



Subject	Learning
History	Taught in Autumn 1
Geography	<p>Geography - Continents and Oceans</p> <ul style="list-style-type: none"> name and locate the world's seven continents, including our location on a world map name and locate the world's five oceans name a selection of countries in the world know that countries make up continents <p>Skills</p> <ul style="list-style-type: none"> Use a mix of directional language and the four points of a compass to navigate around a map Follow a short route on a small-scale map <p>Key Vocabulary continent, Europe, Africa, North America, South America, Asia, Oceania, Antarctica ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Atlantic Ocean, Southern Ocean, France, China, Brazil, USA, Australia, country</p>
Art	Taught in Autumn1
RE	<p>Islam (visit to Mosque)</p> <ul style="list-style-type: none"> How do some Muslims show Allah is compassionate and merciful? <p>Key Vocabulary Allah, Muslim, prophet, Islam, Qur'an, Muhammad</p>
Science	<p>Use of Everyday Materials:</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, glass, plastic, brick, rock, paper and cardboard for particular uses. Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Key Vocabulary brick, fabric, elastic, foil, property, solid, waterproof, absorbent, opaque, transparent, squash, bend, flexible, twist, stretch push, pull, roll, slide, bounce</p>
Working Scientifically	<ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests (TAPS 'DO' – Rocket Mice) Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. <p>Key Vocabulary measurements, test, results</p>
PE	<p>Sending and receiving</p> <ul style="list-style-type: none"> Dribble a ball with two hands on the move. Dibble a ball with some success, stopping it when required. Throw and roll towards a target using varying techniques with some success.

	<ul style="list-style-type: none"> ● Show balance when kicking towards a target. ● Catch an object passed to them, with and without a bounce. ● Move to track a ball and stop it using feet with limited success. ● Run, stop and change direction with balance and control. ● Move to space to help score goals or limit others scoring. ● Use simple tactics. <p>Key vocabulary Received, send, team mate, chest pass, possession, goal, dodge, bounce pass</p> <p>School games value: honesty</p>
PE with Total Sports	<p>Gymnastics</p> <ul style="list-style-type: none"> ● Perform balances on different body parts with some control and balance. ● Take body weight on different body parts, with and without apparatus. ● Show increased awareness of extension and flexibility in actions. ● Copy, remember, repeat and plan linking simple actions with some control and technique. <p>Key vocabulary link, pathway, sequence, tuck, straddle, speed, star, pike</p> <p>School games value: honesty</p>
Computing	<p>Finish Discovery Coding Level 1 Unit 2 – 4 lessons complete to at least ‘build’ task, plus debugging</p> <ul style="list-style-type: none"> ● To learn to combine start and input events to create precise instruction. <p>Key Vocabulary object, output, input</p> <p>Discovery Coding</p> <p>E-Safety Pixl lesson 2 – Asking for help</p>
Music	<p>Title of unit: Hands, Feet, Heart Style of main song: Afropop, South African Unit theme: South African music Performance focus: Singing</p> <p>Listening: Find the pulse and understand it is the heartbeat of a song. Recognise and name two or more instruments they can hear e.g. keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals. Know that this is a South African song. Find the pulse: March in time with the pulse. What animal can you be, finding the pulse? Clapping rhythms: Copy and clap back rhythms. Clap the rhythm of your name. Make up your own rhythms from words, own name, favourite food, colours and animals.. Know that rhythm is different to pulse. Sing: Know that we add high and low sounds (pitch) when singing. Sing in groups, a song that has question and answer sections and a chorus. Play instruments: A range of untuned percussion and play a glockenspiel accurately and in time, using 3 notes (G, A + C). Improvise: using the notes C + D. Compose: A simple melody using simple rhythms, choosing from notes C + D or C, D + E. Know that we add low and high sounds (pitch) when playing instruments.</p> <p>Key Vocabulary Keyboards, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, compose, improvise, perform, audience, question and answer, melody, dynamics, tempo.</p>

<p>PSHE and RSE</p> <p>(highlighted objectives are statutory)</p>	<ul style="list-style-type: none"> ● H9 About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. ● H16 About ways of sharing feelings; a range of words to describe feelings. ● H17 About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep). ● H18 Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. ● H19 To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. ● H20 About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. ● R8 Simple strategies to resolve arguments between friends positively. ● R9 How to ask for help if a friendship is making them feel unhappy. ● L6 To recognise the ways they are the same as, and different to, other people. ● R12 That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. ● L5 About the different roles and responsibilities people have in their community
<p>DT</p>	<p>Food Technology - where food comes from</p> <p>Knowledge:</p> <ul style="list-style-type: none"> ● That all food comes from plants or animals ● That food has to be farmed, grown elsewhere or is caught ● How to name and sort foods into the five groups ● That everyone should eat at least five portions of fruit and vegetables every day <p>Skills:</p> <ul style="list-style-type: none"> ● How to prepare simple dishes safely and hygienically, without using a heat source ● Cut, peel and grate with increasing confidence <p><u>Key Vocabulary</u></p> <p>fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients</p>
<p>British Values</p>	<p>Friendship</p> <ul style="list-style-type: none"> ● Understanding the qualities of being a fantastic friend <p>Resilience</p> <ul style="list-style-type: none"> ● 'The Swallow's story' of resilience. How can we be more resilient? <p>Tolerance and respect</p> <ul style="list-style-type: none"> ● The Christian celebration of Christmas
<p>SMSC</p>	<p>Learning about the Christian celebration of Christmas - carol singing concert.</p>