



	Block 1	Block 2	Block 3	Ongoing Art/ DT	Ongoing Computing/ Music
Autumn 1	<p>Geography- Where do we live?</p> <ul style="list-style-type: none"> *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>Key Knowledge:</p> <ul style="list-style-type: none"> *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>Vocabulary:</p> <p>Geography, place, UK, countries, physical features, human features, maps, atlases, globes, observational skills</p>	<p>PSHE - Self Awareness</p> <ul style="list-style-type: none"> *Identify what we are good at, both in and out of school. *Recognise that being unique means we might like and be good at different things from other people. *Give examples of how our feelings can be hurt. Describe how this may make us feel angry, worried or upset. *Give reasons why teasing or name-calling is not acceptable and what we can do about it. *Identify some actions/ behaviours that show we are being polite and courteous to other people. *Demonstrate ways of playing and working cooperatively. *Explain what we mean by 'being fair' to one another. *Identify reasons why it may be upsetting for others if we don't wait for our turn. <p>Key Knowledge:</p> <ul style="list-style-type: none"> *To describe things that we enjoy or that make us feel happy. *Identify when people are being kind or unkind — either to us or to others. *Identify reasons why it is important to listen to other people. <p>Key Knowledge:</p> <ul style="list-style-type: none"> *To describe things that we enjoy or that make us feel happy. *Identify when people are being kind or unkind — either to us or to others. *Identify reasons why it is important to listen to other people. 	<p>RE- Creation</p> <ul style="list-style-type: none"> * To know that God created us to be creative. * The wonder of God the creator * Comparing stories of creation. * To explore natural wonders, God's gifts to us. <p>*To explore Creation in art form</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> * We can be creative in many different ways. * That creation is made of different elements. * The creation story is interpreted in many ways. * That we can do things to help look after God's creation. * Creation is beautiful but we need to take care of it. <p>Vocabulary:</p> <p>Creation, Genesis, pollution, world, environment, psalms and hymns</p>	<p>Art- Colour Mixing</p> <ul style="list-style-type: none"> * To develop a wide range of art techniques using colour. <p>Key Knowledge</p> <ul style="list-style-type: none"> *To discuss how colours are used in everyday life. * To explore the three primary colours. * To learn how to mix primary colours to create secondary colours. * To know how to create different tones by mixing different colours. * To learn about an artist and their work. * To create artwork using their knowledge of colour mixing. <p>Vocabulary; Tone, light, dark, artist, mixing, creation, everyday life, modern, shades, colour wheel, evaluate.</p>	<p>Computing- You've got Mail</p> <ul style="list-style-type: none"> *To use technology safely and respectfully. *To keep personal information private and to know where to go for help. <p>Key Knowledge:</p> <ul style="list-style-type: none"> * To understand that emails are messages that are "sent" and "received" through the Internet. *To send simple email and obey rules of good communication. *To understand that information is unique and should not be shared. *To set up and log onto a system. *To understand when posting you must use the correct etiquette rules. *To log on and upload work onto system. *To add comments and answer questions online. <p>Vocabulary: Technology, respectfully, sent, receive, messages, obey, rules, private, information.</p>
Autumn 2	<p>History- Gun Powder Plot</p> <ul style="list-style-type: none"> *To know about the lives of significant individuals in the past who have contributed to national achievements. *To compare aspects of life in different periods. <p>Key Knowledge:</p> <ul style="list-style-type: none"> *To know who Guy Fawkes was and why was he famous * To retell the story of Guy Fawkes * To understand some of the differences in how people such as Guy Fawkes lived compared with today. <p>Vocabulary:</p> <p>Past, present, old, new, modern, history, historian, historical, date order, chronological order, evidence, sources</p>	<p>Science- Seasons Autumn into Winter</p> <ul style="list-style-type: none"> * To observe changes across the 4 seasons in the context of the weather. * To observe and describe weather associated with the seasons by observing the weather in autumn. * To observe changes across the 4 seasons by going on an autumn walk. * To observe and describe how day length varies in the context of autumn to winter. <p>Key Knowledge:</p> <ul style="list-style-type: none"> * I know there are four seasons and we are experiencing Autumn. * I can talk about changes in the weather due to the Winter. * That the typical weather for Autumn is cooler than Summer but with some bright days. * I know the change in weather will affect my choices. *I know Autumn will create changes around me. <p>Scientific enquiry:</p> <ul style="list-style-type: none"> *identifying and classifying 	<p>RE- Christmas Journey to Bethlehem</p> <ul style="list-style-type: none"> * I know how we hear Good news. * I know Zechariah heard some Good News from an Angel. * I know Mary heard some good news from Angel Gabriel. * I know the Shepherds heard some Good News. * I know the story of Jesus' birth <p>Key Knowledge</p> <ul style="list-style-type: none"> * Angels are good news bringers/ messengers * Zachariah and Elizabeth were going to have a special baby called John. Why? * Angel Gabriel sent Mary and Joseph the good news they were having a special baby – Jesus. * The Shepherds were the first people to be told about Jesus birth. Why? * The Christmas story is just as important and Good news today as it was 2000 years ago 	<p>DT- Constructing a Windmill</p> <ul style="list-style-type: none"> *Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups. *Select from and use a range of materials, tools and equipment to perform practical tasks *Build structures, exploring how they can be made stronger, stiffer and more stable. *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria <p>Key Knowledge:</p> <ul style="list-style-type: none"> *To include individual preferences and requirements in my design. *To understand how to make a stable structure. *To assemble the components of my structure. *To evaluate my project and adapt my design. <p>Vocabulary:</p>	<p>Music- Linked to Themes</p> <ul style="list-style-type: none"> * 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>Key Knowledge:</p> <ul style="list-style-type: none"> * 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>Vocabulary:</p> <p>listen, appraise, rhythm, pulse, beat, style, Hip Hop, Rap, perform, different, similar, compare, voice, music, musical, evaluate</p>



		<p>*observing closely, using simple equipment. *using their observations and ideas to suggest answers to questions. * asking simple questions and recognising that they can be answered in different ways</p> <p>Vocabulary: Weather, Autumn, Winter, cold, measure, daylight hours, sun strength, changes, rainfall, measure, typical</p>		<p>Structure, template, unstable, stable, strong, weak, axle, bridge, design, design criteria, model, net, packaging</p>	
Spring 1	<p>History- Titanic * To understand events beyond living memory that are significant nationally or globally.</p> <p>Key Knowledge * To be introduced to the Titanic. * To understand the reasons and results behind a historical event. * To have a debate on who was responsible for sinking the Titanic. * To organise the events into a detailed timeline and make links with how the Titanic changed today's ship designs. * To describe the experiences of Titanic passengers from different social backgrounds. * To explore how the sinking of the Titanic has now changed the way ships are made.</p> <p>Vocabulary Passengers, on board, event, responsible, captain, charged, iceberg, discuss, debate, sink, significant, contract, employment, class, passengers, social background, iceberg, artefacts, disaster.</p>	<p>Science- Healthy Eating *To find out and describe the basic needs of animals, including humans for survival (water, food and air). *To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Key Knowledge: *To identify the basic needs of animals, including humans. *To describe the importance for humans of eating the right amount of foods, as well as recognising the different food groups. *To describe the importance for humans of exercise by finding out why humans need to exercise. *To describe the importance of hygiene by learning about good hygiene habits.</p> <p>Vocabulary: exercise, physical activity, heart, muscles, calories, clean, germs, hygiene.</p> <p>Scientific enquiry: *identifying and classifying *observing closely, using simple equipment. *using their observations and ideas to suggest answers to questions.</p>	<p>RE- The Bible * I know the Bible is a special Book. * I know the bible is made up of many different books. * I can share a story from the old Testament. * I can share a story from the New testament. *I know some people go to great lengths to be able to have a read a bible. * I know the Torah is the Holy book for Jews. * I know the Quran is the Holy book for Muslims.</p> <p>Key Knowledge * The Bible is our Holy, special book. * The Bible is made up of 66 books. * The stories in the old testament are about God. * The Stories in the New Testament are about Jesus being born, when he was alive and after his death. * Mary Jones is one person who worked very hard to get a bible. * The Torah is the Holy book for Jewish people. * The Quran is the Holy Book for Muslims</p> <p>Vocabulary Bible, Old Testament, New Testament, Holy, Gospel, word of God.</p>	<p>Art- Sculptures *To be taught about a range of artists. * To compare similarities and differences between practices. * To use sculptures to develop and share ideas, experiences and imagination. * To creatively design a sculpture.</p> <p>Key Knowledge * To learn about an artist and their work. * To make observations based on an artist work. * To compare similarities and differences between Alberto Giacometti and Antony Gormley. * To share ideas and opinions based on sculptures. * To design a sculpture. * To use a range of materials to create a sculpture.</p> <p>Vocabulary; Artist, compare, similarities, differences, famous, materials, galleries, worth, pose, observation, collage</p>	<p>Computing- Coding *To understand what algorithms are; how they are implemented as programs on digital devices. * To create and debug simple programs.</p> <p>Key Knowledge: * To have an understanding of algorithms and how they are implemented. *To have an understanding of what code does. *To introduce how you could change and improve upon a game. *To understand the commands used and creating your own code in game. *To create code to draw shapes using "Move the turtle." *To become familiar with debugging variables and bugging programs.</p> <p>Vocabulary: Instructions, implement, program, codes, building, activity, steps, commands</p>
