

<p><u>Events</u></p> <p>-</p>	<p><u>RE & Values</u></p> <p><u>RE:</u></p> <p><u>Values:</u></p>	<p><u>Topic: Once Upon A Time</u></p> <p>History:</p> <ul style="list-style-type: none"> - Sequence some events or 2 related objects in order - Uses words and phrases: old, new, young, days, months - Remembers parts of stories and memories about the past - Tell the difference between past and present in own and other people’s lives, including the lives of significant people. - Begins to identify and recount some details from the past from sources (eg. pictures, stories) - Finds answers to simple questions about the past from sources of information (eg. pictures, stories) - Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking) <p>Art and Design:</p> <p>Drawing:</p> <ul style="list-style-type: none"> - Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk - Control the types of marks made with the range of media - <i>Lines and marks</i> - Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media. - <i>Shape</i> - Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. - <i>Tone</i> - Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. - <i>Texture</i> - Investigate textures by describing, naming, rubbing, copying. <p>3D Sculpture:</p> <ul style="list-style-type: none"> - Experiment with constructing and joining recycled, natural and manmade materials - Use simple 2-D shapes to create a 3-D form <p>Design and Technology:</p> <p>Construction:</p> <ul style="list-style-type: none"> - Make vehicles with construction kits which contain free running wheels - Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels - Join appropriately for different materials and situations e.g. glue, tape. - Mark out materials to be cut using a template - See glue gun used by an adult
<p><u>Computing: Discovering Programming</u></p> <ul style="list-style-type: none"> - To begin to understand what a computer is and how it operates. - To understand that we use many programmable and automated devices at school, home and in the wider world. - To understand that natural systems (for example plants) have inputs and outputs and this can help us predict how they will behave. - To understand that an algorithm is a set of precise instructions or rules to carry out a specific task or solve a problem. - To understand we use logical reasoning help create algorithms. - To understand computers use programs written in programming languages and that there are many such languages. - To understand digital devices are controlled using programs written in specific programming languages. - To understand precision and sequence are key to programming. - To know the repeat command can make programs more efficient. - To know collaborative exploration can support efficient programming. - To understand the need to build up a program, step-by-step. - To use technologies safely and appropriately. - To talk about the choices they made. Revisit and refine their work. - To develop awareness of environmental issues related to technology. - To log on to the school system and save, locate and edit work. - To know to tell a trusted adult if anything they access or use makes them feel uncomfortable or worried. 		

PE

Dance

- Copies and explores basic movements and body patterns
- Remembers simple movements and dance steps
- Links movements to sounds and music.
- Responds to range of stimuli.

Music

Controlling sounds through singing and playing (performing)

- Take part in singing.
- Follow instructions on how and when to sing/play an instrument.
- Take notice of others when performing.
- Make and control long and short sounds (duration).
- Imitate changes in pitch– high and low.



Evaluation:

- Say what they like and do not like about items they have made and attempt to say why
- Talk about their designs as they develop and identify good and bad points
- Discuss how closely their finished products meet their design criteria

Science:

Everyday Materials:

- name materials which have lots of different uses (e.g. paper- wrapping paper, tissue paper, writing paper, birthday card)
- identify some properties of materials (e.g. see through, waterproof, absorbent)
- describe the simple physical properties of a variety of everyday materials
- **make predictions about which materials will float and sink**
- compare and group together a variety of everyday materials on the basis of their simple physical properties (both visible and non-visible)
- *explain why people started using plastic bags rather than paper bags*

Working Scientifically:

- asks simple questions and recognises that they can be answered in different ways
- recognises scientific and technical developments that help us
- performs simple tests or follows teachers' instructions
- experiences different types of science enquiry
- with guidance, suggests what they will do
- with guidance, identifies things to measure or observe that are relevant to the question
- uses resources provided or chosen from a limited range
- uses simple measurements and equipment to gather data
- suggests why a test is unfair
- observes closely (including changes over time), using simple equipment
- makes measurements using non-standard units
- uses simple secondary sources to find answers, e.g. books, videos, photographs or people
- gathers and records simple data to help in answering questions
- with support, prepares simple tables to record data
- with help, records their findings in a range of ways, e.g. simple tables, diagrams, pictograms, sorting circles, bar charts and templates
- talks about their findings using everyday terms, text scaffolds or simple scientific language