can use technology to record and store information * That information created can be retrieved and used purposefully * That we can program technology</p> <p>Vocabulary: symbols, website, internet, navigate, map, local area, algorithm, program. Google maps, online, explore</p>
Autumn 2	<p>Geography- Where do we live? *To understand the physical geography of the area around our school *That geography is recorded in lots of different ways, maps, atlases, globes and photographs. *That geography is recorded in lots of different ways, maps, atlases, globes and photographs.</p> <p>Key Knowledge: *That our area is made of physical and human features. *That we can record our local geography That we can record our local geography</p> <p>Vocabulary: Geography, place, UK, countries, physical features, human features, maps, atlases, globes, observational skills</p>	<p>Science- Light and Dark *observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. *asking simple questions and recognising that they can be answered in different ways</p> <p>Key Knowledge: *That the day light hours get shorter from Autumn onwards *That light is essential for seeing things *That there are many sources of light and that light travels in waves *That we have five senses That sources of light vary in brightness *That the sun is the greatest source of light</p> <p>Vocabulary: light, dark, bright, black, night, day, reflect, reflective strip, names of light sources eg. Torch, warning light, sun, candle, light, lantern, dark/darker/darkest bright/brighter/brightest Expressions for reasoning; 'because'</p> <p>May include: Festivals of light: Diwali, Hannukah</p>	<p>RE- Christmas * To understand the true meaning of Christmas * To understand how we feel when we give and receive gifts</p> <p>Key Knowledge: * To understand the true meaning of Christmas * To understand how we feel when we give and receive gifts</p> <p>Vocabulary: Gift, Wise men, Jesus, promise and St Nicholas</p>	<p>DT- Structures linked to themes * To design a purposeful functional structure based on design criteria * To generate by drawing, a model of own ideas * To select from a range of tools and equipment to begin to build a structure</p> <p>Key Knowledge: * That there are different types of structures e.g. buildings, bridges * The names of different parts of a structure * A basic knowledge of which materials will suit a purpose * Which products are appealing to use * How to join materials and which tools to use * How to improve a design</p> <p>Vocabulary: Features, design, make, build, join, evaluate, purposeful, functional, develop, textiles, materials, tools</p> <p>May Include: Building structures from our locality eg school, church</p>	<p>Music- Linked to Themes * To learn to listen to music across a range of genres * To learn to sing and use their voices to create music * To listen and appraise music</p> <p>Key Knowledge: * That there are different genres of music * That there are different genres of music we can compare pieces of music * We can compose our own music * There are specific musical words that we can use to describe music * We can compose our music and adapt and change it to make it better * Music can be performed, with or without instruments</p> <p>Vocabulary: listen, appraise, rhythm, pulse, beat, style, Hip Hop, Rap, perform, different, similar, compare, voice, music, musical, evaluate</p>



<p>Spring 1</p>	<p>History- Toys and Technology * To learn about changes within living memory * To identify changes in living memory by understanding how toys have changed over time * To develop an awareness of the past using common words and phrases relating to the passing of time</p> <p>Key Knowledge: * We can find out about toys today because they are plentiful and around us all of the time * We can use resources to help us find out about toys in the past * We can compare similar toys from different times * We can compare Victorian toys with toys from today * We can recognise how toys have changed over time * We can use history words to describe changes over time * We can use what we know about toys to predict what they might be like in the future</p> <p>Vocabulary: Toys, old, new, modern, technology, today, in the past, Victorian, material, electronic, soft toys, 20th century, changes, change over time family favourites, today, now, future</p>	<p>Science- Seasons Winter into Spring * To describe and record the weather by using a range of instruments * To describe and record the weather its effects and how it makes one feel and record it according to the seasons * To safely record observations of the movement of the sun and the changing moon at various times and relate this to the time of day, a month and a year * To record the changing weather and describe how its affect people's lifestyle</p> <p>Key