Spring 2	<p>Geography - What a wonderful world! * To name and locate the world's seven continents and five oceans. * To identify locations of hot and cold areas of the world in relation to the equator and the North and South Poles. * To use simple compass directions (North, South, East and West).</p> <p>Key Knowledge: * To use atlases to identify the seas that surrounds the UK. * To understand what causes waves in the sea and the effect waves have on coastlines and beaches.</p>	<p>PSHE - Self Care Support and Safely *Identify some of the ways in which we may be cared for by our families, friends and other adults *Give simple reasons why it is important to help keep ourselves physically safe. *Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help us if we feel this way.</p> <p>Key Knowledge: *Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc).</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:</p>	<p>DT- Making a moving Story Book *Explore and evaluate a range of existing products *Explore and use mechanisms [for example, levers, sliders, wheels and axles] *Design purposeful, functional appealing products for themselves and other users based on design criteria *Generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology *Select and use a range of tools, materials and equipment to perform practical tasks.</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>* To identify locations of hot and cold areas in the world.</p> <p>Vocabulary: Geography, place, UK, countries, physical features, human features, maps, atlases, globes, observational skills</p>	<p>*Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends. *Explain how we know when we might need to ask for help. *Identify people at home, school and in other settings who are responsible for helping us keep physically safe. *Demonstrate ways of making it clear to others when we need help. *Describe some simple rules for keeping safe near water, railways, roads and fire.</p>	<p>Good Friday, Easter Sunday, Jesus, Holy week, disciples, resurrection, garden and tomb</p>	<p>Key Knowledge: *To explore making mechanisms. *To design a moving story book. * To construct a moving picture. * To evaluate my finished product</p> <p>Vocabulary: Sliders , Mechanism, Adapt, Design criteria, Design, Input, model, sliders, template</p>	<p>Vocabulary: sing, instrument, play, compose, perform, listen and appraise, pulse, voices</p>
Summer 1	<p>History – Food * To understand historical concepts and learn about changes within living memory.</p> <p>Key Knowledge * To explore the idea that food and diets have changed over a number of years. * To identify food from different eras and find out where some of it originated. * To explore and sort fruit and vegetables commonly eaten in great-grandparents’ era. * To explore sweet treats from past eras and create a timeline of sweet treats over the past 100 years. * To measure out and look at the amount of rationed food a family of four would have had during WW2. * To sort images of shops and key shopping developments into historical eras. * To talk about food, shops and shopping in various eras.</p> <p>Vocabulary Popular, era, current, diet, global, originated, commonly, recreate, treats, concept, rationing, recipes, examine, various, experience, originated, commonly, recreate, rationing.</p>	<p>Science- Plants *To identify and name a variety of common plants. *To identify and name some garden plants. *To be able to identify trees by their leaves. *To identify and describe the basic parts of a flower *To observe closely, using simple equipment</p> <p>Key Knowledge: * That there are many sub species of uncultivated plants. *That we can select and grow cultivated plants. *That there are many sub species of trees. *That parts of a flower have different. *We can plant, grow and affect growth by condition.</p> <p>Vocabulary: millimetres (mm), degrees centigrade, observe, signs, record, blossom, buds, bees, Scientific enquiry: *identifying and classifying *observing closely, using simple equipment. *using their observations and ideas to suggest answers to questions.</p>	<p>RE- Jesus Friend to Everyone * I know Jesus welcomed children. * I know Jesus healed ten lepers. * I know Jesus healed a blind man. * I know Jesus healed the paralysed man. * I know Jesus healed the man with demons. * Why did Jesus speak to everyone?</p> <p>Key Knowledge * Jesus made time to speak to everyone especially those who were considered not worth or important * The story of the ten lepers * Everyone use to ignore blind Bartimaeus but Jesus stopped and helped * Jesus healed the paralysed man.