Autumn Term Scrumdiddlyumptious Book Corner- Vegetable garden Role play - Chocolate shop/bakery Small world - Other's vegetables		Week 1 - w/b 1st September Autumn 1	Week 2 - w/b 7th September Autumn 1	Week 3 - w/b 14th September Autumn 1	Week 4 - w/b 21st September Autumn 1	Week 5 - w/b 28th September Autumn 1	Week 6 - w/b 5th October Autumn 1	Week 7 - w/b 12th October Autumn 1	Week 8 - w/b 19th October Autumn 1	Week 1 - 2nd November Autumn 2	Week 2 - w/b 9th November Autumn 2	Week 3 - w/b 16th November Autumn 2 Assessment week	Week 4 - w/b 23rd November Autumn 2 Assessment week	Week 5 - w/b 30th November Autumn 2	Week 6 - w/b 7th December Autumn 2	Week 7 - w/b 14th December Autumn 2
History	Question									Who was Thomas Warburton? Who was Guy Fawkes?	Who was Thomas Warburton? Who was Guy Fawkes			How has Warburtons changed over time? Who was Guy Fawkes?	How has Warburton's changed over time?	
	Skills									- I can ask and answer questions about the past. - I can begin to use different sources to find out about the past and identify the ways the past is represented.	- I can ask and answer questions about the past. - I can communicate about significant people from the past.			- I can place events and artefacts in order on a timeline and use the correct historical language	- I can communicate about significant people from the past. - I can place events and artefacts in order on a timeline and use the correct historical language	
	Knowledge									- I know that Thomas Warburton and his wife opened their first grocery shop in 1870. - I know that Ellen started started baking bread in 1876 and this continued to grow for the next 101 years. - I know who Guy Fawkes was. - I know when Guy Fawkes was alive.	- I know that Thomas Warburton and his wife opened their first grocery shop in 1870. - I know that Ellen started started baking bread in 1876 and this continued to grow for the next 101 years. - I know why the Gunpowder plot was started.			- I know that Thomas Warburton and his wife opened their first grocery shop in 1870. - I know that Ellen started started baking bread in 1876 and this continued to grow for the next 101 years. - I know that Warburtons now employs over 4500 people across 12 bakeries and 14 depots. - I know the events of the Gunpowder Plot.	- I know that Thomas Warburton and his wife opened their first grocery shop in 1870. - I know that Ellen started started baking bread in 1876 and this continued to grow for the next 101 years. - I know that Warburtons now employs over 4500 people across 12 bakeries and 14 depots.	
	Activity									- Look at old photo of the shop as a source - Look at the photos of Guy Fawkes - what would he have used.	Visit from Warburtons Role play - how would they get the barrels into parliament?			- Create a timeline together Put the events in order and make a mini booklet.	Recount of the visit from Warburtons	
Science	Question	What have I eaten today?	What are the names of fruit and vegetables?	What are the names of the fruit and vegetables?	What do I need to eat to keep my body healthy?	What do I need to eat to keep my body healthy?	How do I look after my teeth?	How does the appearance of humans change as we grow?	What are the parts of the body?					What shape is the Sun, Moon and Earth?	Why do we need to wear sunglasses when it is sunny?	
	Skills	Ask simple scientific questions.	Observe objects, sorting and grouping them based on their features.	Ask simple scientific questions.	Ask simple scientific questions.	Ask simple scientific questions.	Ask simple scientific questions.	Observe living things and changes over time, sorting and grouping them based on their features.	Observe living things and changes over time, sorting and grouping them based on their features.		Observe changes over time, sorting and grouping them based on their features.			Ask simple scientific questions.	Ask simple scientific questions.	
	Knowledge	- I know that the body needs a healthy diet to keep it healthy.	- I know that fruits and vegetables are part of a healthy diet. I can recognise some fruits and vegetables and name them.	- I know that fruits and vegetables are part of a healthy diet. I can recognise some fruits and vegetables and name them.	- I know that the body needs a healthy diet to keep it healthy. - I know that we need food, water and air to stay alive.	- I know that the body needs a healthy diet to keep it healthy. - I know that we need food, water and air to stay alive.	- I know that it is important to keep my teeth clean	- I know that all animals, including humans, grow and change as they become older. - I can recognise that humans' appearance changes over time eg we get taller, heavier.	- I can name the parts of the human body and label them.	- Are you making bread? The science !! that would be great! - Jane D says do you want yeast? Flour?				- I understand the Sun, Moon and Earth are spheres - I know the Earth has land water and air and the moon does not have air or water. - I know that the Earth and moon is made of rock - I can order the size of the Sun, Moon and Earth.	- I know light from the Sun can be dangerous and always need to be protected. I know that the Sun is a source of light even when it is behind a cloud.	
	Activity	Sorting foods they have eaten, would like to try, like and dislike, healthy and unhealthy, processed and not processed	Sorting fruit/vegetables	Tasting and expressing preferences Describing fruit	Basic need activity - drawing pictures of what humans need animals need	Food diaries, discussing which food are healthy and should be eaten a lot and which are treats.	Brushing teeth Writing instructions for brushing teeth	Timeline of phases of a human life/different animals	Label parts of the body Build a person game (beetles)	The Little Red Hen	Autumn walk - take photos			Comparing sized pictures of the sun, moon and Earth, discussing what is the same and different	Sunshine walk - taking photos and discussion	
Geography	Question	Where does chocolate come from? Where is South America in relation to England ?	What are the physical features of South America?	What are the physical features of South America?	What are the human features of South America?	What are the human features of South America?	Does everyone live in the same kind of homes in South America?	How can we look after the environment?								
	Skills	- I can locate countries and capital cities of the UK on a world map, atlas or globe. - I can locate the seas surrounding the United Kingdom on a world map, atlas or globe.	- I can ask and answer geographical questions such as: What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here?	- I can ask and answer geographical questions such as: What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here?	- I can ask and answer geographical questions such as: What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here?	- I can ask and answer geograph ical questions such as: What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here?	- I can ask and answer geographical questions such as: What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here?	- I can ask and answer geographical questions such as: What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here? - I can suggest ways of looking after the environment.								
	Knowledge	- I know that chocolate comes from South America. - I know where England is. - I know that London is the capital city of England.	- I know what the weather is like in South America. - I know that the Amazon Rainforest is the worlds largest rainforest. - I know that Angel Falls is the tallest waterfall in the world.	- I know what the weather is like in South America. - I know that the Amazon Rainforest is the worlds largest rainforest. - I know that Angel Falls is the tallest waterfall in the world.	- I know that human features are man made. - I know that physical features are natural. - I know the difference between human and physical features.	- I know that human features are man made. - I know that physical features are natural. - I know the difference between human and physical features. - I know that Christ the Redeemer is a famous statue in the world.	- I know that homes in South America are different to homes in England. - I know some similarities between homes in South America and England. - I know some differences between homes in South America and England.	- I know that much of the rainforest has been destroyed by humans.								