Knowledge: * That there are four seasons That the weather typically gets warmer in the Spring * That we can use symbols to represent the weather * That there are signs of Spring all around us * That there are more daylight hours in the * Spring and even more in the Summer * That different instruments can be used to record the weather * That we need to keep safe in the sun</p> <p>Vocabulary: Seasons, Autumn, Winter, Spring, Summer, month, year, weather, day length, day, night, North, South, East, West, millimetres (mm), degrees centigrade, observe, signs, record, blossom, buds, bees, dandelions, frogspawn, tadpoles, lambs, Summer, hot, sun's rays, safe, safety, sunglasses, sun hat, shade, water, hydrated, protect</p> <p>May include: Chinese New Year</p>	<p>RE- Jesus was Special * To understand what special means * To understand that Jesus was special. How and why * To understand what made Jesus special. * Who were Jesus' special friends of Jesus. How did they try and follow his teachings. * How do we make and build friendships? * To give children an opportunity to reflect upon the miracles of nature and new life during Springtime</p> <p>Key Knowledge: * That special means most important to us * That Jesus was and is Special * That Jesus was and is Special * That people try and follow Jesus by doing what he practised and preached * That people have friends and that by acting a certain way we can make and keep friends * That friendships take care and consideration</p> <p>Vocabulary: Jesus son of God, friendship, miracle, and disciple, friendship, empathy, compassion, trust, special,</p>	<p>Art- Fabrication * To use a range of materials creatively to design and make products * To learn about the work of a range of artists and craft makers, making links to their own work</p> <p>Key Knowledge: * I can use ideas from the work of artists and craft makers in my own work * I can use materials creatively to decorate a product * I can adapt my work to use skills I have to design a new product * I know how to make a Batik design * I can use Batik creatively to make a product * I can combine design ideas to make a product</p> <p>Vocabulary: Textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, Klimt, decoration, decorative, interesting, beautiful, golden, gold leaf, materials, Batik, wax, resist, dye, fabric, cotton, design, drawings, line, bold, size, space, wax-resist sticks (gutta), coaster, ink, apply, set</p>	<p>Computing- Linked to Themes * To understand instructional language is used to form algorithms * To develop an understanding of accurate instructions * To understand how an algorithm is used to implement a program on digital devices * To use technology to organise, store and retrieve digital content * To use logical reasoning to predict the behaviour of simple programs * Children store digital content</p> <p>Key Knowledge: * To understand an instruction is called an algorithm * That we can write down an algorithm * We can code our algorithms * To understand that a code needs a trigger * We can input an algorithm and complete a game * We can evidence our own work * We can talk about what we have learned</p> <p>Vocabulary: instruction, algorithm, code, trigger, accurate instructions, animation, order, coding block, reflect, consider</p>
<p>Spring 2</p>	<p>Geography- The Bigger Picture * To understand geographical similarities and differences through studying the human and physical geography of the UK * To name locate and identify characteristics of the four countries and its surrounding seas</p> <p>Key Knowledge: * That we live in the UK. * That different parts of the UK have different features. * That there are four countries that make up the UK. * That each country has a capital city * That we can travel from one place to another. The route is called the journey line * That different parts of the countries have key features that we can compare.</p> <p>Vocabulary: UK, United Kingdom, town, country, city, London, Liverpool, Wales, Scotland Northern Ireland, England, place, travel, journey, aerial photograph, journey line, key features Capital city, Europe, non-European, route</p>	<p>History- Great Explorers * To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements * To know where people and events fit within a chronological framework</p> <p>Key Knowledge: * I know what makes a person significant * I know facts about the explorers I have studies * I can compare experiences of great travellers</p> <p>Vocabulary: important, significant, famous, person, people, explorer, explorer, traveller, journey, brave, bravest, legacy, memorial</p>	<p>RE- Easter * For children to hear the Easter story * For the children to be able to retell the Easter story * To develop an understanding of the resurrection.