

Term:	AUTUMN		SPRING		SUMMER	
Topic Umbrella and Title	Let's Investigate Space	Time Travellers Castles	Unique Universe Enchanted Forest	Small Surprises Secret Garden	Before you were born Pirates	Wonderful World Hooray! It's a Holiday
<b>Science</b>	<p><b>Animals, including humans</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><b>Seasonal Changes</b> Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Animals, including humans</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<p><b>Plants</b> Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Seasonal Changes</b> - Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Everyday Materials</b> - 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.</p> <p>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>	<p><b>Seasonal Changes</b> - Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>
<b>Working scientifically</b>	<p>Begin to: asking simple questions and recognising that they can be answered in different ways</p> <ul style="list-style-type: none"> <li>☑ observing closely, using simple equipment</li> <li>☑ performing simple tests</li> <li>☑ identifying and classifying</li> <li>☑ using their observations and ideas to suggest answers to questions</li> <li>☑ gathering and recording data to help in answering questions.</li> </ul>		<p>Begin to: asking simple questions and recognising that they can be answered in different ways</p> <ul style="list-style-type: none"> <li>☑ observing closely, using simple equipment</li> <li>☑ performing simple tests</li> <li>☑ identifying and classifying</li> <li>☑ using their observations and ideas to suggest answers to questions</li> <li>☑ gathering and recording data to help in answering questions.</li> </ul>	<p>Begin to: asking simple questions and recognising that they can be answered in different ways</p> <ul style="list-style-type: none"> <li>☑ observing closely, using simple equipment</li> <li>☑ performing simple tests</li> <li>☑ identifying and classifying</li> <li>☑ using their observations and ideas to suggest answers to questions</li> <li>☑ gathering and recording data to help in answering questions.</li> </ul>	<p>Begin to: asking simple questions and recognising that they can be answered in different ways</p> <ul style="list-style-type: none"> <li>☑ observing closely, using simple equipment</li> <li>☑ performing simple tests</li> <li>☑ identifying and classifying</li> <li>☑ using their observations and ideas to suggest answers to questions</li> <li>☑ gathering and recording data to help in answering questions.</li> </ul>	
<b>Questioning and enquiring planning</b>	<p>Ask simple <b>questions about the world around us.</b> Begin to recognise that they can be</p>			<p>Ask simple <b>questions about the world around us.</b> Begin to recognise that they can be answered in different ways (different types of enquiry including - observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative tests, finding things out from secondary sources)</p>		

<b>Geography Location</b>		Name and locate local town.				Name and locate local town.
<b>Place</b>						Observe and describe the human and physical geography of a small area of the United Kingdom.
<b>Human and physical</b>		Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.	Seasonal/daily weather patterns in the UK.  Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.	Seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.  Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.		Seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.
<b>Geographical skills and fieldwork</b>		Devise simple picture maps.  Begin to use aerial photographs and photographs to recognise landmarks and basic human and physical features.  Use locational and directional language (e.g., near and far, left and right). Describe the location of features and routes on maps.			Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.  Devise simple picture maps.  Begin to use aerial photographs and photographs to recognise landmarks and basic human and physical features.  Use locational and directional language (e.g., near and far, left and right). Describe the location of features and routes on maps.	Use maps, atlases and globes to identify the continents and oceans studied at this key stage.  Use locational and directional language (e.g., near and far, left and right). Describe the location of features and routes on maps.  Begin to use aerial photographs and photographs to recognise landmarks and basic human and physical features;  Devise simple picture maps.  Use simple fieldwork and observational skills to study the geography of their school and its grounds.
<b>History- include coverage</b>	Significant people (there is a choice within the units). Neil Armstrong	Significant people (there is a choice within the units). King Arthur			Significant people (there is a choice within the units). Admiral Nelson	
<b>Knowledge/ understanding of British History</b>	Changes within living memory - used, where appropriate, to reveal changes in national life	Changes within living memory - used, where appropriate, to reveal changes in national life			Changes within living memory - used, where appropriate, to reveal changes in national life	

	<b>Local history</b> Significant historical events, people and places in their own locality	<b>Local history</b> Significant historical events, people and places in their own locality Portchester Castle			<b>Local history</b> Significant historical events, people and places in their own locality Portsmouth Dockyard	
<b>Knowledge/ understanding of Wider World History</b>	Events from beyond living memory that are significant nationally or globally  Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life	Events from beyond living memory that are significant nationally or globally  Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life			Events from beyond living memory that are significant nationally or globally  Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life	
<b>The ability to...</b>	Be aware of the past, using common words & phrases relating to time  Fit people/events into chronological framework  Identify similarities / differences between periods  Use wide vocabulary of everyday historical terms  Ask and answer questions  Choose and use from stories and other sources to show understanding  Understand some ways we find out about the past  Identify different ways in which past is represented	Be aware of the past, using common words & phrases relating to time  Fit people/events into chronological framework  Identify similarities / differences between periods  Use wide vocabulary of everyday historical terms  Ask and answer questions  Choose and use from stories and other sources to show understanding  Understand some ways we find out about the past  Identify different ways in which past is represented			Be aware of the past, using common words & phrases relating to time  Fit people/events into chronological framework  Identify similarities / differences between periods  Use wide vocabulary of everyday historical terms  Ask and answer questions  Choose and use from stories and other sources to show understanding  Understand some ways we find out about the past  Identify different ways in which past is represented	

