

	Science	Art and Design	Computing	Design and Technology	Geography	History	Music	Physical Education	Religious Education	PSHE
Autumn	Living things & their habitats - Woodlands & Coastlines	Self Portrait Sculpture – salt dough.	Coding Online Safety	Food Technology Perfect Pizzas (KS 1 - Autumn even years)		Events Beyond Living Memory – <i>The Gunpowder Plot</i>	How does music help us make friends?	Yoga Multi-skills.	Is it possible to be kind to everyone all of the time	Being Me in My World
							How does music teach us about the past?		Why did God give Jesus to the world? Is God important to everyone?	Celebrating Difference (including anti-bullying)
Spring	Plants – Bulbs	Collage, drawing, using colour, line & pattern. Natural Materials <i>Andy Goldsworthy</i>	Spreadsheets Questioning Effective Searching	Mechanisms Moving Stories (KS1 Spring odd years)	Location Knowledge -UK and Continents, Oceans & The UK	Changes within living memory. <i>UK changes in our lifetime including the Royal Family.</i>	How does music make the world a better place?	Yoga Dance & Gymnastics	Does praying at regular intervals everyday help a Muslim in his/her everyday life?	Dreams and Goals
							How does music teach us about our neighborhood?		Is it true that Jesus came back to life again?	Healthy Me
Summer	Animals including humans – Survival & Health. Uses of everyday materials.	Drawing and Painting <i>Georgia O'Keefe</i>	Creating Pictures Making Music Presenting Ideas	Materials and Textiles Puppets (KS1 – Summer even years) Structures Bridges (KS1 - Summer Odd Years)	Geographical skills & Fieldwork – <i>Our school & beach.</i>		how does music make us happy?	Yoga Games	How important is it for Jewish people to do what God has asked them to do?	Relationships
							how does music teach us about looking after our planet? Sea Shanties (Singing with Year 2)		What is the best way for a Jew to show commitment to God?	Changing Me (including Sex Education)

French is not a statutory subject in Key Stage One. Children are exposed to some basic vocabulary, including greetings and numbers, through songs and games.

Subject	Autumn	Spring	Summer
	<p style="text-align: center;">Working Scientifically</p> <ul style="list-style-type: none"> • 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. 		
Science	<p>Living things & their habitats – Woodlands and Coastline</p> <ul style="list-style-type: none"> • 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. 	<p>Plants – Bulbs</p> <ul style="list-style-type: none"> • 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. 	<p>Animals, including humans – Survival & Health</p> <ul style="list-style-type: none"> • 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. <p>Uses of everyday materials</p> <ul style="list-style-type: none"> • 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.

Art and Design	Sculpture – Self Portrait <ul style="list-style-type: none"> • 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 	Natural Materials, Andy Goldsworthy <ul style="list-style-type: none"> • 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 • to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	Georgia O’Keefe, Drawing and Painting <ul style="list-style-type: none"> • 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.
Computing	Coding/Online Safety <ul style="list-style-type: none"> • 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 safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	Spreadsheets /Questioning/Effective Searching <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school 	Creating Pictures/Making Music/ <ul style="list-style-type: none"> • Presenting Ideas use technology purposefully to create, organise, store, manipulate and retrieve digital content

<p>Design and Technology</p>	<p>Food Technology <i>Perfect Pizzas</i></p> <p>Cooking & Nutrition</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. <p>Design</p> <ul style="list-style-type: none"> • 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 <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks • select from and use a wide range of materials and components <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria 	<p>Mechanisms <i>Moving Stories</i></p> <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Design</p> <ul style="list-style-type: none"> • 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 <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, 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 <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria 	<p>Materials and Textiles <i>Puppets</i></p> <p>Structures <i>Bridges</i></p> <p>Design</p> <ul style="list-style-type: none"> • 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 <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, 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 • build structures, exploring how they can be made stronger, stiffer and more stable <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria
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Human and physical geography

- use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

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UK and Knowledge of the World *Continents, Oceans & the UK.*

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Human and physical geography

- use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Geographical skills & Fieldwork *Our school & beach.*

Geographical skills and fieldwork

- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

History	Events Beyond Living Memory – The Gunpowder Plot <ul style="list-style-type: none"> • 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 	Changes within living memory. UK changes in our lifetime including history /comparison of sovereigns. <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • 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 	
Music	Hands, Heart Feet (South African Music) Christmas nativity (Singing & Performing) <ul style="list-style-type: none"> •use their voices expressively and creatively by singing songs and speaking chants and rhymes •play tuned and untuned instruments musically •listen with concentration and understanding to a range of high-quality live and recorded music 	Glockenspiel Stage 1 <ul style="list-style-type: none"> •play tuned and untuned instruments musically •listen with concentration and understanding to a range of high-quality live and recorded music •experiment with, create, select and combine sounds using the inter-related dimensions of music. 	Sea Shanties (Singing) <ul style="list-style-type: none"> •use their voices expressively and creatively by singing songs and speaking chants and rhymes •listen with concentration and understanding to a range of high-quality live and recorded music

Physical Education	Yoga Multi-skills <ul style="list-style-type: none"> • 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 • perform yoga stories (dance) using simple movement patterns. 	Yoga Dance/Gymnastics <ul style="list-style-type: none"> • 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 • perform yoga stories (dance) using simple movement patterns. 	Yoga Games <ul style="list-style-type: none"> • 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 yoga stories (dance) using simple movement patterns.
Religious Education	<p>Is it possible to be kind to everyone all of the time? What can I learn from stories from religious traditions? Should people follow religious leaders and teachings?</p> <ul style="list-style-type: none"> • We are learning to re-tell bible stories that show kindness, and to explore how this makes Christians behave towards other people. • <p>Why did God give Jesus to the world? Is God important to everyone? Is God important to everyone?</p> <ul style="list-style-type: none"> • We are learning to reflect on the Christmas story and the possible reasons for Jesus' birth. 	<p>Does praying at regular intervals everyday help a Muslim in his/her everyday life? Who do I believe I am? Does it feel special to belong?</p> <ul style="list-style-type: none"> • We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day. <p>Is it true that Jesus came back to life again? Is God important to everyone? Should people follow religious leaders and teachings?</p> <ul style="list-style-type: none"> • We are learning to retell the Easter story and understand what Jesus' crucifixion means to Christians. 	<p>How important is it for Jewish people to do what God has asked them to do? Should people follow religious leaders and teachings? Is God important to everyone?</p> <ul style="list-style-type: none"> • We are learning to understand the special relationship between Jews and God and the promises they make to each other. <p>What is the best way for a Jew to show commitment to God? Should people follow religious leaders and teachings? Is God important to everyone?</p> <ul style="list-style-type: none"> • We are learning to understand different ways that Jews show their commitment to God.

PSHE	Identity - September Fascination - October Respect – November Community – December	Resilience - January Diversity – February Career - March Rights - April	Power - May Reflection - June Change - July Growth - August
	<p>Being Me in My World - My actions and behaviour</p> <ul style="list-style-type: none"> I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others. <p>Celebrating Difference (including anti-bullying) - Gender Stereotypes</p> <ul style="list-style-type: none"> I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends. 	<p>Dreams and Goals - Team Players</p> <ul style="list-style-type: none"> I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work. <p>Healthy Me - Healthy Choices</p> <ul style="list-style-type: none"> I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. 	<p>Relationships - Feeling Safe</p> <ul style="list-style-type: none"> I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. <p>Changing Me (including Sex Education) - Privacy and my body.</p> <ul style="list-style-type: none"> I can use the correct terms to describe penis, testicles, anus, urethra, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.