Events	RE & Values
-	RE: Values:

Computing: Starting Research

To know that information can come from many different sources, including digital and non-digital.

To understand that the World Wide Web holds huge amounts of information and each website has a unique name and address.

To understand that websites and other digital resources provide tools which we can use to locate information.

To understand that selecting appropriate keywords is essential in finding specific information.

To know that anyone can put information on the World Wide Web and that it may not be true.

To understand that we can use digital resources to help us share the results of information research

To understand that we organise ideas and information using mind maps.

To understand that we can organise objects according to their properties or characteristics.

To understand that they own the materials they create and that others should ask permission before using them.

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 use technology safely and increasingly respectfully.

To know how to respond if anything they access makes them feel uncomfortable or worried.

History:

Chronological Understanding:
Puts 3 people, events or objects in order using a given scale.
Uses words and phrases such as recently, before, after, now, later.
Uses past and present when telling others about an event.
Knowledge and understanding of past events, people and changes in the past
Uses information to describe the past.
Uses information to describe differences between then and now.
Recounts main events from a significant event in history.
Uses evidence to explain reasons why people in past acted as they did, including the lives of significant people.
Historical Interpretation:
Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).
Understands why some people in the past did things.
Historical Enquiry:
Looks carefully at pictures or objects to find information about the past.
Asks and answers questions such as: 'what was it like for a ….?', 'what happened in the past?', 'how long ago did …. happen?',
Estimates the ages of people by studying and describing their features.

Art:

Record and explore ideas from first hand observations
Ask and answer questions about the starting points for their work
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.
Identify what they might change in their current work or develop in future work
Paint:
Use a variety of tools and techniques including different brush sizes and types
Mix and match colours to artefacts and objects
Work on different scales
Experiment with tools and techniques e.g. layering, mixing media, scrapping through
Name different types of paint and their properties
Colour
Identify primary colours by name
Mix primary shades and tones
Texture
Create textured paint by adding sand, plaster
Textiles:
Match and sort fabrics and threads for colour, texture, length, size and shape
Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting
Cut and shape fabric using scissors/snips

PE

Dance

Copies and explores basic movements with clear control.

Varies levels and speed in sequence

Can vary the size of their body shapes

Add change of direction to a sequence

Uses space well and negotiates space clearly.

Can describe a short dance using appropriate vocabulary.

Responds imaginatively to stimuli.

Music:

Creating and developing musical ideas (composing):
Carefully choose sounds to achieve an effect (including use of ICT).
Order sounds to create an effect (structure- beginnings/endings).
Create short musical patterns.
Create sequences of long and short sounds- rhythmic patterns (duration).
Control playing instruments so they sound as they should.
Use pitch changes to communicate an idea.
Start to compose with two or three notes

Apply shapes with glue or by stitching
Apply decoration using beads, buttons, feathers etc
Create cords and plaits for decoration
Colour
Apply colour with printing, dipping, fabric crayons
Create and use dyes i.e. onion skins, tea, coffee
Texture
Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel
Printing:
Print with a range of hard and soft materials e.g. corks, pen barrels, sponge
Make simple marks on rollers and printing palettes
Take simple prints i.e. mono -printing
Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils
Build repeating patterns and recognise pattern in the environment
Create simple printing blocks with press print
Design more repetitive patterns
Colour
Experiment with overprinting motifs and colour
Texture
Make rubbings to collect textures and patterns.

D&T:
Textile:
Colour fabrics using a range of techniques e.g. fabric paints, printing, painting
Cut out shapes which have been created by drawing round a template onto the fabric
Join fabrics by using running stitch, glue, staples ,over sewing, tape
Decorate fabrics with buttons, beads, sequins, braids, ribbons
Construction:
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
Attach wheels to a chassis using an axle
Join appropriately for different materials and situations e.g. glue, tape.
Mark out materials to be cut using a template
Cut strip wood/dowel using hacksaw and bench hook
See glue gun used by an adult
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
Talk about changes made during the making process
Discuss how closely their finished products meet their design criteria

Science
describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
recognise that an adequate diet and exercise are necessary for them to grow and stay healthy