Autumn 1—Enchanted Woodland	Autumn 2—Bright lights, big city	Spring 1— Paws, claws and whiskers
<u>Science</u>	<u>Science</u>	Science
*Identify and name a variety of common wild and garden plants,	*Everyday materials objectives	*Identify and name a variety of common animals including fish, amphibians,
including deciduous and evergreen trees	History	reptiles, birds and mammals
*Identify and describe the basic structure of a variety of common	*Events beyond living memory that are significant nationally or globally	*Identify and name a variety of common animals that are carnivores, herbi-
flowering plants including trees	*The lives of significant individuals in the past who have contributed to national and	vores and omnivores
*Describe and compare the structure of a variety of common ani-	international achievements. Some should be used to compare aspects of life in	*Describe and compare the structure of a variety of common animals (fish,
mals (fish, amphibians, reptiles, birds and mammals, including pets)	different periods	amphibians, reptiles, birds and mammals, including pets)
*Observe changes across the four seasons	*Significant historical events, people and places in their own locality	*Identify, name, draw and label the basic parts of the human body and say
*Observe and describe weather associated with the seasons and	*Changes within living memory	which part of the body is associated with each sense
how day length varies	Geography	Geography
Geography	*Name, locate and identify characteristics of the four countries and capital cities of	*Use world maps, atlases and globes
*Use simple compass directions and locational and directional	the United Kingdom and its surrounding seas	*Name and locate the seven continents and five oceans
language to describe the location of features and routes on a map	*Use simple compass directions and locational and directional language to describe	*Understand geographical similarities and differences of a small area of the
*Use basic geographical vocabulary to refer to key human features,	the location of features and routes on a map	United Kingdom and a contrasting non-European country
including: city, town, village, factory, farm, house, office, port, har-	*Use basic geographical vocabulary to refer to key human features, including: city,	<u>D&T</u>
bour and shop	town, village, factory, farm, house, office, port, harbour and shop	*Design purposeful, functional, appealing products for themselves and other
<u>D&T</u>	*Understand geographical similarities and differences of a small area of the United	users based on design criteria
*Design purposeful, functional, appealing products for themselves	Kingdom and a contrasting non-European country	*Explore and evaluate a range of existing products
and other users based on design criteria	<u>D&T</u>	*Evaluate ideas and products against design criteria
*Generate, develop, model and communicate their ideas through	*Generate, develop, model and communicate their ideas through talking, drawing,	Art
talking, drawing, templates, mock-ups and, where appropriate,	templates, mock-ups and, where appropriate, information and communication	*Use drawing, painting and sculpture to develop and share ideas, experiences
information and communication technology	technology	and imagination
*Evaluate ideas and products against design criteria	*Select from and use a range of tools and equipment to perform practical tasks	*Develop a wide range of art and design techniques in using colour, pattern,
*Build structures, exploring how they can be made stronger, stiffer	*Build structures, exploring how they can be made stronger, stiffer and more stable	texture, line, shape, form and space
and more stable	*Explore and use mechanisms	*Learn about the work of a range of artists, craft makers and designers, de-
Art	Art	scribing the differences and similarities between different practises and disci-
*Use a range of materials creatively to design and make products	*Use drawing, painting and sculpture to develop and share ideas, experiences and	plines, making links to their own work
*Use drawing, painting and sculpture to develop ideas, experiences	imagination	Computing
and imagination	*Learn about the work of a range of artists, craft makers and designers, describing	*Create and debug simple programs
*Develop a wide range of art and design techniques in using colour,	the differences and similarities between different practises and disciplines, making	*Use technology purposefully to create, organise, store, manipulate and re-
pattern, texture, line, shape, form and space	links to their own work	trieve digital content
Computing	Computing	*Use technology safely and respectfully, keeping personal information pri-
*Use technology safely and respectfully, keeping personal infor-	*Understand what algorithms are; how they are implemented as programs on digi-	vate; identify where to go for help and support when they have concerns
mation private; identify where to go for help and support when	tal devices; and that programs execute by following precise and unambiguous in-	about content or contact on the internet or other online technologies
they have concerns about content or contact on the internet or	structions	Music
other online technologies	*Use logical reasoning to predict the behaviour of simple programs	*Play tuned and untuned instruments musically
*Recognise common uses of information technology beyond school	*Use technology purposefully to create, organise, store, manipulate and retrieve	*Listen with concentration and understanding to a range of high-quality live
Music	digital content	and recorded music
*Play tuned and untuned instruments musically	Music	*Experiment with, create, select and combine sounds using the inter-related
*Listen with concentration and understanding to a range of high-	Use their voices expressively and creatively by singing songs and speaking chants	dimensions of music
quality live and recorded music	and rhymes	