	Activity	Researching where chocolate comes from. Watching a video. Atlas work - locating England South America	Building a rainforest (action aid)	Watching a video of the Rainforest and imagining you are in it. What can you see, hear, smell and touch. (action aid)	Sorting physical and human features.	Watch a short video about Christ the Redeemer and make a fact file about it.		Debate looking at viewpoints from different roles (twinkl). Assessment - What is it like in South America?								
RE	Question	Who celebrates what and why?	Who celebrates what and why?	Who celebrates what and why?	Who celebrates what and why?	Who celebrates what and why?	Who celebrates what and why?			Who celebrates what and why?	Who celebrates what and why?	Who celebrates what and why?	Who celebrates what and why?	Christmas performance	Christmas performance	Christmas performance
	Skills	- I can find out about what different religions and world views do to celebrate the fruitfulness of the world (harvest and zakat)	- I can find out about what different religions and world views do to celebrate the fruitfulness of the world (harvest and zakat)	- I can find out about what different religions and world views do to celebrate the fruitfulness of the world (harvest and zakat)	- I can find out about what different religions and world views do to celebrate the fruitfulness of the world (harvest and zakat)	- I can find out about what different religions and world views do to celebrate the fruitfulness of the world (harvest and zakat)	- I can find out about what different religions and world views do to celebrate the fruitfulness of the world (harvest and zakat)			- I can notice and talk about the fact that people come from different religions	- I can notice and talk about the fact that people come from different religions	- I can notice and talk about the fact that people come from different religions	- I can notice and talk about the fact that people come from different religions			
	Knowledge	- I know the importance of appreciation and generosity and how this is shown in different faiths and non-faiths.	- I know the importance of appreciation and generosity and how this is shown in different faiths and non-faiths.	- I know the importance of appreciation and generosity and how this is shown in different faiths and non-faiths.	- I know the importance of appreciation and generosity and how this is shown in different faiths and non-faiths.	- I know the importance of appreciation and generosity and how this is shown in different faiths and non-faiths.	- I know the importance of appreciation and generosity and how this is shown in different faiths and non-faiths.			- I recognise that people come from different religions and know about different religions	- I recognise that people come from different religions and know about different religions	- I recognise that people come from different religions and know about different religions	- I recognise that people come from different religions and know about different religions			
	Activity	Harvest - photos/vegetables to label	Harvest - Learning a poem/network/singing	Harvest - Learning a poem/network/singing	Harvest - Learning a poem/network/singing	Harvest - Learning a poem/network/singing	Diwali presentation and label things that Muslims give			Christmas - PPT about the religions identifying things that are part of Christianity	Christmas - Making a video on Ipad to teach other children about Christianity/ writing a report about it	Christmas - Christmas story (cross-curricular writing)	Christmas - Christmas story (cross-curricular writing)			
PSHE	Question	What is it like being me in my world?	What is it like being me in my world?	What is it like being me in my world?	What is it like being me in my world?	What is it like being me in my world?	What is it like being me in my world?	How can we celebrate difference?	How can we celebrate difference?	How can we celebrate difference?	How can we celebrate difference?			How can we celebrate difference?	How can we celebrate difference?	
	Skills	- Feel special and safe in my class	- Know that I belong to my class	- Know how to make my class a safe place for everyone to learn	- Recognise how it feels to be proud of an achievement	- Recognise the range of feelings when I face certain consequences	- I understand my choices in following the learning charter	- I can tell you some ways in which I am the same as my friends	- I can tell you some ways I am different from my friends	- I understand how being bullied might feel	- I understand how being bullied might feel	- I can be kind to children who are bullied		- I know how it feels to make a new friend	- I understand these differences make us all different and unique - I can tell you some ways I am different from my friends	
	Knowledge	- I know how to use my jigsaw journal	- I understand the rights and responsibilities as a member of my class	- I understand the rights and responsibilities for being a member of my class	- I know my views are valued and can contribute to the learning charter	- I can recognise the choices I make and understand the consequences	- I understand my rights and responsibilities within our learning charter	- I can identify similarities between people in my class	- I can identify differences between people in my class	- I can tell you what bullying is	- I know some people I could talk to if I was feeling unhappy or bullied			- I can tell you some ways I am different from my friends		
	Activity	Complete piece 1 of the scheme	Complete piece 2 of the scheme	Complete piece 3 of the scheme	Complete piece 4 of the scheme	Complete piece 5 of the scheme	Complete piece 6 of the scheme	Complete piece 7 of the scheme	Complete piece 8 of the scheme	Complete piece 9 of the scheme	Complete piece 10 of the scheme			Complete piece 11 of the scheme	Complete piece 6 of the scheme	
Computing	Question					How can I create a picture using computer software?		What technology do we use at home and school?	How does this technology help us?	What is a website?	How can I create a picture using computer software?			How do I use a website?	How do I keep safe when using websites?	
	Skills					- I can use paint software to create pictures.		- I can identify technology in my local surroundings	- Can my reasons why technology is helpful	- I can say what a website is	- I can use paint software to create pictures.			- I can use websites and access different areas of websites	- I can say why websites might be dangerous	
	Knowledge					- I know how to use paint software.		- I know what technology is	- I know how it helps me and people around me	- I know what a website is for and how to use it	- I know how to use paint software.			- I know what a website is for and how to use it	- I know there are different kinds of websites and some parts be unsafe	
	Activity					Children to create pictures of fruits and vegetables.		Let different technologies at home and school	Speech bubbles: how technology helps them	Look at different websites together	Children to create rainforest pictures.			Children to access different websites	Sorting activity (safe/not safe)	
Art	Question	Who was Giuseppe Arcimboldo?	Who was Giuseppe Arcimboldo?	Who was Giuseppe Arcimboldo?			How do I use vegetables to create a piece of art work?	How different techniques can I use when painting?	How can I a re printing to make a wrapper?							
	Skills	- I can respond to ideas and starting points via topic work	- I can respond to ideas and starting points via topic	- I can respond to ideas and starting points via topic			- Use objects to create prints such as fruits and vegetables	Press, roll, rub and stamp to make prints on paper and fabric	Mimic print from the environment							
	Knowledge	- I know who Guiseppe Arcimboldo is and comment on his work	- I know who Guiseppe Arcimboldo is and create my own work in his style	- I know who Guiseppe Arcimboldo is and create my own work in his style			- I know how to print using fruits and vegetables	- Know I can print, roll, rub and stamp to make prints on paper and fabric	- I know how to use the environment to mimic print							
	Activity	- look at examples of his work and comment on them	- Using fruit and vegetables to create portraits - Arcimbo	- Using fruit and vegetables to create portraits - Arcimbo			Vegetable printing	Printing	Print to make a chocolate bar wrapper							
Design	Question			How can I make my product appealing?	What equipment and ingredients will I need to make my product?	How could I make my product better?					What equipment and ingredients do I need to bake bread?		What did my bread taste like? How can I make it better?			
