

<p>Autumn 1 – All About Me (Art, History)</p>	<p>Autumn 2 – Wolf Proof (DT, Science)</p>
<ul style="list-style-type: none"> • 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 • About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practises and disciplines, making links to their own work. <ul style="list-style-type: none"> • Understand common words and phrases relating to the passing of time: now, then, new, old, a long time ago 	<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. • 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. • 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 their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable.
<p>Spring 1 – London’s Burning (History, DT, Music)</p>	<p>Spring 2 – Around the World in 80 days (Geography, Science, Geography)</p>
<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products 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. • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) 	<ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies. • Name and locate the world’s seven continents and five oceans

<ul style="list-style-type: none"> • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Explore and evaluate a range of existing products. • Use their voices expressively and creatively 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. • Experiment with, create, select and combine sounds using their inter related dimensions of music. • Understand common words and phrases relating to the passing of time: now, then, new, old, a long time ago • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • 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. Some should be used to compare aspects of life in different periods. • significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in 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. • Key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • Use simple compass directions (North, South, East and west) and locational and directional language (for example, near and far; left and right) to describe the location of features and routes on a map.
<p>Summer 1 – Minibeasts (Science)</p>	<p>Summer 2 – Lighthouse Keepers Lunch (Geography, History)</p>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • understand where food comes from. • Understand common words and phrases relating to the passing of time: now, then, new, old, a long time ago • Use World maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this Key Stage.