



Grateley Primary School

Key Stage One

LTP – Cycle A

2020-2021



By the end of this unit, children will have learnt all about the woodlands around the world. They will recognise the features of different woods and be able to find the location of woods on a world map. They will be able to talk about the woodlands as a habitat for different animals and plants and will recognise the impact that people have on the environment. They will be able to give opinions about different locations and be able to say which they prefer and why. Children will be able to use historical vocabulary to talk about the past and will be able to compare toys from different time periods, looking for similarities and differences. They will be able to ask questions about the past and interview people. They will recognise how toys have changed over time and be able to talk about why these changes have occurred.

Cultural Capital: Children will learn about different communities around the world and how they look after and affect their environment. They will spend time talking to people about their past and show respect for their contributions.

Diversity

Develop children's knowledge understanding and empathy of other cultures outside of Grateley and the local areas.

Engaged

We want children to be motivated learners, to develop their own learning and enquiring minds.

Community

Develop children's knowledge understanding of the people living in the Grateley area, where each member provides something of value.

Autumn 1		Autumn 2
Creative Title	If You Go Down To The Woods Today	Toys, Play and Celebrating
Enquiry Question	Are all of the world's woodlands the same?	Why do so many children love their toys?
Science	Year 1	
	Observing closely Can they talk about what they see, touch, smell, hear or taste? Can they use simple equipment to help them make observations? (Challenging) Can they find out by watching, listening, tasting, smelling and touching Performing Tests Can they perform a simple test? Can they tell other people about what they have done? (Challenging) Can they give a simple reason for their answers? Identifying and Classifying Can they identify and classify things they observe? Can they think of some questions to ask? Can they answer some scientific questions? Can they give a simple reason for their answers? Can they explain what they have found out? (Challenging) Can they talk about similarities and differences? Can they explain what they have found out using scientific vocabulary? Recording findings Can they show their work using pictures, labels and captions? Can they record their finding using standard units? Can they put some information in a chart or table (Challenging) Can they use ICT to show their working? Can they make accurate measurements?	
	Year 2	
	Working Scientifically Observing closely Can they use see, touch, smell, hear or taste to help them answer questions? Can they use some science words to describe what they have seen and measured? Can they compare several things? (Challenging) Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting? Performing Tests Can they carry out a simple fair test? Can they explain why it might not be fair to compare two things?	

	<p>Can they say whether things happened as they expected?</p> <p>Can they suggest how to find things out?</p> <p>Can they use prompts to find things out?</p> <p>(Challenging)</p> <p>Can they say whether things happened as they expected and if not why not?</p> <p>Identifying and Classifying</p> <p>Can they organise things into groups?</p> <p>Can they find simple patterns (or associations)?</p> <p>Can they identify animals and plants by specific criteria, e.g., lay eggs or not; have feathers or not?</p> <p>(Challenging) Can they suggest more than one way of groupings animals and plants and explain their reasons?</p> <p>Recording findings</p> <p>Can they use (text, diagrams, pictures, charts, tables) to record their observations?</p> <p>Can they measure using <simple equipment>?</p> <p>Can they use information from books and online information to find things out?</p> <p>(Challenging)</p> <p>Can they use information from books and online information to find things out?</p>	
	<p>Living Things and their Habitats (12-14)</p> <p>Can they match certain living things to the habitats they are found in?</p> <p>Can they explain the differences between living and non-living things?</p> <p>Can they describe some of the life processes common to plants and animals, including humans?</p> <p>Can they decide whether something is living, dead or non-living?</p> <p>Can they describe how a habitat provides for the basic needs of things living there?</p> <p>Can they describe a range of different habitats?</p> <p>Can they describe how plants and animals are suited to their habitat?</p> <p>Can they identify and name a variety of animals in their habitats including micro-habitats?</p> <p>Can they describe how animals obtain their food from plants and other animal?</p> <p>Can they use the idea of a simple food chain and name different sources of food?</p> <p>Challenge</p> <p>Can they name some characteristics of an animal that help it to live in a particular habitat?</p> <p>Can they describe what animals need to survive and link this to their habitats?</p> <p>Can they create an animal to live in a given habitat?</p>	
History		<p>Toys within living memory</p> <p>Can they talk about how toys have changed?</p> <p>Can they sort toys into chronological order?</p> <p>Can they find out about toys from the past by talking to older people?</p>