	Skills			- I can design an appealing product for myself and others	- I can use the right tools to cut, peel, grate and chop	- I can explore and evaluate existing products					- I can read a scale to measure and weigh out ingredients		- I can describe food using my senses			
	Knowledge			- I know how to design a purposeful and functional product	- I know which tools to use - I know how to use the tools correctly	- I know how to use my design criteria to evaluate my product					- I know how to read a scale to measure and weigh ingredients		- I know how to use my design criteria to evaluate my product			
	Activity			Design and make a chocolate bar	Design and make a chocolate bar	Tasting and evaluating chocolate bar - writing instructions for making it					Making bread		Tasting bread, writing instructions and evaluating			
Maths	Year 1	Number - place value (within 10) Sort objects. Count objects Represent objects Count, read and write numbers forwards up to 10	Number - place value (within 10) Count, read and write numbers backwards up to 10 Count 1 more Count 1 less One to one correspondence to start to compare	Number - place value (within 10) Compare groups using language Introduce symbols for comparing groups Compare objects Order groups of objects Order numbers	Number - place value (within 10) Order ordinals. The number line Part whole model Addition symbol	Number - addition and subtraction (within 10) Fact families - addition facts Fact number bonds for numbers within 10 Systematic methods for number bonds to 10	Number - addition and subtraction (within 10) Number bonds to 10 Compare number bonds Addition - adding together	Number - addition and subtraction (within 10) Addition - adding more Finding the part Subtraction - taking away	Number - addition and subtraction (within 10) Subtraction - taking away using the symbol Subtraction - finding a part Fact families Subtraction - counting back	Geometry - shape Recognise and name 2d shapes Sort 2d shapes Recognise and name 2d shapes Sort 2d shapes Patterns with 3d and 2d shapes	Number - place value (within 20) Count forwards and backwards and write numbers to 20 in numerals and words Count from 0 to 20 Teen and ones Count 1 more and 1 less			Number - place value (within 20) Compare groups of objects Compare numbers Order groups of objects Order numbers	Number - addition and subtraction Add by counting on Find and make number bonds Add by making 10	Number - addition and subtraction Add by making 10 Subtraction - Not crossing 10 Subtraction - crossing 10
	Year 2	Number - place value Count objects to 100 and read and write numbers in numerals and words Represent numbers to 100 Tens and ones with a part whole model	Number - place value Tens and ones using addition Use a place value chart Compare objects	Number - place value Compare numbers Order objects and numbers Count in 2's, 5's and 10's Count in 3's	Number - addition and subtraction Fact families - addition and subtraction Bonds to 20 Check calculations Compare number sentences	Number - addition and subtraction Related facts Bonds to 100 Add and subtract 1's 10 more and 10 less	Number - addition and subtraction 10 more and 10 less Add and subtract 10's Add 2 digit number and 1 digit number (crossing tens)	Number - addition and subtraction Subtract 1 digit number from a 2 digit number (crossing 10) Add 2 digit numbers (not crossing tens) Add 2 digit numbers (crossing tens)	Number - addition and subtraction Subtract 2 digit numbers (not crossing tens) Subtract 2 digit numbers (crossing tens) Bonds to 100	Measurement - money Count money - pence Count money - pounds Count money - notes and coins Select money	Measurement - money Make the same amount Compare money Find the total Find the difference Real change			Number - multiplication and division Recognise equal groups Make equal groups Add equal groups	Number - multiplication and division Multiplication sentences using the x symbol Multiplication sentences from pictures Use arrays	Number - multiplication and division Use arrays 2 times table 5 times table 10 times table
Music	Question	How does this song make you feel?	What does this song make you think of?	Does this song tell a story?	How old is this piece of Music?	Is the Music fast or slow?	What are the dynamics of this piece of Music?	What instruments are in this piece of Music ?	What is an ensemble?	What is this story based on?	What is the mood of the Music?	What is improvisation?	We at is this story based on?	What is the mood of the Music?	How could you improve your performance?	How could you improve your
	Skills	- I can identify the purpose of the Music	- I can identify the elements of Music in different	- Can identify the purpose of the Music	- Can identify the elements of Music in different	- Can identify the purpose of the Music	- I can compose a rhythmic piece	- I can reflect on my composition using some specific	- I can perform as an ensemble using body percussion.	- I can make patterns with sounds - using musical elements.	- I can sign a time with the songs.	- I can make patterns with sounds - using musical elements.	- I am able to recap the Musical story that we are learning.	- I can sign a time with the songs.	- I can perform to my class peers	- I can perform to my class peers
	Knowledge	- I can identify a key elements through listening to the song PRACTICAL	- I will be able to show different sign language to match the words of the song PRACTICAL	- I will be able to show different sign language to match the words of the song PRACTICAL	- I will be able to perform to my fellow peers PRACTICAL	- I will be able to follow a rhythm grid. This will be rhythmical to the song we are performing - PRACTICAL	- I will be able to use my body to add my performance - This will be rhythmical to the song	- I will be able to use my body to add my performance - This will be rhythmical to the song	- I know how to perform with others.	- I can use to recap the Musical story that we are learning.	- I can identify the mood of the different pieces of Music that I am listening to and put the relevant movements	- I am able to describe what improvisation is.	- I am able to recap the Musical story that we are learning.	- I can identify the mood of the different pieces of Music that I am listening to and put the	- I know how to improve my performance.	- I know how to improve my performance.
PE	Question	How can I use different parts of my body to move with a ball	Can I throw a ball?	Can I roll a ball with a partner?	Can I use different body parts to pass to my partner?	Can I retrieve items?	Can I complete a relay in teams?	What is a rugby ball?	Can I throw a rugby ball?	Can I catch a rugby ball?	Can I throw and catch a rugby ball?	Can I retrieve a rugby ball?	Can I complete a relay in teams?			
