

**Science** Pupils should be taught to:

- **Work scientifically**, follow practical and scientific methods, processes and skills through teaching asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.
- **Understand about living things and their habitats** 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.
- **Plants**, observe and describe how things grow, 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.
- **Animals including humans**, 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.
- **Use of everyday materials**, 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.

## Autumn 2015

## Spring 2016

## Summer 2016

**Animals including humans**  
**Forces and motion**

**Uses of everyday materials**  
**Plants -growth**

**All living things and their habitats**  
**Plants -growth**

**Geography**

- **Locational knowledge** - name and locate the world's seven continents and 5 oceans. Name and locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- **Place knowledge**, 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 and non contrasting European country.
- **Human and physical geography**, 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.
- Use basic **geographical vocabulary** to refer to key features including beach, cliff, coast, forest, key human features city, town, village ect.
- **Geographical skills and field work** - use world maps, globes and atlases to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use simple compass directions, locational and directional language to describe the location of features and notes on a map.
- use aerial photographs and plan perspectives to recognise landmarks and human and physical features. To devise a simple map and construct basic symbols in a key.
- Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

## Autumn 2015

## Spring 2016

## Summer 2016

**Geographical skills and field work**  
**Contrasting locality -place knowledge**

**Place and locational knowledge**  
**Human and physical geogaphy**

## History

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality

	Autumn 2015	Spring 2016	Summer 2016
	Neil Armstrong Beyond living memory	The Monarchy People places and their locality	Changes within living memory

## RE

RE should:

- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. Develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- Encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

	Autumn 2015	Spring 2016	Summer 2016
	How can we make good choices Celebrating new life	How do people pray	Looking after our planet

**DT**

When designing and making, pupils should be taught to:

**Design**

- 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

**Make**

- select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

**Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

**Technical knowledge**

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

	<b>Autumn 2015</b>	<b>Spring 2016</b>	<b>Summer 2016</b>
	<b>3D dinosaurs</b> <b>Design and make a moon buggy, wheels and axles</b>		<b>Reading tents</b>

**Art and Design**

Pupils should be taught:

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

	<b>Autumn 2015</b>	<b>Spring 2016</b>	<b>Summer 2016</b>
		<b>Artist study - exploring art</b> <b>Royal Portraits</b>	<b>Jon Bergherman</b>

**Cooking and Nutrition**

Pupils should be taught:

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

	<b>Autumn 2015</b>	<b>Spring 2016</b>	<b>Summer 2016</b>
		<b>Bread making</b>	<b>Chocolate making</b> <b>Food from other countries</b>



**Computing**

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet
- recognise common uses of information technology beyond school.

Autumn 2015

Spring 2016

Summer 2016

**Esafety**  
Routes, programming a robot

**Finding information**  
Writing stories

**Instructing and making things happen**  
Creating pictures

**PSHCE**

**Health and Wellbeing** pupils should be taught:

what is meant by a healthy lifestyle, how to maintain physical, mental and emotional health and wellbeing, how to manage risks to physical and emotional health and wellbeing ways of keeping physically and emotionally safe about managing change, such as puberty, transition and loss how to make informed choices about health and wellbeing and to recognise sources of help with this how to respond in an emergency to identify different influences on health and wellbeing.

**Relationships** pupils should be taught: how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts, how to recognise and manage emotions within a range of relationships. how to recognise risky or negative relationships including all forms of bullying and abuse how to respond to risky or negative relationships and ask for help how to respect equality and diversity in relationships.

**Living in the Wider World** pupils should focus on economic wellbeing and being a responsible citizen' and be taught: about respect for the self and others and the importance of responsible behaviours and actions about rights and responsibilities as members of families, other groups and ultimately as citizens about different groups and communities, to respect equality and to be a productive member of a diverse community about the importance of respecting and protecting the environment, about where money comes from, keeping it safe and the importance of managing it effectively, how money plays an important part in people's lives a basic understanding of enterprise.

Autumn 2015

Spring 2016

Summer 2016

**Rules and expectations**  
**Health and well being**  
**Being safe**

**Belonging to something**  
**Bullying**  
**Growing and changing**

**Community and our environment**  
**Living things**  
**Moving on**

**Music**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned 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

	Autumn 2015	Spring 2016	Summer 2016
	<p><b>Sing songs and rhymes</b></p> <p><b>Play tuned and un tuned instruments musically</b></p>	<p><b>Sea shanty's</b></p> <p><b>Listen with concentration and understanding to high quality live and recorded music</b></p>	<p><b>End of year production</b></p>

**PE**

Pupils should be taught:

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to:
- 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.

	Autumn 2015	Spring 2016	Summer 2016
	<p><b>Explore the space on the spot and travelling</b></p> <p><b>Perform basic actions</b></p> <p><b>Ball games</b></p>	<p><b>Introduce a variety of different rhythms</b></p> <p><b>Be aware of body shape</b></p> <p><b>Creative games - running an jumping</b></p>	<p><b>Consolidate contrasting movement qualities</b></p> <p><b>Perform basic actions with control</b></p> <p><b>Invent and play games</b></p>