</p> <p>Key Knowledge: * Easter is a time of new beginnings * Easter is made of a series of special days * That we can make a representation of Easter * That life is about transformation and so is Easter</p> <p>Vocabulary: Good Friday, Easter Sunday, Jesus, Holy week, disciples, resurrection, garden and tomb</p>	<p>DT- Moving Pictures linked to themes * To explore and use mechanisms To explore and evaluate a range of products * To explore and use mechanisms – sliders/ levers/ wheels * To generate, design model and communicate ideas through talking, drawing and making a mock up * To evaluate own ideas and products against design criteria</p> <p>Key Knowledge: * That we can find out how moving pictures work * That pictures can move by using a sliding/ level, or wheel mechanism * That we can design a product for a specific set of people * We can apply a design and make it * We can evaluate a product an make it even better</p> <p>Vocabulary: product, design, mechanism, moving mechanism, design criteria, picture, components, lever, slider, wheel, movement, evaluate</p>	<p>Music- Linked to Themes * To listen with concentration and understanding * To use voices expressively and creatively * To experiment with, create and combine sounds * To begin to describe a style of music</p> <p>Key Knowledge: * We can listen and appraise * We can accompany our singing with tuned instruments * We can improvise * We can compose our own music * We can play and perform</p> <p>Vocabulary: sing, instrument, play, compose, perform, listen and appraise, pulse, voices</p>



<p>Summer 1</p>	<p>Science- Animals Including Humans *To identify, name draw and label basic parts of the human body *To say which part of the body is associated with each sense *To perform simple tests in the context of investigating each of the senses *To identify and name a variety of common animals including fish, amphibians, reptiles birds and mammal *To describe and compare a structure of a variety of common animals *To identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Key Knowledge: * That we have many different body parts and each part has a name and a purpose * That we have 5 senses * That our senses help us find out about the world around us and can keep us safe * That there are 5 main groups of animals * That animals are structured in a variety of ways * Animal can be grouped by what they eat</p> <p>Vocabulary: Body part names, senses, touch, feel, taste, smell, see, hear, animal names, amphibians, reptiles, birds, fish mammals, structure, Carnivores, herbivores, omnivores</p>	<p>Geography- The Bigger Picture including London * To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non- European country * To name locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas</p> <p>Key Knowledge: * That each capital city has a name. That each capital city has key features. * That London is the UK's capital city. * That other countries have capital cities. * We can compare them with one that we know- London</p> <p>Vocabulary: UK, United Kingdom, town, country, city, London, Liverpool, Wales, Scotland North Ireland, England, place, travel, journey, aerial photograph, journey line, key features Capital city, Europe, non-European, route</p> <p>May include: London and India</p>	<p>RE- Baptism * To deepen the understanding of what it means to belong through exploring the celebration of baptism and the ways in which people of faith welcome babies.</p> <p>Key Knowledge: * There are special objects linked to Baptism * Jesus was baptised * People of different faiths celebrate and welcome new baby * I know what happens when a baby is baptised.</p> <p>Vocabulary: Baptism, font, Christening, Vicar/Minister, Priest, Godparents, water and belonging, service</p>	<p>Art- Linked to main themes e.g London * To be able to use colour and texture * To be able to use colour, pattern, texture and line * To be able to use colour, pattern, texture, line, shape, form and space * To know about the range of artists, describing the differences and similarities between different practices and disciplines</p> <p>Key Knowledge: * That techniques can be used to achieve texture * That different techniques can be used to create colour and texture * We can describe the differences and similarities between artists techniques * That the same artist may use different techniques, colours to produce different types of art work * We can describe the differences and similarities between artists techniques * We can use colour, line, shape, texture in different ways * That artists are easily identified by their style and techniques and many are imitated today * That we can give opinions about art using artistic language</p> <p>Vocabulary: Impression, outdoors, landscape, scene, season, bold brush strokes, bright colours, cityscapes, water colours, texture, line, paint, shape, artist, opinion, technique, style</p>	<p>Computing- Linked to Themes * To understand what algorithms are * How to create unambiguous instructions * How to follow unambiguous instructions * To know how to implement an algorithm on digital devices * To recognise common uses of IT outside of school</p> <p>Key Knowledge: * I know an algorithm is a set of sequenced instructions * I know algorithms in daily life * I know what a sequence is * I know how to create a word sequence * I know how to order instructions</p> <p>Vocabulary: Algorithm, sequence, instructions, order, set of rules, Conditional language: If/else, Sprite</p>