	Skills	- I can use my hands and feet to move with a ball	- I can use my hands to throw a ball towards a target	- I can roll a ball to a partner using control	- I can use my hands and feet to pass a ball	- I can move to the middle of a ball to collect equipment for my team - then progress to the	- I can move a ball to and from an area taking it in turn	- I can kick a rugby ball towards a target	- I can throw a rugby ball towards a target	- I can catch a rugby ball	- I can throw and catch a rugby ball passing progressively	- I can move to the middle of a ball to collect rugby balls for my team - then progress to the	- I can move a rugby ball to and from an area taking it in turns			
	Knowledge	- I know which different body parts I can use to move with a ball	- I know I need to join when throwing	- I know how to join towards my partner before throwing	- I know I can use different body parts to pass a ball	- I know I need to wait in a line for my turn	- I know how to wait in a line for my turn	- I know I need to aim when throwing	- I know the correct technique for catching (into the basket)	- I know the importance of not letting the rugby ball touch the ground	- I know the importance of not letting the rugby ball touch the ground	- I know I need to wait in a line for my turn	- I know how to wait in a line for my turn			
	Question	How fast can I run (5m m)?	How fast can I run (5m m)?	How far can I throw a ball?	How far can I throw a ball?	How far can I jump?	How far can I jump?	How many star jumps can I complete in 30 seconds?	How many star jumps can I complete in 30 seconds?	How long can I hold the stork balance?	How long can I hold the stork balance?	How many speed bounce jumps can I complete in 30 seconds?	How many speed bounce jumps can I complete in 30 seconds?	How quickly can I complete the 7 drill agility test	How quickly can I complete the 7 drill agility test	
	Skills	- I can run 25m	- I can run 25m	- I can throw a ball as far as I can	- I can throw a ball as far as I can	- I can perform a standing long jump	- I can perform a standing long jump	- I can count how many star jumps I can complete in 30 seconds	- I can count how many star jumps I can complete in 30 seconds	- I can hold the stork balance for as long as I can	- I can hold the stork balance for as long as I can	- I can complete as many speed bounce jumps as I can in 30 seconds	- I can complete as many speed bounce jumps as I can in 30 seconds	- I can run as quickly as I can	- I can run as quickly as I can	
	Knowledge	- I know how far 25m is	- I know how far 25m is	- I know I need to aim when throwing	- I know I need to aim when throwing	- I know how to perform a star jump accurately	- I know how to perform a star jump accurately	- I know how to perform a star jump accurately	- I know how to perform a star jump accurately	- I know I need to stand on one leg for a stork balance	- I know I need to stand on one leg for a stork balance	- I know I need to jump from 2 feet to 2 feet over the line	- I know I need to jump from 2 feet to 2 feet over the line	- I know I need to focus on where I am running	- I know I need to focus on where I am running	

Spring Term Ticket to Ride		Week 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9 Assessment week	Week 10 -
History	Question	How has transport changed over time? (bikes)	How has transport changed over time? (trains)	Who was George Stephenson? What impact did trains have on travel?	How has transport changed over time? (cars) Have cars always had 4 wheels? Have cars always had petrol engines?		How has transport changed over time? (visit) COVID restrictions may apply - Virtual alternative may need to be used.	When was the first aeroplane flight? Who are the Wright brothers?	When was the first aeroplane flight? Who are the Wright brothers?			
	Skills	I can place events and artefacts in date order on a timeline and use the correct historical language. (old, oldest new, newest, now, then past, present, long ago, first, earlier, earliest later, latest, most recent, modern)	I can begin to use different sources to find out about the past and identify the ways the past is represented I can place events and artefacts in date order on a timeline and use the correct historical language.	I can ask and answer questions about the past. I can use historical language.	I can ask and answer questions about the past. I can use historical language. I can use different sources to find out about the past and identify the ways the past is represented.		I can ask and answer questions about the past. I can use historical language.	I can ask and answer questions about the past. I can use historical language. I can use different sources to find out about the past and identify the ways the past is represented. I can place events and artefacts in date order on a timeline and use the correct historical language.	I can ask and answer questions about the past. I can use historical language. I can use different sources to find out about the past and identify the ways the past is represented.			
	Knowledge	I know different transport methods we use today. I know how cars, bikes and trains have changed over time.	I know different transport methods we use today. I know how cars, bikes and trains have changed over time.	I know the impact that George Stephenson had on rail travel in the past	I know how cars have changed from the past until now		I know how different transport has changed through the ages	I know about the first aeroplane flight	I know about the first aeroplane flight			
	Activity	Discussion of transport that we use today. Show children different transport. Which of them do they think is the oldest? Specifically look at bikes. What kind of bikes do they have/used? Look at different kinds of books. Children to create a timeline of bikes through the ages.	Look at different sources (photos/videos) of trains through the ages and discu Create a timeline of trains through the ages together. Sorting activity - children to sort diesel, steam and electric trains.	Look at a photographs of GS - children to think of questions that they want to find out about him. Use books and photoraphs as historical evidence. Speech bubbles - Imagine you are one of the people on the train. How would you feel about trains being able to take passengers?	Research activity (S+L) - Children to use chrome books/ipads/books to find out how cars have changed and verbally explain 3 facts they have found out.		Visit to the transport museum in Rotherham or virtual visit to STEAM https://www.steam-museum.org.uk/ Recount of the visit	Timeline of the history of flight together. Wright brothers role play activity (reporter/wright brothers in preparation for writing the newspaper report).	Newspaper report about the the first aeroplane flight	Assessment What would you rather travel on and why? Which transport has changed our lives the most?		
Science	Question	How do things change in Winter? (Weather depending - choose the most appropriate d	How do things move?	How do things move?	What do wheels do?	What things use electricity?		What can I hear? What part of my body do I use to hear?	Why do we need light?	Who was Thomas Eddison? What did he invent?		
	Skills	Observe changes over time, sorting and grouping them based on their features.	Begin to talk about what they might do or what might happen	With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen.	With support, use simple equipment to measure and make observations	With support, use simple equipment to measure and make observations		With support, use simple equipment to measure and make observations	Talk about what they have done and say, with help what they think they have found out	Ask simple scientific questions.		
	Knowledge	I can observe changes across the four seasons.	I know I can move things with a push and a pull	I understand that there are many sorts of movement which can be described in many ways.	I know that wheels are used for vehicles to move/travel I recognise that it is not only ourselves that make things move by pushing I can recognise risks to myself when objects are moving.	I can name some things that use electricity		I can identify different sounds in my environment	I know I need light in order to see things and that dark is the absence of light I know that things in the home have a source of light eg Microwaves, torches and that these	I know Thomas Edison invented the light bulb I know when Thomas Edison was born I know that Thomas Edison invented the light bulb		
	Activity	Looking at photos taken on Autumn walk. Winter walk around school - taking photos, noting changes	Identify objects we move with a push and a pull Hunt around school (inside and outdoor) - finding different objects that can be be pushed/pulled Visit to the park? - Playground toys that can be pushed/pulled. Sorting objects - Children to have a box of objects in their rows to experiment if they can be pushed or pulled. This could be 2 online lessons (hunt for push/p and then sorting pictures of objects)??	Using a selection of toy vehicles devise a simple test to see which travels the furth After discussion of results, introduce using a ramp to make it a fair test.	Observe how wheels turn Write speech bubbles about findings	Identifying things in the classroom that use electricity Electric car link - sorting transport that use electricity This could be 2 online lessons. Writing a list of things in their house that use electricity and then sorting transport that use electricity??		Play different sound games: Stand on the playground with backs to the road. Listen to the transport and guess what it is. Use a bike bell/horn in the playground. Can they hear it? Walk away from the sound. What happens? Play different transport sound clips - what transport can they hear?	Transport - how do they see in the dark? (runway) Look for sources of light around school/in the home	Factfile about Thomas Edison		
Geography	Question						What will I see if I look at our school from above?	What will I see if I look at our school from above?				
	Skills						I can devise a simple map; and use and construct basic symbols in a key	I can devise a simple map; and use and construct basic symbols in a key				
	Knowledge						I know how to use a simple map. I know the different symbols used on a map to represent the natural and man-made features.	I know how to use a simple map. I know the different symbols used on a map to represent the natural and man-made features.				