<p><b>Computing</b></p>	<p><b>1.1 Programmable Toys</b> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Recognise common uses of information technology beyond school.</p> <p><b>Child Friendly</b> Understand a programmable toy can be controlled by inputting a sequence of instructions</p> <p>Develop and record sequence of instructions as an algorithm.</p> <p>Program a toy to follow their algorithm</p> <p>Debug my program</p> <p>Predict how my program will work.</p>	<p><b>1.5 Producing a talking book</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully.</p> <p><b>Child Friendly</b> To use sound recording equipment to record sounds.</p> <p>Develop skills in saving and storing sounds on the computer</p> <p>Developing collaboration skills</p> <p>Understand how a talking book differs from a paper based book</p> <p>Talk about and reflect on my use of ICT</p> <p>Share recordings with an audience.</p>	<p><b>1.4 finding images using the web</b></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about contents or contact on the internet or other online technologies,</p> <p>Recognise common uses of information technology beyond school.</p> <p><b>Child Friendly</b> Find and use pictures on the web</p> <p>Know what to do if they encounter pictures that cause concern</p> <p>Group images on the basis of a yes/ no (binary) question</p> <p>Organise images into more than two groups according to clear rules</p> <p>Sort images according a criteria</p> <p>Ask and answer yes/ no (binary) questions about their images.</p>	<p><b>1.2 filming the steps to a recipe</b></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p><b>Child Friendly</b> Break down a process into simple, clear steps, as in an algorithm</p> <p>Use different features of a video camera</p> <p>Use a video camera to capture moving images</p> <p>Develop collaboration skills</p> <p>Discuss my work and how it could be improved.</p>	<p><b>1.3 illustrating an ebook</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>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.</p> <p><b>Child Friendly</b> To use the web safely to find ideas for an illustration</p> <p>Select and use appropriate painting tools to create and change images on the computer</p> <p>Understand how this use of ICT differs from using paint and paper</p> <p>Create an illustration for a particular purpose</p> <p>Know how to save, retrieve and change their work.</p> <p>Reflect on their work and act on feedback received.</p>	<p><b>1.6 creating a digital card</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>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.</p> <p><b>Child Friendly</b> Develop basic keyboard skills, through typing and formatting text.</p> <p>Develop basic mouse skills</p> <p>Use the web to find and select images</p> <p>Develop skills in storing and retrieving files</p> <p>Develop skills in combining text and images</p> <p>Discuss my work and think about whether it could be improved</p>
<p><b>eSafety</b></p>	<p>The children learn to use simple programmable toys safely and sensibly, as well as showing respect for the work of their peers. Web access is supervise and safe practices are encouraged. Similarly, any filing is done with appropriate consent</p>	<p>The pupils learn to use audio recorders or microphones and audio recording software safely and sensibly. The pupils' need to be aware of copyright material and show appropriate respect for the owners of intellectual property when</p>	<p>As pupils will be working with the web and searching for images, they' need to make sure they use this technology safely as well as showing respect for others intellectual property through observing copyright conditions. The</p>	<p>The pupils learn how to use digital video cameras safely and to show respect to those they're filming, including recognising the need for consent and assent. The importance of not sharing videos more widely that is</p>	<p>In searching for images on the web, pupils work initially from a set of carefully chosen sites. They again learn that they should turn the screen off and tell their teacher is they encounter material that concerns them. If work is uploaded to a public area, the importance of</p>	<p>The pupils have an opportunity to search for images on the web, and again learn to use technology safely, switching off the screen if they have concerns and reporting these to their teacher. The pupils are taught to respect the copyright</p>

