

	<p>Chemistry:</p> <ul style="list-style-type: none"> • To investigate materials <p>Physics:</p> <ul style="list-style-type: none"> • To investigate seasonal changes and understand the Earth's movement in space. • To understand light and seeing • To understand electricity 	<p>sense.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Observe the apparent movement of the Sun during the day. • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Observe and name a variety of sources of light, including electric lights, flames and the <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity.
<p>History</p>	<p>Look at:</p> <ul style="list-style-type: none"> • The lives of significant individuals in Britain's past who have contributed to our nations achievements – scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti. • Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the 	

	<p>year.</p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality • To investigate and interpret the past • To build and overview of world history • To understand chronology • To communicate historically 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe historical events • Describe significant people from the past • Recognise that there are reasons why people in the past acted as they did <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line • Label time lines with words or phrases such as: past, present, older and newer • Recount changes that have occurred in their own lives • Use dates where appropriate <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time • Show an understanding of the concept of nation and a nation's history • Show an understanding of concepts such as civilisation,
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		monarchy, parliament, democracy, and war and peace
<h2 style="text-align: center;">Geography</h2>	<p><i>Pupils should be given opportunities to:</i></p> <ul style="list-style-type: none"> • <i>Investigate the world's continents and oceans.</i> • <i>Investigate the countries and capitals of the United Kingdom.</i> • <i>Compare and contrast a small area of the United Kingdom with that of a non-European country.</i> • <i>Explore weather and climate in the United Kingdom and around the world.</i> • <i>Use basic geographical vocabulary to refer to and describe key physical and human features of locations.</i> • <i>Use world maps, atlases and globes.</i> • <i>Use simple compass directions.</i> • <i>Use aerial photographs.</i> • <i>Use fieldwork and observational skills.</i> <ul style="list-style-type: none"> • To investigate places 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. <p>Pupil should to taught to:</p>

	<ul style="list-style-type: none"> • To investigate patterns • To communicate geography 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school. <p>should be taught to:</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key.
<p>Art and Design</p>	<p><i>Pupils should be given opportunities to:</i></p> <ul style="list-style-type: none"> • <i>Use experiences and ideas as the inspiration for artwork.</i> • <i>Share ideas using drawing, painting and sculpture.</i> • <i>Explore a variety of techniques.</i> • <i>Learn about the work of a range of artists, artisans and designers.</i> <ul style="list-style-type: none"> • To develop ideas 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.

to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria.*
- generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.*

Make

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

Evaluate

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

Technical knowledge

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

Cooking and nutrition

- use the basic principles of a healthy and varied diet to prepare dishes.*
- understand where food comes from.*

- To master practical skills**
Food

Pupils should be taught to:

- Cut, peel or grate ingredients safely and hygienically.
- Measure or weigh using measuring cups or electronic scales.
- Assemble or cook ingredients.

	<p>Materials</p> <ul style="list-style-type: none"> • To design, make, evaluate and improve • To take inspiration from design throughout history 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.
<p>Computing</p>	<ul style="list-style-type: none"> • To code Motion Looks Sound Draw Events Control 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Control motion by specifying the number of steps to travel, direction and turn • Add text strings, show and hide objects and change the features of an object • Select sounds and control when they are heard, their duration and volume • Control when drawings appear and set the pen colour, size and shape • Specify conditions to trigger events • Specify the nature of events (such as a single event or a loop)

	<p>Sensing</p> <ul style="list-style-type: none"> • To connect • To communicate • To collect 	<ul style="list-style-type: none"> • Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?) • Participate in class social media accounts • Understand online risks and the age rules for sites • Use a range of applications and devices in order to communicate ideas, work and message • Use simple databases to record information in areas across the curriculum
Religious Education	<p><i>Pupils should be given opportunities to:</i></p> <ul style="list-style-type: none"> • <i>Study the main stories of Christianity</i> • <i>Study at least one other religion.</i> • <i>Study other religions of interest to pupils</i> 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Christianity – what it means to belong <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Christmas • God as a creator – caring for the planet • Easter and beliefs about Jesus <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Christianity – people of faith and courage • Values • Christianity – visiting a church, buildings and symbols
Music	<p><i>Pupils should be given opportunities to:</i></p> <ul style="list-style-type: none"> • <i>Use their voices expressively by singing songs and speaking chants and rhymes.</i> • <i>Play tuned and untuned instruments musically.</i> • <i>Listen with concentration and understanding to a range of high-quality live and recorded music.</i> • <i>Make and combine sounds using the inter-related dimensions of music.</i> <ul style="list-style-type: none"> • To Perform 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an

	<ul style="list-style-type: none">• To compose • To transcribe • To describe music	<p>instrument.</p> <ul style="list-style-type: none">• Make and control long and short sounds, using voice and instruments.• Imitate changes in pitch. <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Create a sequence of long and short sounds.• Clap rhythms.• Create a mixture of different sounds (long and short, loud and quiet, high and low).• Choose sounds to create an effect.• Sequence sounds to create an overall effect.• Create short, musical patterns.• Create short, rhythmic phrases. <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Use symbols to represent a composition and use them to help with a performance. <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Identify the beat of a tune.• Recognise changes in timbre, dynamics and pitch.
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