	Activity						Look at maps of local areas and the symbols used. Can they identify roads, railways	What would the Wright brothers see from the plane? Draw a simple map.				
RE	Question	How do we show we care for others?	How do we show we care for others?	How do we show we care for others?	How do we show we care for others?	How do we show we care for others?	How do we show we care for others?	Who celebrates what and why?	Who celebrates what and why?			Who celebrates what and why?
	Skills	I can express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? How are we all connected?	I can express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? How are we all connected?	I can express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? How are we all connected?	I can hear three moral stories, for example from Christians, Muslims and humanists.(humanist animation of empathy) https://www.youtube.com/watch?v=9tpL1K82prU	I can hear three moral stories, for example from Christians, Muslims and humanists.(humanist animation of empathy) https://www.youtube.com/watch?v=9tpL1K82prU	I can hear three moral stories, for example from Christians, Muslims and humanists.(humanist animation of empathy) https://www.youtube.com/watch?v=9tpL1K82prU	I can explore stories and celebrations of Easter finding out about what the stories told at the festivals mean, e.g. through hearing and working with stories, enacting celebrations, learning from artefacts or welcoming visitors to talk about festivals.	I can explore stories and celebrations of Easter finding out about what the stories told at the festivals mean, e.g. through hearing and working with stories, enacting celebrations, learning from artefacts or welcoming visitors to talk about festivals.			I can explore stories and celebrations of Easter finding out about what the stories told at the festivals mean, e.g. through hearing and working with stories, enacting celebrations, learning from artefacts or welcoming visitors to talk about festivals.
	Knowledge	I know who I belong to and the groups I belong to and we are connected to together.	I know who I belong to and the groups I belong to and we are connected to together.	I know who I belong to and the groups I belong to and we are connected to together.	I know the stories of The Good Samaritan and Jonah and the whale for moral stories in the Christian faith. I know the stories of the Prophet of the Ants and the Crying Camel and Malik Bin Dinar and the thief for moral stories in the Islamic faith. I know the humanist view of morality.	I know the stories of The Good Samaritan and Jonah and the whale for moral stories in the Christian faith. I know the stories of the Prophet of the Ants and the Crying Camel and Malik Bin Dinar and the thief for moral stories in the Islamic faith. I know the humanist view of morality.	I know the stories of The Good Samaritan and Jonah and the whale for moral stories in the Christian faith. I know the stories of the Prophet of the Ants and the Crying Camel and Malik Bin Dinar and the thief for moral stories in the Islamic faith. I know the humanist view of morality.	I know how to retell the story of Easter and understand how and why Christians celebrate the festival of Easter.	I know how to retell the story of Easter and understand how and why Christians celebrate the festival of Easter.			I know how to retell the story of Easter and understand how and why Christians celebrate the festival of Easter.
	Activity	Talk about what belonging means and how they belong to family, class, school and clubs. Children to produce a Jigsaw (5 pieces) to show who they are. Look at example.	Discuss belonging to a family in more detail and complete a family tree.	Introduce the idea of people who believe in God belong to a religious family and they do things together. Discuss ways they might show they belong together.	The Good Samaritan - Write a thankyou letter	Prophet of the Ants - sequence the story	Humanist view of morality - Watch the clip by Stephen Fry and discuss Role play scenarios	How do we celebrate Easter - discussion and complete the activity sheet	Why do we celebrate Easter - story sequencing			Why do we celebrate Easter - mini booklet
PSHE	Question	What are my dreams and goals?	What are my dreams and goals?	What are my dreams and goals?	What are my dreams and goals?	What are my dreams and goals?	What are my dreams and goals?	How do I keep myself healthy?	How do I keep myself healthy?	How do I keep myself healthy?	How do I keep myself healthy?	How do I keep myself healthy?
	Skills	I can tell you about a thing I do well	I can tell you how I learn best	I can celebrate achievement with my partner	I can identify how I feel when I am faced with a new challenge	I know how I feel when I see obstacles and how I feel when I overcome them	I know how to store the feelings of success in my internal treasure chest	I feel good about myself when I make healthy choices	I feel good about myself when I make healthy lifestyle choices	I am special so I keep myself safe	I know some ways to help myself if I feel poorley	I can recognise when I feel frightened and know who to ask for help I can recognise how being healthy helps me to feel happy
	Knowledge	I can set simple goals	I can set a goal and work out how to achieve it	I understand how to work well with a partner	I can tackle a new challenge and understand this might stretch my learning	I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them	I can tell you how I feel when I succeeded in a new challenge and how I celebrated it	I understand the different between being healthy and unhealthy and know some ways to keep myself healthy	I know how to make healthy lifestyle choices	I know how to keep myself clean and healthy, and understand how germs cause diseases/illnesses. I know that all household products including medicines can be harmful if	I understand that medicines can help me if I feel poorley and I know how to use them safely	I know how to keep safe when crossing the road, and about people who can help me to stay safe I can tell you why I think my body is amazing and can identify some ways to keep
	Activity	Complete piece 1	Complete piece 2	Complete piece 3	Complete piece 4	Complete piece 5	Complete piece 6	Complete piece 1	Complete piece 2	Complete piece 3	Complete piece 4	Complete piece 5 and 6
Computing 1	Question		How do I stay safe online?			How do I stay safe online?	How do I stay safe online?	How do you open and save a word document?	How do you insert text into a document?	How do you insert images into a document?	Can you create a powerpoint to present your information?	Can you create a powerpoint to present your information?
	Skills		I can tell an adult when I see something unexpected or dangerous online			I can tell an adult when I see something unexpected or dangerous online	I can tell an adult when I see something unexpected or dangerous online	I can open, create and save a piece of work.	I can add text to my document.	I can copy and paste an image into a document.	I can use software to find, organise, and save work.	I can use software to find, organise and save work.
	Knowledge		I know what to do if I see something unexpected or dangerous online			I know what to do if I see something unexpected or dangerous online	I know what to do if I see something unexpected or dangerous online	I know where to save and find my work.	I know how to add text to a document.	I know how to put an image into a document.	I know how to create a powerpoint.	I know how to create a powerpoint.
	Activity		Think you know activity - Activity 1 (Jesse and friends)			Think you know activity - Activity 2 (Jesse and friends)	Think you know activity - Activity 2 (Jesse and friends)	Children to open a document, create some work and save it in a set folder.	Children to put text on to a document.	Children to put an image into a document.	Children to make a powerpoint of the Easter stor	Children to make a powerpoint of the Easter story.
Art	Question	How can I create a realistic image using sketching	How can I use paint to paint a picture?	How can I use sculpture to make a vehicle?	How can I use sculpture to make a vehicle?			How can I use material to create a collage?	How can I use material to create a collage?			
