

<p><b>Events</b></p> <ul style="list-style-type: none"> <li>- HCC food event</li> <li>- WOW day</li> </ul>	<p><b>RE &amp; Values</b></p> <p><u>RE:</u></p> <p>Symbols</p> <p><u>Values:</u></p>	<p><b>Topic: Healthy Humans</b></p> <p><b>Geography:</b> Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map (Create a map of fun run route).</p> <p><b>History:</b> <b>Knowledge and understanding of past events, people and changes in the past</b> Uses information to describe the past. (Florence Nightingale) Uses information to describe differences between then and now. (hospitals) Recounts main events from a significant event in history. (Florence’s work) Uses evidence to explain reasons why people in past acted as they did, including the lives of significant people. (Black History Month-October) <b>Chronological Understanding:</b> Recount changes in own life over time (science link-baby too elderly) <b>Organisation and Communication:</b> Describes objects, people and events. (FN) Writes own date of birth. Writes simple stories and recounts about the past. (FN) Draws labelled diagrams and writes about them to tell others about people, events and objects from the past. (Labelled hospital/soldier)</p>
<p><b>Computing: Getting Creative (over the whole of the Autumn Term)</b></p> <p>To understand that elements in digital content contribute meaning or create atmosphere. To review what a computer input device is. To review the differences between hardware and software. To understand that computer systems enable us to store digital content in precise locations. To investigate ways in which software supports writing. To recognise how digital imaging is used in and beyond school To explore differences between digital and non-digital images. To know that digital devices need precise commands in “their language” to perform a specific task. To select appropriate devices to capture images clearly and in frame. To understand digital images can be stored in electronic collections and searched using key words and menus or categories. To understand that images can be sequenced to tell a story or describe an event or process. To understand objects can animated in digital content. To talk about the choices they made. Revisit and refine their work. To log on to the school system and save, locate and edit work using their own space; understand how and when to print. To ask permission before taking or using images of others. To use technology safely and increasingly respectfully, knowing how to respond if anything they access makes them feel uncomfortable or worried.</p>		<p><b>D&amp;T:</b> <b>Through independent time:</b> <b>Developing, Planning and Communicating Ideas:</b> 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 that will meet the design criteria Select and name the tools needed to work the materials Select appropriate technique explaining First, Next, Last Explore ideas by rearranging materials Model ideas with kits, reclaimed materials Select pictures to help develop ideas Use pictures and words to convey what they want to design and make Describe their models and drawings of ideas and intentions Use kits/reclaimed materials to develop an idea</p>
<p><b>PE</b></p>		

## Gym

Explores and creates different pathways and patterns.  
Uses equipment in a variety of ways to create a sequence  
Link movements together to create a sequence



Use drawings to record ideas as they are developed  
Discuss their work as it progresses  
Add notes to drawings to help explanations

### Food:

Develop a food vocabulary using taste ,smell, texture and feel  
Group familiar food products e.g. fruit and vegetables  
Cut, peel, grate, chop a range of ingredients-snack time -  
Work safely and hygienically- snack time  
Understand the need for a variety of foods in a diet  
Measure and weigh food items, non-statutory measures e.g. spoons, cups

### Art:

Record and explore ideas from first hand observations (sausage and egg man)  
Ask and answer questions about the starting points for their work (evaluation)  
Develop their ideas – try things out, change their minds  
Review what they and others have done and say what they think and feel about it. (evaluation)  
Identify what they might change in their current work or develop in future work (self portrait-Austin's butterfly)

### Drawing:

Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk (draw different fruit)  
Control the types of marks made with the range of media (next step for one above)

### Lines and marks

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. (fruit rubbing/printing)

**Music:**

**Controlling sounds through singing and playing (performing):**

Sing songs in ensemble following the tune (melody) well.  
Use voice to good effect understanding the importance of warming up first.  
Perform in ensemble with instructions from the leader.  
Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).

**Shape**

Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. (invent new shapes for sausage and egg)

**Science**

explain that adult animals no longer grow  
describe some differences they observe between babies and toddler  
make comparisons of the differences they observe between babies and toddlers  
use evidence to show that children of the same age are not all the same size  
use evidence to show that older children are generally taller than younger children  
find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  
describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene  
recognise that exercise is important  
name some types of food  
identify some types of food that make up their diet and name some examples of each  
recognise that an adequate diet and exercise are necessary for them to grow and stay healthy  
describe some of the types of food that they eat