



Term	Maths	English	Science	History	Geog	Art	DT	RE	Computing	Music Ongoing skills = Singing – exploring pitch, pulse and rhythm.	PE
Autumn	<p><u>Numbers to 100</u></p> <p><u>Addition and Subtraction</u></p> <p><u>Properties of Shape</u></p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>- Sequel stories</li> <li>- Non-chronological leaflets</li> <li>- Persuasive letters</li> <li>- Environmental campaign</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>- After the fall - Dan Santat</li> <li>- Cinderella: An Art Deco Fairy Tale - Lynn Robers and David Roberts</li> <li>- There's a Rang-Tan in my bedroom - James Sellick</li> <li>- The Magic and Mystery of Trees - Jen Green</li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>-a making the 'or' sound</li> <li>-c makes the 's' sound if placed before <u>i/e/y</u></li> <li>- <u>dge</u> at the end of a word</li> <li>- suffix - <u>ly</u>, <u>ed</u>, <u>ment</u>, <u>ness</u></li> <li>-o making the 'u' sound</li> <li>-keep the 'y' add '<u>ing</u>'</li> <li>-adding '<u>ing</u>' to words ending in e</li> <li>-le, <u>el</u> endings</li> <li>-silent <u>kn</u></li> <li>-possessive apostrophes</li> </ul>	<p><u>Chemistry</u></p> <p><u>Uses of Everyday Materials</u></p> <ul style="list-style-type: none"> <li>- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for <u>particular uses</u></li> <li>- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	<p><u>The Battle of Hastings</u> - Local History Link</p> <p><u>Lincoln Castle</u> - Significant historical events in locality</p> <ul style="list-style-type: none"> <li>- Changes within living memory.</li> <li>- 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.</li> <li>- To compare aspects of life in different periods</li> <li>- Significant historical events, people and places in their own locality.</li> </ul>	<p><u>The United Kingdom</u></p> <ul style="list-style-type: none"> <li>- Four countries of the UK and location on a map</li> <li>- Recognise flags of the UK</li> <li>- To name the seas around the UK</li> <li>- To identify capital cities of the UK and locate on a map</li> <li>- To recognise landmarks in the UK</li> <li>- To identify seasonal and daily weather patterns in the UK</li> </ul>	<p><u>Portraits</u></p> <p>Artist - Thomas Gainsborough</p> <ul style="list-style-type: none"> <li>- Painting - thick and thin brushes</li> <li>-Mix primary colours to make secondary</li> <li>-Add white and black</li> <li>-Create colour wheels</li> <li>- To use a range of materials creatively to design and make products</li> <li>-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</li> <li>-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.</li> </ul>	<p><u>Introduction Unit: What is Design and Technology?</u></p> <p><u>Lever Mechanisms</u></p> <ul style="list-style-type: none"> <li>- Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>-Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>- Select from and use a range of tools and equipment to perform practical tasks</li> <li>-Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>-Explore and evaluate a range of existing products</li> <li>-Evaluate their ideas and products against design criteria</li> <li>-Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>-Explore and use mechanisms in their products.</li> </ul>	<p><u>Being Human -Islam</u></p> <p>Believing</p> <ul style="list-style-type: none"> <li>-What does the Qur'an say about how Muslims should treat others and live their lives?</li> <li>-How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?</li> </ul> <p><u>Life Journey - Islam</u></p> <p>Living</p> <ul style="list-style-type: none"> <li>-What do Muslims do to celebrate birth?</li> <li>-What does it mean and why does it matter to belong?</li> </ul>	<p><u>Information technology around us</u></p> <ul style="list-style-type: none"> <li>To recognise the uses and features of information technology</li> <li>To identify information technology in the home</li> <li>To identify information technology beyond school</li> <li>To explain how information technology benefits us</li> <li>To show how to use information technology safely</li> <li>To recognise that choices are made when using information <u>technologys</u></li> </ul> <p><u>Digital photography</u> - To know what devices can be used to take photographs</p> <ul style="list-style-type: none"> <li>To use a digital device to take a photograph</li> <li>To describe what <u>makes</u> a good photograph</li> <li>To decide how photographs can be improved</li> <li>To use tools to change an image</li> <li>To recognise that images can be changed</li> </ul>	<p><u>Ourselves</u> - Use voices to describe feelings and mood.</p> <p><u>Toys</u> - Move and play to a steady beat and sound sequences.</p> <p><u>Our land</u> - Exploring timbre and texture whilst exploring sounds.</p> <p><u>Our bodies</u> - Developing a sense of beat.</p>	<p><u>Fundamentals</u></p> <ul style="list-style-type: none"> <li>-Master basic movements in running, jumpi throwing.</li> <li>-Develop balai agility and co-ordination, an to apply these range of activ</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>-Master basic movements as developing bal agility and co-ordination.</li> </ul>
Spring	<p><u>Money</u></p> <p><u>Multiplication and Division</u></p> <p><u>Length and Height</u></p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Information texts</li> <li>-Own version narratives about bravery</li> <li>-Rhyming poems</li> <li>-Own version narratives</li> </ul>	<p><u>Biology</u></p> <p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> <li>- Notice that animals, including humans, have offspring which grow into adults</li> <li>- Find out about and</li> </ul>	<p><u>Moon landing</u>- significant events - Space Race</p> <p><u>Space explorers</u> - significant people - Neil Armstrong and Tim Peake</p>	<p><u>Mapping the World</u></p> <ul style="list-style-type: none"> <li>- 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</li> </ul>	<p><u>Dreams and nightmares</u> Artist - William Blake</p> <ul style="list-style-type: none"> <li>-Sculpture - use a combination of shapes</li> <li>-Include lines and texture</li> <li>-Use rolled up paper, straws.</li> </ul>	<p><u>Wheels and Axles</u></p> <ul style="list-style-type: none"> <li>- Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>-Generate, develop, model and</li> </ul>	<p><u>Being Human - Christianity</u></p> <p>Believing</p> <ul style="list-style-type: none"> <li>-What does the Bible say about how Christians should treat others and live their lives?</li> </ul>	<p><u>Making music</u> - To say how music can make us feel</p> <ul style="list-style-type: none"> <li>To identify that there are patterns in music</li> <li>To describe how music can be used in different ways</li> <li>To show how music is made from a</li> </ul>	<p><u>Animals</u> - Develop understanding and recognition of changing pitch.</p> <p><u>Number</u>- Exploring steady beat and</p>	<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>-Perform dan using simple movement pat</li> </ul> <p><u>Ball Skills</u></p> <ul style="list-style-type: none"> <li>-Master basic</li> </ul>