	Skills	Draw lines of different size and thickness. Show pattern and texture by adding dots and lines. Show different tones by applying pressure using pencil, charcoal, oil and chalk pastel. Start to hatch and cross hatch when	I can use thick and thin brushes	I can use a combination of shapes and materials, including rolled up paper, straws, cards and boxes	I can use a combination of shapes and materials, including rolled up paper, straws, cards and boxes			I can use a range of shapes and materials to make a collage	I can use a range of shapes and materials to make a collage			
	Knowledge	I know how to use a pencil to achieve different effects.	I know how to mix secondary colours	I know how to use techniques such as rolling, cutting, moulding and carving using tools and equipment	I know how to use techniques such as rolling, cutting, moulding and carving using tools and equipment			I know how to bend, roll, mould and carve my material to create the desired shape	I know how to bend, roll, mould and carve my material to create the desired shape			
	Activity	Sketch full or parts of vehicles.	Paint a picture of a vehicle	Model of a vehicle	Model of a vehicle			Collage of a view from a plane	Collage of a view from a plane			
Design	Question							Can you draw a design to fit a given design criteria?	Can you choose an appropriate technique to join materials?	Can you choose an appropriate technique to join materials?		Can you evaluate your product?
	Skills							I can draw a simple design and label the parts of my design	I can attach wheels to an axle using a chassis I can join materials using tape and glue	I can attach wheels to an axle using a chassis I can join materials using tape and glue		I can evaluate my ideas and products against design criteria
	Knowledge							I know how to communicate my ideas through talking, drawing, templates and mock ups	I know how to use mechanisms such as wheels and axles	I know how to use mechanisms such as wheels and axles		I know how to use my design criteria to evaluate my product
	Activity							Children to design a car	Making a car using box, wooden dowels and wheel	Making a car using box, wooden dowels and wheels		Explain what they found difficult/easy and what they would improve
Music	Question	How can I identify different rhythms?	What is improvisation?	What is syncopation?	What do we mean when we say compose?	What is notation?	How could you improve your performance?	What is this story based on?	What is the mood of the Music?	What is improvisation?	How could you improve your performance?	How could you improve your performance?
	Skills	I can use symbols to record long and short sounds.	I can sing in tune through songs and pitch matching	I can make and change sound on instruments using long and short sounds, understanding their differences.	I can make and change sound on instruments using long and short sounds, understanding their differences.	I can use symbols to record long and short sounds.	I can perform to my class peers.	I can sing in tune through songs and pitch matching.	I can sing in tune through songs and pitch matching.	I can make patterns with sounds - using musical elements.	I can make up my own movement in response to different tempos.	I can sing in tune through songs and pitch matching.
	Knowledge	I am able to identify different rhythms using symbols.	I know what improvisation is.	I can show what syncopation is using symbols.	I know what compose and composition are.	I am able to identify what notation is and can use it in it's basic form.	I know how to improve my performance.	I am able to recap the Musical story that we are learning.	I am able to identify the moods of the different pieces of Music that I am listening to and put the relevant emotion in my performance.	I am able to describe what improvisation is.	I know how to improve my performance.	I know how to improve my performance.
PE	Question	What is the difference between a straight and a bent leg?	Can I copy a sequence and repeat it?	How do I balance? (large body parts)	What is a teddy bear roll?	Can I jump with different shapes?	Can I use hand apparatus?	What shapes can you make with your arms?	Can I perform a cannon with my class with teacher	Can I jump with different shapes?	What is a stunt?	Can I follow a teacher led routine?
	Skills	I can keep my leg straight or bend it when stepping	I can copy basic movements and shapes	I can balance using large body parts	I can attempt a teddy bear roll safely	I can do the pin, tuck and star shapes when jumping	I can use hoops and bean bags as hand apparatus	I can copy basic arm motions	I can perform a cannon with teacher instruction	I can perform different shapes when jumping	I can attempt a knee stand with teacher assitance	I can attempt a teacher led routine
	Knowledge	know how to bend my leg (knee)	I know how to copy different movements and shapes (simon says)	I know how to balance with legs and torso	know what a teddy bear roll looks like	I know to perform my shape in the air when jumping	I know how to balance, move and jump with different pieces of	I know how to copy different arm motions with strong arms	I know that cannon means to go after the person next	I know to perform the jump shape in the air	know what the 4 stunting positions are	know 4 key areas we have learnt over the past 4
	Question	How can I use different parts of my body to move with a	Can I throw a ball?	Can I roll a ball with a partner?	Can I pass to my partner?	Can I retrieve items?	Can I complete a relay in teams?					
	Skills	I can use my hands and feet to move with a ball	I can use my hands to throw a ball towards a target	I can roll a ball to a partner under control	I can use my hands to pass a ball	I can move to the middle of a hall to collect equipment for my team -	I can move a ball to and from an area taking it in turns					
	Knowledge	know which different body parts I can use to move with	I know I need to aim when throwing	I know how to aim towards my partner before I roll	I know I can use different body parts to pass a ball	I know I take 1 piece of equipment at a time and I cannot stop people	I know how to wait in a line for my turn					

Summer Term On a Safari		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 Assessment Week - KS1 SATS	Week 7 Assessment Week KS1 SATS
History	Question							
	Skills							
	Knowledge							
	Activity							
Science	Question	How do things change in Spring?	What are the names of different animals?	What are the names of different animals?	Where do animals live? What do animals eat?	How are animals different?	How are animals different?	What is a herbivore/carnivore/omnivore?
	Skills	Observe changes over time, sorting and grouping them based on their features.	Ask simple scientific questions	Ask simple scientific questions	Ask simple scientific questions	Ask simple scientific questions	Ask simple scientific questions	Ask simple scientific questions
	Knowledge	I can observe changes across the four seasons.	I can name a variety of common animals including fish, amphibians, reptiles, birds and mammals	I can name a variety of common animals including fish, amphibians, reptiles, birds and mammals	I can distinguish between different types of animal, where they live and what they eat.	I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	I can identify and name a variety of common animals that are carnivores, herbivores and omnivores
	Activity	Look at photos taken on Autumn and Winter walks. Go on a spring walk around school and take photos	Labelling different animals, fish, amphibians, reptiles, birds and mammals	Types of safari animals poster	Types of safari animals poster	Labelling parts of safari animals	Comparison of animals	Sorting animals
Geography	Question			What animals will you find in Africa?	What are the physical features of Africa?	What are the physical features of Africa?	What are the man-made features of Africa?	What are the man-made features of Africa?
	Skills			I can locate countries on a world map, atlas or globe.	I can ask and answer geographical questions such as- What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here?	I can ask and answer geographical questions such as- What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here?	I can ask and answer geographical questions such as- What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here?	I can ask and answer geographical questions such as- What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here?
