

<p>Autumn 1 – Explorers (History, Geography)</p>	<p>Autumn 2 – This is Yorkshire/Complete Athlete (History, Geography, Science)</p>
<ul style="list-style-type: none"> <li>• Identify a change within living memory and recall some key facts about the change.</li> <li>• Recall some key facts about a significant event in history.</li> <li>• Ask simple questions about a significant event in history.</li> </ul> <p>Use a given source (e.g. diary entry, artefacts) to find facts about the past.</p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally.</li> <li>• 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.</li> <li>• significant historical events, people and places in their own locality.</li> <li>• Ask a range of questions about the past (Who? What? When? Why?)</li> <li>• Understand that a source provides information about the past and that there are different types of sources.</li> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally.</li> <li>• 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.</li> <li>• significant historical events, people and places in their own locality.</li> <li>• Recall some key facts about significant individuals from the past.</li> <li>• Recall key facts about a significant historical event/person/place in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• Name and locate the world’s seven continents and five oceans</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• 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.</li> <li>• Key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>• Key human features, including: city, town, village, factory, farm, house, office, port harbour and shop.</li> <li>• 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.</li> <li>• 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.</li> <li>• Recall some key facts about significant individuals from the past.</li> <li>• Recall key facts about a significant historical event/person/place in their own locality.</li> </ul>
<p>Spring 1 – Animal Antics (Science)</p>	<p>Spring 2 – Charlie &amp; The Chocolate Factory (DT, Art)</p>
<ul style="list-style-type: none"> <li>• Explore and compare the difference between things that are living, dead, and things that have never been alive.</li> <li>• Identify that most living things live in habitats to which they are</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>

<p>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.</p> <ul style="list-style-type: none"> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.</li> <li>• Explore and evaluate a range of existing products.</li> <li>• Evaluate their ideas and products against design criteria.</li> </ul>
<p>Summer 1 – Grand Designs (Science, DT)</p>	<p>Summer 2 – Farm to Fork (Science, DT)</p>
<ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.</li> <li>• Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Observe and describe how seeds and bulbs grow into mature plants.</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>• Notice that animals, including humans, have offspring which grow into adults.</li> <li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <ul style="list-style-type: none"> <li>• understand where food comes from.</li> </ul> </li> </ul>

