

<p>Events Autumn 1 Volcanoes WOW day</p> <p>Events Autumn 2</p>	<p>Values Freedom</p> <p>RE Christianity</p>	<p>Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of: Physical topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time. <p>Design and Technology</p> <ul style="list-style-type: none"> Investigate similar products to the one to be made to give starting points for a design. Draw/sketch products to help analyse and understand how products are made. Think about the order of their work and decide upon tools and materials. Plan a sequence of actions to make a product. Identify the strengths and weaknesses of their design ideas. Decide which idea to develop. Consider and explain how their finished work could be improved. Discuss how well the finished product meets the design criteria and how well it meets the needs of the user. Understand how key events and individuals in design and technology have helped shape the world. <p>Construction:</p> <ul style="list-style-type: none"> Create shell or frame structures, strengthen frames with diagonal struts. Make structures more stable by giving them a wide base. Prototype frame and shell structures. Use glue gun with close supervision (one to one). <p>Art</p> <ul style="list-style-type: none"> Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Colour Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades Generic skills: Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
<p>PE – DANCE and Team games</p> <p>Beginning to improvise independently to create a simple dance move.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> <p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>		
<p>MFL</p> <p>Understand a few familiar spoken words and phrases eg <i>teacher's instructions, days of the week, colours and numbers</i></p> <p>Say and/or repeat a few words and short simple phrases eg <i>what the weather is like, naming classroom objects.</i></p> <p>Know how to pronounce some single letter sounds.</p> <p>Imitate correct pronunciation with some success.</p> <p>Recognises and reads a few familiar words or phrases.</p> <p>Use visual clues to help with reading.</p> <p>Write or copy simple words and/or symbols correctly.</p> <p>Select appropriate words to complete short phrases or sentences.</p> <p>Understand and respect that there are people and places in the world that are different to where I live.</p> <p>Understand that some people speak a different language to my own.</p>		

COMPUTING

Authoring

To understand that computer systems store data as bytes and we use this unit to specify size.

To understand that computer networks have a structure which we can use to save and share digital resources.

To understand that there are different operating systems used by our computing devices.

To understand word processing software often includes digital tools to improve clarity, accuracy and efficiency.

To understand that digital objects can be inserted and controlled in word-based texts.

To explore how images can rapidly increase document size.

To understand that multimedia texts are effective in communicating ideas to specific audiences.

To know that non-linear multimedia texts can be organised to include audience control over how the content is accessed

To review and evaluate their work, discussing the choices they have made and checking for accuracy.

Use appropriate file-naming conventions and understandable folder structure to save, organise and retrieve their work.

Music

Sing songs from memory with accurate pitch and in tune.

Show control in voice and pronounce the words in a song clearly (diction).

Maintain a simple part within an ensemble.

Play notes on instruments clearly and including steps/ leaps in pitch.

Improvise (including call and response) within a group using 1 or 2 notes.



- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbook.

Science – Rocks, Fossils and Soil

- observe the characteristics of a variety of rocks
- name and describe the characteristics of several rocks
- identify fossils in rocks
- classify rocks from the evidence of investigations
- explain that rocks are used for different purposes dependent on their physical properties
- explain that different types of rock react differently to physical forces (e.g. water, rubbing)
- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- understand that there are rocks under the Earth's surface
- relate the simple physical properties of some rocks to their formation
- explain why certain rocks are used for different purposes and why some rocks could be used for these jobs for example:
 - Marble- kitchen worktops or statues
 - Slate roof tiles
 - Granite walls
- explain how a model (e.g. biscuits, chocolate bars) can be used to represent sedimentary, metamorphic and igneous rocks
- explain why we might find lots of the same types of rock in one place
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- describe how Mary Anning discovered fossils
- explain why we do not see the soft parts of animals in fossils
- recognise that soil is a mixture of different materials and living things
- recognise that soil contains dead plants and animals
- recognise that there is rock under all surfaces and that soils come from rocks
- recognise that soils are made from rocks and organic matter