	Knowledge			I know where Africa is. I know that Africa is a continent. I know some African animals.	I know what the weather is like in Africa. I know some of the physical features of Africa are the Sahara Desert, the River Nile, the Pyramids, Victoria Falls and Mount Kilamanjaro.	I know what the weather is like in Africa. I know some of the physical features of Africa are the Sahara Desert, the River Nile, the Pyramids, Victoria Falls and Mount Kilamanjaro.	I know that Nairobi is the capital city of Kenya. I know what the city of Nairobi is like. I know that English and Swahili are the official languages.	I know that Nairobi is the capital city of Kenya. I know what the city of Nairobi is like. I know that English and Swahili are the official languages.
	Activity			Finding Africa on the map. Map of Africa with african animals on it	Information booklet about Africa	Information booklet about Africa	Video about Kenya	Discussion of what is it like to be a child in Kenya?
RE	Question	Who celebrates what and why?	Who celebrates what and why?	How do we show we care for others? Why does it matter?		Who celebrates what and why?		
	Skills	I can explore stories and celebrations of Eid ul Fitr, finding out about what the stories told at the festivals mean.	I can explore stories and celebrations of Eid ul Fitr, finding out about what the stories told at the festivals mean	I can notice and talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different?		I can explore stories and celebrations of Eid ul Fitr, finding out about what the stories told at the festivals mean		
	Knowledge	I know the Muslim festival of Eid is celebrated at the end of Ramadan and how this is celebrated.	I know the Muslim festival of Eid is celebrated at the end of Ramadan and how this is celebrated.	I know people from all faiths and non-faiths can live together		I know the Muslim festival of Eid is celebrated at the end of Ramadan and how this is celebrated.		
	Activity	What is Ramadan? BBC video. Ramadan reading comprehension and what is Ramadan activity.	What is Eid? Eid reading comprehension anc activity showing how it is celebrated.	Islam - Making a mini booklet about the religion. Discussion.		What is Eid? Making coconut squares and Eid celebration cards.		
PSHE	Question	Who do we have relationships with?	Who do we have relationships with?	Who do we have relationships with?	Who do we have relationships with?	Who do we have relationships with?	Who do we have relationships with?	How do I change?
	Skills	I know how it feels to belong to a family and care about the peopme who are important to me	I know how to make a new friend	I can recognise which forms of physical contact are acceptable and unacceptable to me	I know when I need help and how to ask for it	I know ways to praise myself	I can express how I feel about them	I understand that changes happen as we grow and that this is ok
	Knowledge	I can identify the members of my family and understand that there are lots of different types of families	I can identify what being a good friend means to me	I know appropriate ways of physical contact to greet my friends and know which ways I prefer	I know who can help me in my school community	I can recognise my qualities as a person and as a friend	I can tell you why I appreciate someone who is special to me	I am starting to understand the life cycles of animals and humans
	Activity	Complete piece 1	Complete piece 2	Complete piece 3	Complete piece 4	Complete piece 5	Complete piece 6	Complete piece 1
Computing	Question	How do I give instructions?	What order do I need to do something to make it happen?	What is scratch?	What symbols should I use to make something happen?	What is a background?	What is a sprite?	How do I make my sprite move?
	Skills	I can give instructions to a friend and follow instructions from a friend.	I can tell you the order I need to do something to make it happen.	I can use scratch.	I can use programming symbols.	I can create a background in scratch.	I can create a sprite in scratch.	I can program a robot to do a particular task.
	Knowledge	I know how to give specific instructions to a friend.	I know how to talk about this as an algorithm.	I know how to work scratch.	I know which symbols to use.	I know how to create a background.	I know how to create a sprite.	I know how to make my sprite move.
	Activity	Children to work in pairs to give instructions and follow instructions to move around the room.	Children to write down a set of instructions.	An introduction to scratch, look at symbles and show children how to navigate it.	Draw the correct symbol at the side of the instructions from the previous lesson.	Children to use scratch to create a background.	Children to use scratch to create a sprite.	Children to use the symbols to make the sprite move.
Art/T	Question	How can I make a collage? What shapes will I use? What materials will be best? Ho wwill I join my materials?			How can I create a realistic image using sketching techniques. How will I create a likeness for texture and pattern.			Significant person: Who is Julie Mehretu? How does her art make us feel?
	Skills	Sculpture: I can use a combination of shapes and materials including: rolled up paper, straws, card, boxes and clay to create lines and texture. I can use techniques such as rolling, cutting moulding and carving using tools and equipment.			Draw lines of different size and thickness. Show pattern and texture by adding dots and lines. Show different tones by applying pressure using pencil, charcoal, oil and chalk pastel. Start to hatch and cross hatch when shading.			I can compare the work of different artists.
	Knowledge	I know how to use a range of joining materials, clay, clay tools, natural materials and other resources.			I know how to use a pencil to achieve different effects.			I know that different artists have different styles.
	Activity	Use a variety of materials to create a collage of an African animal			Use pencils to sketch images of african animals.			Look at and discuss different work by Julie Mehretu. Compare her style to other artists. Discuss the lines and patterns in her paintings and how they think she might have been feeling when she created them. Sort paintings into abstract and non abstract.
Design	Question				What does an appealing food product look like?			
	Skills				I can decorate a food product to make it appealing. I can peel and chop foods using the correct equipment. I can use simple tools and techniques competently and appropriately. I can talk about existing food products. I can talk about my own food			
	Knowledge				I know how to decorate a food product to make it appealing. I know how to peel and chop foods using the correct equipment. I know how to use simple tools and techniques competently and appropriately. I know what vocabulary to use when discussing and comparing food.			
	Activity				Prepare African fruit and veg for fruit salads and smoothies and taste them.			
PE	Question	Can I throw under arm?	Can I catch using a cone?	Can I roll a ball with a partner?	Can I throw towards a target?	Can I bounce a ball with a partner?	Can I retrieve items?	
	Skills	I can throw a small ball with one hand	I can try to catch a small ball using a cone	I can roll a ball to a partner under control	I can throw a small ball towards a specific target	I can bounce a small ball with a partner	I can move to the middle of a hall to collect equipment for my team (Robin Hood)	
	Knowledge	I know how to throw using the under arm technique	I know I need to cup the ball into the cone	I know how to aim towards my partner before I roll	I know I need to aim towards my target	I know I need to be ready to catch a bouncing ball	I know I take 1 piece of equipment at a time (focus on	
Music	Question	Do you like the song?	What instruments can you hear?	Is the piece fast or slow?	Does the song make you feel happy or sad?	Are there a lot of instruments being used or little?	What is notation?	What are the indentifying features of this instrument?
	Skills	I can sing in tune through songs and pitch matching	I can identify the simple elements of Music.	I can identify a change in the beat.	I can identify the simple elements of Music.	I can use my body and voice to make sounds.	I can interpret simple notation.	I can develop my performance through practice and
	Knowledge	I am able to say whether or not I like the song and the	I am able to identify the different instruments within the song.	I am able to describe the tempo of the Music.	I am able to describe the mood of the Music.	I am able to identify the texture of the Music.	I am able to identify notation and use it to aid my	know the indentifying features of this instrument.