		<p>Can they find similarities and differences in toys from different times?</p> <p>Can they identify which toy they would prefer with reason?</p> <p>Challenge</p> <p>Can they explain why toys are different?</p> <p>Can they explain how toys were used differently?</p> <p>Can they explain the pros and cons of different toys?</p>
Geography	<p>Woodland study</p> <p>Can they identify features of a woodland?</p> <p>Can they use simple fieldwork skills to look at the school grounds?</p> <p>Can they recognise the human and physical features of a woodland?</p> <p>Can they use geographical vocabulary to describe the woodland?</p> <p>Can they compare different types of woodland?</p> <p>Challenge</p> <p>Can they explain the effects of humans on woodlands?</p> <p>Can they evaluate how to improve the school woodland?</p>	
Computing	<p>We Are Painters</p> <p>Can children log on to a computer?</p> <p>Can children open a programme from the desk top?</p> <p>Can children choose tools for drawing?</p> <p>Can children manipulate a mouse (pad) to draw pictures with care?</p> <p>Challenge</p> <p>Can children save their work to a specific file?</p> <p>Can children re-open and edit their work?</p>	<p>We Are Celebrating</p> <p>Can children talk about the use of cards as a form of celebration?</p> <p>Can children think of appropriate messages to include a card for a specific purpose?</p> <p>Can children type simple messages?</p> <p>Can children open a programme from the desk top?</p> <p>Can children choose an appropriate image from clip art and insert into their work?</p> <p>Challenge</p> <p>Can children save their work?</p> <p>Can children re-open and edit their work?</p>
Design Technology	<p>Making Sandwiches</p> <p>Can children talk about different food types?</p> <p>Can children recognise how to have a healthy diet?</p> <p>Can children talk about why it is important to have a healthy diet and exercise?</p> <p>Can children taste and evaluate different ingredients?</p> <p>Can children use tools safely and hygienically to create a sandwich?</p>	<p>Moving Toys</p> <p>Can children explore existing products and talk about how parts are made to move?</p> <p>Can children cut and join materials to create moving parts?</p> <p>Can children plan a product for a given purpose?</p> <p>Can children draw and label their ideas to support their thinking?</p> <p>Can children use tools safely?</p> <p>Can children join materials to create a finished product?</p>

	<p>Can children design a product for a given purpose and evaluate against success criteria?</p> <p>Challenge</p> <p>Can children talk about and evaluate existing products?</p> <p>Can children think of ways to improve their final products?</p>	<p>Can children say whether their finished product meets the success criteria?</p> <p>Challenge</p> <p>Can children compare their products with existing products?</p> <p>Can children re-design and overcome problems when making their product?</p>
Art	<p>3D models – clay</p> <p>Can they join two pieces of clay together?</p> <p>Can they add texture using tools?</p> <p>Can they make different kinds of shapes?</p> <p>Can they cut, role and coil materials?</p> <p>Challenge</p> <p>Can they describe what they see and like in the work of another artist?</p> <p>Can they ask sensible questions about a work of art?</p>	
PDL	<p>Caring for Myself</p> <p>Children will know:</p> <ul style="list-style-type: none"> - what is meant by a healthy lifestyle - how to maintain physical, mental and emotional health and wellbeing - how to manage risks to physical and emotional health and wellbeing - ways of keeping physically and emotionally safe - about managing change - how to make informed choices about health and wellbeing and to recognise sources of help with this - how to identify different influences on health and wellbeing 	
Religious Education	<p>Concept: remembering :Jewish Shabbat</p> <p>Talk about their own responses to <i>remembering</i>. Identify what it is important to <i>remember</i>, and when. Identify and talk about words associated with <i>remembering</i>.</p> <p>Recognise that Jewish people <i>remember</i> creation and the day of rest when they celebrate Shabbat.</p> <p>Evaluate <i>remembering</i> when talking about how important it is for Jewish people, how important <i>remembering</i> is for them.</p>	<p>Concept: special journeys Christmas Journeys in the Christmas stories</p> <p>Talk about their own responses to <i>journey's end</i> in their experience.</p> <p>Identify how different <i>journey's ends</i> relate to their lives. Identify and talk about different <i>journeys' ends</i>.</p> <p>Recognise the <i>journey's end</i> of the characters in the Christmas birth narratives.</p> <p>Talk about the importance of the <i>journeys' end</i> to Christians.</p>

Music		Duration	Christmas Songs
Languages (French)	Introduction to France	Greetings	
	Gymnastics – points & patches Can they tense and relax their bodies? Can they control their body when they are travelling or balancing? Can they copy and repeat sequences? Can they plan and show a sequence of movements? Can they use contrast in their sequences? Are their movements controlled? Challenge Can they think of more than one way to create a sequence which follows a set of 'rules'?	Gymnastics – rocking and rolling Can they tense and relax their bodies? Can they control their body when they are travelling or balancing? Can they copy and repeat sequences? Can they plan and show a sequence of movements? Can they use contrast in their sequences? Are their movements controlled? Challenge Can they think of more than one way to create a sequence which follows a set of 'rules'?	
Sport/PE/Dance	Games (Sports Coach) Can they move and stop safely? Can they catch with both hands? Can they throw in different ways? Can they kick in different ways? Can they use hitting/kicking/rolling in a game? Can they stay in a 'zone' during a game? Can they decide the best place to be in a game? Can they follow rules? Challenge Can they use one tactic in a game?	Games (Sports Coach) Can they move and stop safely? Can they catch with both hands? Can they throw in different ways? Can they kick in different ways? Can they use hitting/kicking/rolling in a game? Can they stay in a 'zone' during a game? Can they decide the best place to be in a game? Can they follow rules? Challenge Can they use one tactic in a game?	