</p> <p>* Jesus healed everyone even someone no one else would go near due to their illness</p> <p>Vocabulary; Miracle, New testament, Gospels, faith, trust, cross, , symbol, Light of the World and celebration</p>	<p>Art – Printing *To use a range of materials creatively to design and make products.</p> <p>Key Knowledge *To experiment with a range of materials and processes related to folded dip dye. *To adapt their previous work and suggest possible developments, as well as using rubbings to enhance fabric. *To look at Art from different cultures and to use printing blocks. *To produce printing blocks and exploring different effects. To discuss about work and how it might progress. *To print with relief blocks and discuss results and development for future work.</p> <p>Vocabulary; Fold Half/quarter Triangle, rubbing, resist, overprinting, wrap, wool.</p>	<p>Computing- Mythical creatures *To discuss examples of animation and techniques used. *To use technologically purposefully to create and Develop mythical creatures. *To use their mythical creature design to plan a story. *To make their mythical creature and background setting. *To use technology purposefully to create and produce an animation.</p> <p>Key Knowledge: *To understand the different types of animation produced and to know what the process is of stop frame animation. *To create a creature and understand what is unique about it. *To create a story using photos and a story map to document their progress. *To use a range of materials such as clay, plasticine or paper to make their creature.</p> <p>Vocabulary: Animation, mythical creatures, create, document, produce, frame animation.</p>
Summer 2	<p>Geography – Holiday and Seaside *To used basic geographical vocabulary to describe human and physical features. * To use basic geographical vocabulary in the context of seaside resorts in the four countries of the UK. *To use simple compass directions and locational and directional language to describe locations and routes across the UK. *To be able to use maps atlases and globes to identify the four countries of the UK and identify seasonal and daily weather patterns in the UK and the rest of the world.</p>	<p>PSHE - Changing and Growing *Describe how our needs have changed since we were a baby. *Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact. *Describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our body feel. *Recognise the need to respect other people’s bodies and to ask for permission before we touch them.</p>	<p>RE- Church is a special place * I can talk about the Church as a special place where people pray and worship God. * I can name and describe key features/ symbols of church buildings. * I know what a church feels like * I can name, describe and explain the key features of a church. * I can talk about and identify some of the key features and symbols of a synagogue. * I can talk about and identify some of the key features and symbols of a Mosque.</p>	<p>DT- Puppets *Explore and evaluate a range of existing products *Select from and use a wider range of tools and equipment to perform practical tasks *Design purposeful, functional, appealing products for themselves or other users based on design criteria. *Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</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>Key Knowledge: *The names of some popular seaside resorts *The difference between human and manmade features *To know what seaside resorts were like in the past. *To know the important features of a seaside resort. *To know that there are island resorts and mainland resorts</p> <p>Vocabulary: resort, holiday, coast, national, international, near, far, village, town, city, countryside, urban, rural, physical, tourists, local area, seaside, coast, coastline, human, physical, aerial view, promenade, cliffs, coast, pier, vegetation, harbour, shop</p>	<p>*Explain that our bodies belong to us and that we have a right to feel safe.</p> <p>Key Knowledge: *Recognise that when we experience a change or a loss we may feel sad/ unhappy. *Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. *Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to.</p>	<p>Key Knowledge: * To know that Church is a special place where people pray and worship God. * To identify, describe and label the different key features/ furniture of church buildings. * Special events in people's lives that they want to take place in a Church. * Children to know that a synagogue is a special place of worship for Jews. * Children to know that a Mosque is a special place of worship for Muslims.</p> <p>Vocabulary; power, heaven, trinity, stained glass, worship and holy</p>	<p>Key Vocabulary: *To join fabrics together using different methods. *To use a template to create my design. *To join two fabrics together accurately. *To embellish my design using joining methods</p> <p>Vocabulary: Design, Equipment, Glue, Inspiration, Method, Safety pin, Technique, Template</p>	<p>Vocabulary: warm up, voices, song, sing, tuneful, instrument, instrumental parts, perform, preference, appraise, share</p>
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