		Week 8	Week 9	Week 10	Week 11	Week 12
History	Question					
	Skills					
	Knowledge					
	Activity					
Science	Question	What are the names of plants? What different types of plants are there?	What are the parts of a plant?	What does a plant need to grow?	How do things change in Summer?	What are the four seasons of the year and what changes can we observe?
	Skills	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features	Observe changes over time, sorting and grouping them based on their features.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features
	Knowledge	I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	I can identify and describe the basic structure of a variety of common flowering plants, including trees.	I know the basic needs of a plant for growth	I can observe changes across the four seasons.	I can observe changes across the four seasons
	Activity	Walk around the school grounds - finding and naming plants	Labelling parts of a plant	Growing seeds	Look at photos taken on the Autumn, Winter and Spring walks. Go on a summer walk around school and take photos.	Look at the photos collected from each of the seasonal walk and discuss and compare. Use photos to write sentenses about the changes.
Geography	Question	Does eveyone live in the same kind of homes in Africa?	Who is Wangari Maathai?			
	Skills	I can ask and answer geographical questions such as- What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here?				
	Knowledge	I know that homes in South America are different to homes in England.	I know why Wangari Maathai won the nobel peace prize. I know what the green belt movement is.			
	Activity	Photos of houses in England/Africa - labelling and comparing them				
RE	Question	How do we show we care for others? Why does it matter?	What can we learn from religious stories?	What can we learn from religious stories?	What can we learn from religious stories?	What can we learn from religious stories?
	Skills	I can notice and talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different?	I can retell (for example through drama or in pictures) two different stories about Jesus, considering what they mean. Good examples: Jesus and the Ten Lepers. The Lost Coin.	I can retell (for example through drama or in pictures) two different stories about Jesus, considering what they mean. Good examples: Jesus and the Ten Lepers. The Lost Coin.	I can retell (for example through drama or in pictures) two different stories about Jesus, considering what they mean. Good examples: Jesus and the Ten Lepers. The Lost Coin.	I can retell (for example through drama or in pictures) two different stories about Jesus, considering what they mean. Good examples: Jesus and the Ten Lepers. The Lost Coin.
	Knowledge	I know people from all faiths and non-faiths can live together	I know how to ask questions about goodness. I understand what happens when people are kind and generous. I know what happens and the consequences of when people are unkind, ungrateful and mean.	I know how to ask questions about goodness. I understand what happens when people are kind and generous. I know what happens and the consequences of when people are unkind, ungrateful and mean.	I know how to ask questions about goodness. I understand what happens when people are kind and generous. I know what happens and the consequences of when people are unkind, ungrateful and mean.	I know how to ask questions about goodness. I understand what happens when people are kind and generous. I know what happens and the consequences of when people are unkind, ungrateful and mean.
	Activity	Islam - Making a mini booklet about the religion. Discussion.	Jesus and the 10 lepers - story, discussion and role play	Jesus and the 10 lepers - story and art work	The Lost Coin - story, discussion and role play	The Lost Coin - story and art work
PSHE	Question	How do I change?	How do I change?	How do I change?	How do I change?	How do I change?
	Skills	I know that changes are ok and that sometimes they will happen whether I want them to or not	I understand that growing up is natural and that everybody grows at different rates	I respect my body and understand which parts are private	I enjoy learning new things	I know some ways to cope with changes
	Knowledge	I can tell you some things about me that have changed and things about me that have stayed the same	I can tell you how my body has changed since I was a baby	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	I understand that every time I learn something new I change a little bit	I can tell you about changes that have happened in my life
	Activity	Complete piece 2	Complete piece 3	Complete piece 4	Complete piece 5	Complete piece 6
Computing	Question	How do I make my sprite move?				
	Skills	I can program a robot to do a particular task.				
	Knowledge	I know how to make my sprite move.				
	Activity	Children to use the symbols to make the sprite move.				
Art/T	Question		How can I create a print on canvas?		How can I create primary and secondary colours? Which brush should I use?	
	Skills		Print making: I can use repeating and over-lapping shapes, mimic print from the environment e.g. wallpapers. I can use objects to create print such as fruit and vegetables, pines, roll, rub and stamp to create print on paper and fabrics.		I can use think and thin brushes, mix primary colours to make secondary colours, add white to colours to make tints, add black to colours to make tones and make a colour wheel.	
	Knowledge		I can use the vocabulary: print, relief, repeat, opposite, line, colour, pattern and shape accurately. I know how to use a variety of materials to print with including: fruit and vegetables, embossed wallpaper, rollers, printing ink, ink trays and polyblock.		I can use the vocabulary: colour, line, pattern, texture, form, space, primary colours, secondary colours, tints and tones. I can use powder paints (red, blue , yellow, black and white), artists pallete, water pot, thick, medium and thin brushes, different paper and water colour paints.	
	Activity		Design and make stencils/ printing blocks to print in the style of Julie Mehretu and contribute to a whole class, large scale printed canvas.		Create animal print designs using primary and secondary colours with tones and tints.	
Design	Question	What are boxes used for? (WFT box project)	What are boxes used for? (WFT box project)			
	Skills	I can draw a simple design and label the key parts of my design. I can design a purposeful and functional product for myself and others. I can communicate my ideas for my design. I can join materials using tape & glue. I can mark out materials using a template I can use a glue gun with close supervision (one to one).	I can fold, tear & cut paper and card. I can cut along straight lines and curved lines. I can explore and evaluate a range of existing products. I can evaluate my ideas and products against design criteria			
	Knowledge	I know how to design a purposeful and functional product. I know how to communicate my ideas through talking, drawing, templates and mock ups.I know how to build structures	I know how to design a purposeful and functional product. I know how to communicate my ideas through talking, drawing, templates and mock ups.I know how to build structures.			
	Activity	Designing and making a trinket box	Designing and making a trinket box			
PE	Question	Can I move at a slow, medium and fast pace?	What is a relay race?	How do I land when jumping?	Can I hop and skip?	How do I throw over arm?
	Skills	I can change from a slow, to medium, to fast pace on command	I can take part in simple relay races	I can land safely when jumping	I can hop on 1 foot and skip on command	I can throw a bean bag over arm towards a target
	Knowledge	I know I need to be aware of my surroundings when changing pace	I know a relay race is when a team takes it in turns to run	I know I need to bend my knees when landing a jump	I know how to hop and skip	I know I throw overarm for distance
Music	Question	What family does this instrument belong to?	How could you develop your skills on the chosen intrument?	What other strategies could you use to help you be an	How can I improve my performance?	How can I improve my performance?
	Skills	I can perform simple rhythmic and melodic patterns on the	I can perform simple rhythmic and melodic patterns on the	I can perform simple rhythmic and melodic patterns on the	I can develop my performance through practice and	I can develop my performance through practice and feedback
	Knowledge	I can identify which family the chosen instrument belongs to and name	know how to further develop my skills on the chosen instrument.	know how to use the SPOT strategy to aid me in becoming an	know how to improve my performance using different	I know how to improve my performance using different