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| Science | | |
| BREADTH OF STUDY | Living things and habitats: living and dead and never been alive.  Habitats and their suitability inc basic needs  Name a variety of plants and animals in habitats and mirco- habitats. | |
| Milestone Indicator | • Explore and compare the differences between things that are living, that are dead and 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. | |
| BREADTH OF STUDY | Simple food chain. | |
| Milestone Indicator | 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 | |
| BREADTH OF STUDY | Plants: Season bulls grow into plants/ light/temp | |
| Milestone Indicator | Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.  • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.  • 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 | |
| BREADTH OF STUDY | Animals inc humans: Off spring/ basis needs for survival/ exercise/ food / hygiene (SRE/ 4 Rs) | |
| Milestone Indicator | • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  • Notice that animals, including humans, have offspring which grow into adults.  • Investigate 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. | |
| BREADTH OF STUDY | Everyday materials: compare and contrast/ changes in shape. | |
| Milestone Indicator | • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. | |
| History | | |
|  | Events beyond living memory:  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements - medical pioneers Florence Nightingale  • Key events in the past (Beyond living memory) that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]  • Significant historical events, people and places in their own locality.  Specific focus:  The Gunpowder plot/ TBC  Local History:  Trevithick  Brunel  Humphrey Davey | |
|  | • Show an understanding of the concept of nation and a nation’s history.  • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.  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.  • Describe historical events.  • Describe significant people from the past.  • Recognise that there are reasons why people in the past acted as they did.  • 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.  • 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. | |
| Geography | | |
| Breadth of Study | Investigate the world’s continents and oceans.  • Investigate the countries and capitals of the United Kingdom.  • Compare and contrast a small area of the United Kingdom with that of a non-European country. (Japan and \_\_\_ TBC)  • Use basic geographical vocabulary to refer to and describe key physical and human features of locations.  • Use world maps, atlases and globes.  • Use simple compass directions.  • Use aerial photographs.  • Use fieldwork and observational skills. | |
| Milestone Indicators | • **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.   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.  Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1) of features and routes on a map.  . • Identify land use around the school.  • 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. | |
| RE | | |
| Breadth of Study | Christianity:  The bible/ Christian Way of life  Islam | |
| Milestone Indicators | Identify how they have to make their own choices in life.  • Explain how actions affect others.  • Show an understanding of the term ‘morals’.   Identify the things that are important in their own lives and compare these to religious beliefs.  • Relate emotions to some of the experiences of religious figures studied.  • Ask questions about puzzling aspects of life.  Name some religious symbols.  • Explain the meaning of some religious symbols.  Describe some of the teachings of a religion.  • Describe some of the main festivals or celebrations of a religion.  Recognise, name and describe some religious artefacts, places and practices | |
| PE | | |
|  | Core Skills: running/jumping /throwing/balance/agility  Team Games  Performance dance  (Refer to REAL PE for planning) | |
| Milestone Indicators | Use the terms ‘opponent’ and ‘team-mate’.  • Use rolling, hitting, running, jumping, catching and kicking skills in combination.  • Develop tactics.  • Lead others when appropriate.   Copy and remember moves and Breadth of Studyitions.  • Move with careful control and coordination.  • Link two or more actions to perform a sequence.  • Choose movements to communicate a mood, feeling or idea.  Copy and remember actions.  • Move with some control and awareness of space.  • Link two or more actions to make a sequence.  • Show contrasts (such as small/tall, straight/curved and wide/narrow).  • Travel by rolling forwards, backwards and sideways.  • Hold a Breadth of Studyition whilst balancing on different points of the body.  • Climb safely on equipment.  • Stretch and curl to develop flexibility.  • Jump in a variety of ways and land with increasing control and balance.  Swim unaided up to 25 metres.  • Use one basic stroke, breathing correctly.  • Control leg movements | |
| Art | | |
|  | Use experiences and ideas as the inspiration for artwork.  • Share ideas using drawing, painting and sculpture.  • Explore a variety of techniques.  • Learn about the work of a range of artists, artisans and designers.  Artists to study:  Andy Goldsworthy  TBC  TBC | |
|  | Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop  Use thick and thin brushes.  **Painting**  • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels  **Sculpture**   Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving  **Draw:**  Draw lines of different sizes and thickness.  • Colour (own work) neatly following the lines.  • Show pattern and texture by adding dots and lines.  • Show different tones by using coloured pencils  **Print**  Use repeating or overlapping shapes.  • Mimic print from the environment (e.g. wallpapers).  • Use objects to create prints (e.g. fruit, vegetables or sponges).  • Press, roll, rub and stamp to make prints  **Textiles:**  Use weaving to create a pattern.  • Join materials using glue and/or a stitch.  • Use plaiting.  • Use dip dye techniques  **Digital media:**  Use a wide range of tools to create different textures, lines, tones, colours and shapes  **Artist focus:**   Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. | |
| DT | | |
|  | **Design**  ♣ 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 [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 **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 [for example, levers, sliders, wheels and axles], in their products. | |
| Milestone Indicators | **Electricals:**  Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage)  **Computing**  Model designs using software  **Construction:**  Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products  **Mechanics**  Create products using levers, wheels and winding mechanisms  **Design products that have a clear purBreadth of Studye and an intended user.**  • Make products, refining the design as work progresses.  • Use software to design  Explore objects and designs to identify likes and dislikes of the designs.  • Suggest improvements to existing designs.  • Explore how products have been created |
| Music | |
| Breadth of Study | Take part in singing, accurately following the melody.  • Follow instructions on how and when to sing or play an instrument.  • Make and control long and short sounds, using voice and instruments.  • Imitate changes in pitch. |
| Milestone Indicators | Perform  Use their voices expressively 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.  • Make and combine sounds using the inter-related dimensions of music.  Compose  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  Transcribe  Use symbols to represent a comBreadth of Studyition and use them to help with a performance.  Describe Music  Identify the beat of a tune.  • Recognise changes in timbre, dynamics and pitch |
| PSHE | Families and people who care for me:  Caring Friends  Respectful Relationships  On-line safety/ online relationships/ Internet Safety and Harms  Physical health and fitness  Healthy eating  Health and prevention  Basic first aid  Being Safe  Mental Wellbeing  RSE  SEE PSHE 2019 guidance for break-down | |
| Computing |  |
|  | • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.  • Write and test simple programs.  • Use logical reasoning to predict the behaviour of simple programs.  • Organise, store, manipulate and retrieve data in a range of digital formats.  • Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school. |
| Milestone Indicators | Code  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 user inputs (such as clicks) to control events.  Specify the nature of events (such as a single event or a loop)  Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).  Connect  Participate in class website  • Understand online risks and the age rules for sites  Communicate  Use a range of applications and devices in order to communicate ideas, work and messages  Collect  Use a range of applications and devices in order to communicate ideas, work and messages |