	and assent.	using technology. Regard is shown for appropriate consent and assent, school policies and their party terms and conditions of the pupils' stories are uploaded to external websites.	pupils are taught to turn the screen off and let their teacher know if they have any concerns over content they encounter. The pupils are also introduced to the school's Acceptable use policy, if they haven't already had this explained to them.	appropriate is considered as is the need to exclude information that might identify individuals from video recordings. When using the web, pupils learn to turn the screen off and tell their teacher if they encounter material that concerns them. The pupils also start to learn about copyright, recognising that they own the copyright in their original work and that this cannot be published or copied without their permission.	protecting the children's identifies is recognised, as is their intellectual property rights over their original work. An extensions activity provides an initial opportunity for the children learn some aspects of using email safely.	conditions associated with any third party images they use. Pupils only use photos of themselves if appropriate permission is in place. If children share their work, then attention is paid to protecting their identity and copyright. If they send cards by email they use a class address and consider some aspects of using emails safely.
Art	<p>Painting - Use a variety of tools and techniques including different brush sizes and types</p> <p>Identify primary colours by name/secondary and some tertiary.</p> <p>Qualify tonal value – light to dark.</p> <p>Colour in accurately using paint and pencil.</p> <p>Make drawing using increasing detail, context and the visual elements.</p> <p>Look at the work of a range of artist/ craft makers and designers. Describe the differences and similarities between different practises and disciplines and make links to their own work.</p>					
	<p>Drawing –Use and experiment with a range of materials; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk - opportunity to choose and select media.</p> <p>Control the types of marks made with the range of media</p> <p>Be able to name and begin to predict results that different media might achieve.</p> <p>Observe and draw (painting) from observations/experiences and imagination. – share ideas.</p> <p>Name, match and draw lines/marks from observations – consider colour/pattern/texture / line/ shape /form and space.</p> <p>Work to the size of paper – scales</p>					

	<p>and composition.          Make drawing using increasing detail, context and the visual elements          Drawing for a purpose.          Look at the work of a range of artist / craft makers and designers.          Describe the difference s and similarities between different practises and disciplines and make links to their own work.</p>					
	<p>Sculpture          Mould malleable materials – dough/clay- to create shapes and can be combined to make objects.          Build junk models and prepare for paint/collage.          Use a wider range of tools to cut/shape and impress patterns and textures into a range of materials.          Fold, pleat and cut paper and thin card of varying thicknesses.          Working on a range of scales and sizes.          Talk about materials, how they have been worked and the final results.          Look at the work of a range of artist/ craft makers and designers. Describe the difference s and similarities between different practises and disciplines and make links to their own work.</p>					
	<p>Other – printing/collage/textiles          Investigates textures by naming, rubbing and copying.</p>					
<p><b>DT December/March</b>           Design</p>	<p>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>	<p>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>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>		<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>		
Evaluate		<p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p>		<p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p>		
Technical Knowledge		<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		
Cooking and Nutrition		<p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p>		<p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p>		
PE	<p>Master different movements – running, throwing, catching, as well as agility, balance and co-ordination. Apply these across a range of activities.</p> <p>Team games, attacking and defending.</p> <p>Perform dances using simple patterns.</p>					
Music	<p>Use voices expressively – chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen to and concentrate with</p>					

	<p>recorded and live music.</p> <p>Experiment with and explore a range of inter related dimensions music.</p>					
PSHE	<p>To understand healthy life style.</p> <p>To know how to maintain personal hygiene.</p> <p>To know how some diseases are spread.</p> <p>To know how to use medicines correctly.</p> <p>To know the name of different body parts.</p> <p>To know what makes me special.</p> <p>To listen to others.</p> <p>To work well in a small group.</p> <p>To understand what feedback is and how it can help.</p> <p>To know how to contribute to life in the classroom. To learn about group and class rules. (Transition)</p>	<p>To know some rules to keep us safe e.g. road and online.</p> <p>To know there are good and not so good feelings.</p> <p>To know how we may feel if we have a loss.</p> <p>To know the process of growing from young to old.</p> <p>To know that when we grow we have new responsibilities.</p>	<p>To learn from our experiences.</p> <p>To know who looks after us.</p> <p>To know rules that keep us safe.</p> <p>To recognise we are responsible for keeping safe.</p> <p>To talk about feelings.</p> <p>To know the difference between a surprise and a secret.</p> <p>To know what fair, unfair, kind, unkind, right and wrong mean.</p>	<p>To know physical contact is and how it can make us feel.</p> <p>To know what hurts peoples bodies and feelings.</p> <p>To know people have differences and similarities</p> <p>To celebrate people's differences.</p> <p>To know what teasing and bullying means.</p> <p>To understand how to react when teasing or bullying occurs.</p>	<p>To learn about the needs of other people.</p> <p>To know what makes a community.</p> <p>To learn about groups and community that we belong to.</p> <p>To know how to improve the local environment.</p>	<p>To learn about where money comes from and what it is used for – (self).</p> <p>To begin to understand how to manage money.</p> <p>To think about what influences money choices.</p> <p>To learn about what improves and harms built environments.</p> <p>To learn about what improves and harms natural environments.</p> <p>To know that living things have needs.</p>