

<u>Events</u>	<u>RE &amp; Values</u> <u>RE:</u> <u>Values:</u>	<u>Topic: Places to Play</u>
<p><u>Computing: Let's Create (over the whole of the Autumn Term)</u></p> <ul style="list-style-type: none"> <li>- To understand that digital texts can include words, numbers, graphics, film and sound.</li> <li>- To understand that we use computer software to create digital content.</li> <li>- To know that some software can read text and can include word banks to help us create and read texts.</li> <li>- To understand that computer systems enable us to store digital content.</li> <li>- To understand that computer software can be used to create images.</li> <li>- To understand that there are many different software programs, which can be used to create digital images.</li> <li>- To know that logical reasoning can be used to predict the behaviour of simple programs.</li> <li>- To understand that images can be accessed from many sources. Recognise that not all images found might be appropriate.</li> <li>- To identify and use a range of technology to capture still/moving images. Begin to talk about how such devices operate.</li> <li>- To recognise the need to ask permission before taking anyone's photograph.</li> <li>- To understand that audio devices can capture and/or playback sound and that they help us communicate with others.</li> <li>- To know that sounds add meaning to digital texts.</li> <li>- To talk about the choices they have made, revisiting and refining their work in the light of the comments and suggestions from peers.</li> <li>- To be able to save, locate and edit work with support.</li> <li>- To use technology safely and increasingly respectfully.</li> <li>- To know to tell a trusted adult if words, images or sounds make them feel uncomfortable or worried.</li> </ul>		<p><u>Geography:</u></p> <ul style="list-style-type: none"> <li>- Name and locate local town and own country.</li> <li>- Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</li> <li>- Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps.</li> <li>- Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</li> </ul> <p><u>Art and Design:</u></p> <p><u>Digital Media:</u></p> <ul style="list-style-type: none"> <li>- Explore ideas using digital sources i.e. internet, CD-ROMs</li> <li>- Record visual information using digital cameras, video recorders</li> <li>- Use a simple graphics package to create images and effects with Lines by changing the size of brushes in response to ideas</li> <li>- Shapes using eraser, shape and fill tools</li> <li>- Colours and Texture using simple filters to manipulate and create images</li> <li>- Use basic selection and cropping tools</li> </ul> <p><u>Painting:</u></p> <ul style="list-style-type: none"> <li>- Use a variety of tools and techniques including different brush sizes and types</li> <li>- Mix and match colours to artefacts and objects</li> <li>- Work on different scales</li> <li>- Experiment with tools and techniques e.g. layering, mixing media, scrapping through</li> <li>- Name different types of paint and their properties</li> <li>- Colour</li> <li>- Identify primary colours by name</li> <li>- Mix primary shades and tones</li> <li>- Texture</li> <li>- Create textured paint by adding sand, plaster</li> </ul>

## PE

### Gym

- Copies and explores basic movements with some control and coordination.
  - Can perform different body shapes
    - Performs at different levels
    - Can perform 2 footed jump
    - Can use equipment safely
    - Balances with some control
  - Can link 2-3 simple movements

## Design and Technology:

### Developing, planning and communicating ideas (through independent time):

- Follow verbal instructions
  - Explain what they are making and which materials they are using
  - Name the tools they are using
  - Describe what they need to do next
  - Select materials from a limited range
  - Select and name the tools
  - Select appropriate technique explaining First, Next, Last
  - Model ideas with kits, reclaimed materials
  - Use pictures and words to convey what they want to design and make
- Describe their models and drawings
  - Use kits/reclaimed materials to develop an ideas
- Discuss their work as it progresses

## Music:

### Listening and applying knowledge and understanding

- Listen for different types of sounds.
- Know how sounds are made and changed.
- Make sounds with a slight difference, with help.
- Use voice in different ways to create different effects.



## Science:

### Everyday Materials:

- name some common materials
- name some common objects around the school and home
- distinguish between an object and the material from which it is made
- identify some naturally occurring materials: wood, rock, water
- identify some man-made materials: glass, metal, plastic
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe objects that are made from lots of different materials
- names objects that are sometimes made from different materials (e.g. spoons- plastic, wooden, metal)
- make observations of common objects and the different materials they are made of
- communicate these observations using descriptive words (e.g. bendy, rough, hard)