<p>Summer 2</p>	<p>History The Monarchy (from Y2) *To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements *To use sources to ask and answer questions *To understand some of the ways we can find out about the past</p> <p>Key Knowledge: * To know what a monarch is and the qualities needed to be a good monarch. * To know about some important British monarchs from the past and place them on a timeline. * To know about some important British monarchs from the past and place them on a timeline. * To discover what kings and queen ate during banquets. * To find out about and compare the lives of different monarchs.</p> <p>Vocabulary: King, queen, crown, rule, eldest, family tree, generation, aunt, uncle, cousin, son, daughter, grandparent, great- grandparent, monarch, heir, abdicate, prime minister, parliament, government, chronological order, timeline, banquet, coronation.</p> <p>May include: Queen Elizabeth II and her family past and present</p>	<p>Science- Everyday Materials/ Plants * To name a variety of everyday materials * To name an objects and identify the material which they are made from * To describe physical properties of a variety of everyday materials * To perform a simple test I can test different materials I can predict what will happen</p> <p>Key Knowledge: * There are lots of different types of materials * One object can be made of lots of types of materials * Objects are made of specific materials to suit a purpose * We can test the different properties * We can sort objects by their properties and there may be more than one property</p> <p>Vocabulary: materials, wood, plastic, glass, metal, water, rock, object, same, common, describe, properties, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, not bendy, waterproof</p>	<p>RE- Joseph * To explore one of the most well-known epic stories of the Old Testament * To help children to talk about the actions and feelings of the characters and relate them to their own experiences * To consider what we can learn * To consider what we can learn * To talk about times when we might need to forgive</p> <p>Key Knowledge: * Stories were told to help us understand how to follow gods teachings * That what we do affects other people's feelings * We can relate a story to our own experiences and we can use the characters feelings to talk about our own * God acts in ways that we can learn from * Forgiving can be hard but we can feel better for doing it.</p> <p>Vocabulary: Joseph, Jacob, brothers, dreams, coat, Egypt, and forgiveness</p>	<p>DT- Moving Vehicles * To explore and evaluate a range of existing products * To generate and model and communicate ideas through talking and drawing * To select from a range of materials and components including construction materials * To explore and use mechanisms (wheels and axles) in their products * To design a a purposeful, functional product based on the idea of a seaside vehicle * To evaluate own ideas against design criteria * To explore how to make structures stronger, stiffer or more stable (if needed)</p> <p>Key Vocabulary: * That vehicles have different purposes * That there are technical names for parts of vehicles * That wheels and axles allow movement * That we need to design for purpose * That there are different ways of joining * That we can say what is good and what needs improving in the products that we make * That we can make things stronger and more resilient in different ways</p> <p>Vocabulary: designing: purpose, ideas, discuss, explore, predict, making, joining, combining, connecting, testing, punching, vehicle, wheels, chassis, axles, dowelling, hole punch, logo, distance, measure</p>	<p>Music- Linked to Themes * To use voices expressively and creatively * To play tuned and un-tuned instruments musically * To be able to play and perform * To appreciate and compare * To perform and evaluate music</p> <p>Key Knowledge: * I can learn a new song * I can accompany a song with a musical instrument * I know how to perform * I know I need to practise to perform</p> <p>Vocabulary: warm up, voices, song, sing, tuneful, instrument, instrumental parts, perform, preference, appraise, share</p>