

**Area of learning: Science
Materials**

To ask simple questions and recognise that they can be answered in different ways.

To observe closely, using simple equipment.

To perform simple tests.

To identify and classify.

To use their observations and ideas to suggest answers to questions.

To gather and record data to help in answering questions.

To distinguish between an object and the material from which it is made.

To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

To observe changes across the four seasons

To observe and describe weather associated with the seasons and how day length varies.

Area of learning: History/Geography

To 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.

To 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.

To know about events beyond living memory that are significant nationally or globally.

To be aware of 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.

- Christopher Columbus
- Neil Armstrong
- Captain Scott
- Sir Edmund Hilary

To know about significant historical events, people and places in their own locality.

Area of learning: Computing

We are Storytellers

Use sound recording equipment to record sounds

Develop skills in saving and storing sounds on the computer

Develop collaboration skills as they work together in a group

Understand how a talking book differs from a paper based book

Talk about and reflect on their use of ICT

Share recordings with an audience

We are Celebrating

Develop basic keyboard skills through typing and formatting text

Develop basic mouse skills

Use the web to find and select image

Develop skills in storing and retrieving files develop skills in combining text and images

Discuss their work and think about whether it could be improved

Area of learning: Music

The Long and Short of it- Exploring Duration

To use their voices expressively and creatively by singing songs and speaking chants and rhymes.

To listen with concentration and understanding to a range of high-quality live and recorded music.

To experiment with, create, select and combine sounds using the inter-related dimensions of music.

To appreciate music from other cultures and accompany it with tuned and untuned percussion instruments.



Area of learning: PSHE

Living in the wider world

Understanding rules

Belonging to groups and communities

Understanding and looking after money

Health and well-being

Keeping safe - sun, water, road safety, stranger

Safe use of the internet- understand where to go for help if they are concerned about content or contact with others on the internet

Area of learning: Art

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 know about the work of a range of artists e.g. Paul Klee, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Area of learning: P.E.

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

To participate in team games, developing simple tactics for attacking and defending

To perform dances using simple movement patterns.

Area of learning: RE

Is Shabbat important to Jewish children? Does celebrating Chanukah make Jewish children feel closer to God?

Empathise with Jewish children by understanding what they do during Shabbat and Chanukah and why it is important to them.

**Area of learning: DT****Design**

To design purposeful, functional, appealing products for themselves and other users based on design criteria

To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

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