Spring 2—Superheroes	Summer 1—Dinosaur planet	Summer 2—Rio de Vida
Science	Science	Science
*Identify, name, draw and label the basic parts of the human	*Identify and name a variety of common wild and garden plants, including	*Distinguish between an object and the material from which it is made
body and say which part of the body is associated with each sense	deciduous and evergreen trees	*Describe the simple physical properties of a variety of everyday materials
*Distinguish between an object and the material from which it is	*Identify and describe the basic structure of a variety of common flowering	*Observe changes across the four seasons
made	plants, including trees	*Observe and describe weather associated with the seasons and how day length
*Identify and name a variety of everyday materials, including	*Identify and name a variety of common animals including fish, amphibians,	varies
wood, plastic, glass, metal, water, and rock	reptiles, birds and mammals	Geography
*Describe the simple physical properties of a variety of everyday	*Identify and name a variety of common animals that are carnivores, herbi-	*Use simple compass directions and locational and directional language to describe
materials	vores and omnivores	the location of features and routes on a map
*Compare and group together a variety of everyday materials on	*Describe and compare the structure of a variety of common animals	*Use world maps, atlases and globes
the basis of their simple physical properties	History	*Name and locate the seven continents and five oceans
*Make predictions, collect evidence and communicate what hap-	*Events beyond living memory that ate significant nationally or globally	*Name, locate and identify characteristics of the four countries and capital cities of
pened	*The lives of significant individuals in the past who have contributed to nation-	the UK and its seas
History	al and international achievements	*Understand geographical similarities and differences of a small area of the UK and a
*Changes within living memory	Geography	contrasting nonEuropean country
*Events beyond living memory	*Use world maps, atlases and globes	*Use basic geographical vocab to refer to: key physical and key human features
that are significant nationally or globally	*Name and locate the seven continents and five oceans	<u>D&T</u>
*The lives of significant individuals in the past who have contrib-	<u>D&T</u>	*Design purposeful, functional, appealing products for themselves and other users
uted to national and international achievements	*Generate, develop, model and communicate their ideas through talking,	based on design criteria
*Significant historical events, people and places in their own local-	drawing, templates, mock-ups and, where appropriate, information and com-	*Generate, develop, model and communicate their ideas through talking, drawing,
ity	munication technology	templates, mock-ups and, where appropriate ,ICT
<u>D&T</u>	*Select from and use a range of tools and equipment to perform practical	*Select from and use a wide range of materials and components, including construc-
*Design purposeful, functional, appealing products for themselves	tasks	tion materials, textiles and ingredients, according to their characteristics
and other users based on design criteria	*Select from and use a wide range of materials and components, including	*Evaluate ideas and products against design criteria
*Select from and use a range of tools and equipment to perform	construction materials, textiles and ingredients, according to their characteris-	*Explore and use mechanisms
practical tasks	tics	Art
*Select from and use a wide range of materials and components,	*Evaluate ideas and products against design criteria	*Use a range of materials creatively to design and make products
including construction materials, textiles and ingredients, accord-	*Build structures, exploring how they can be made stronger, stiffer and more	*Use drawing, painting and sculpture to develop and share their ideas, experiences
ing to their characteristics	stable	and imagination
*Explore and evaluate a range of existing products	Art	*Learn about the work of a range of artists, craft makers and designers, describing
Art	*Use drawing, painting and sculpture to develop and share their ideas, experi-	the differences and similarities between different practises and disciplines, and mak-
*Use drawing, painting and sculpture to develop and share their	ences and imagination	ing links to their own work
ideas, experiences and imagination	*Develop a wide range of art and design techniques in using colour, pattern,	Computing
Computing	texture, line, shape, form and space	*Use technology safely and respectfully
*Use technology purposefully to create, organise, store, manipu-	Computing	*Recognise common uses of information technology beyond school
late and retrieve digital content	*Understand what algorithms are; how they are implemented as programs on	Music
*Use technology safely and respectfully, keeping personal infor-	digital devices; and that programs execute by following precise and unambigu-	*Use their voices expressively and creatively by singing songs and speaking chants
mation private; identify where to go for help and support when	ous instructions	and rhymes
they have concerns about content or contact on the internet or	*Create and debug simple programs	*Play tuned and untuned instruments musically
other online technologies	*Use logical reasoning to predict the behaviour of simple programs	*Listen with concentration and understanding to a range of high-quality live and
Music	Music	recorded music
*Experiment with, create, select and combine sounds using the	*Use their voices expressively and creatively by singing songs and speaking	*Experiment with, create, select and combine sounds using the inter-related dimen-
inter-related dimensions of music	chants and rhymes	sions of music

PE—Covered throughout the year (Weekly 2x1 hour sessions). RE—Blocked every half term