By the end of this unit, children will have learnt about the reigns of different queens and the different times they lived in. They will understand and use historical vocabulary to find these reigns on a timeline and be able to place these rulers in history. Children will be able to discuss the similarities and differences between each queen and talk about how the period in which they lived, is responsible for these differences. They will recognise how changes came about the significance of each queen. They will learn to navigate a world map, finding hot countries and being able to talk about the position of these countries on the globe. They will recognise the different oceans and continents of the world and recognise the significance of the equator.

In science children will learn about different flowering plants and will be able to name the different parts and their functions. They will understand what a plant needs to grow and will be able to ask and answer questions about growing plants, using information text and conducting simple investigations.

Cultural Capital: Children will learn about different periods in British history and the queens that reigned in each time. They will learn about the changes that occurred in each period and how this has had an effect on life today.

Diversity

Develop children's knowledge understanding and empathy of other cultures outside of Grateley and the local areas.

Engaged

We want children to be motivated learners, to develop their own learning and enquiring minds.

Community

Develop children's knowledge understanding of the people living in the Grateley area, where each member provides something of value.

		Spring 1		Spring 2	
Creative Title		Kings and Queens		MeerKat Mail	
Enquiry Question		What makes a good leader?		Is home more than just where you live?	
Science		Year 1			
		Observing closely			
		Can they talk about what they <see, touch, smell, hear or taste>?			
		Can they use simple equipment to help them make observations?			
		(Challenging) Can they find out by watching, listening, tasting, smelling and touching			
		Performing Tests			
		Can they perform a simple test?			
		Can they tell other people about what they have done?			
		(Challenging) Can they give a simple reason for their answers?			
		Identifying and Classifying			
Can they identify and classify things they observe?					
Can they think of some questions to ask?					
Can they answer some scientific questions?					
Can they give a simple reason for their answers?					
Can they explain what they have found out?					
(Challenging) Can they talk about similarities and differences?					
Can they explain what they have found out using scientific vocabulary?					
Recording findings Can they show their work using pictures, labels and captions?					
Can they record their finding using standard units?					
Can they put some information in a chart or table					
(Challenging) Can they use ICT to show their working?					
Can they make accurate measurements?					
		Year 2			
		Working Scientifically			
		Observing closely			
		Can they use <see, touch, smell, hear or taste> to help them answer questions?			
		Can they use some science words to describe what they have seen and measured?			
		Can they compare several things?			
		(Challenging)			
		Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting?			
		Performing Tests			
		Can they carry out a simple fair test?			
		Can they explain why it might not be fair to compare two things?			

	<p>Can they say whether things happened as they expected?</p> <p>Can they suggest how to find things out?</p> <p>Can they use prompts to find things out?</p> <p>(Challenging)</p> <p>Can they say whether things happened as they expected and if not why not?</p> <p>Identifying and Classifying</p> <p>Can they organise things into groups?</p> <p>Can they find simple patterns (or associations)?</p> <p>Can they identify animals and plants by specific criteria, e.g., lay eggs or not; have feathers or not?</p> <p>(Challenging) Can they suggest more than one way of groupings animals and plants and explain their reasons?</p> <p>Recording findings</p> <p>Can they use (text, diagrams, pictures, charts, tables) to record their observations?</p> <p>Can they measure using <simple equipment>?</p> <p>Can they use information from books and online information to find things out?</p> <p>(Challenging)</p> <p>Can they use information from books and online information to find things out?</p> <p>Plants (12)</p> <p>Can they identify and name common, wild and garden plants?</p> <p>Can they name deciduous and coniferous trees?</p> <p>Can they sort types of trees?</p> <p>Can they identify the structure of common flowering plants and trees?</p> <p>Can they observe and describe how seeds and bulbs grow?</p> <p>Can they describe what a plant needs in order to grow?</p> <p>Challenge</p> <p>Can they explain the differences between structures of plants and trees?</p> <p>Can they sort plants in different ways?</p> <p>Can they explain what will happen to a plant if one of its needs are not met?</p>	
History	<p>Royalty – Kings and Queens</p> <p>Can they recognise the members of the Royal family?</p> <p>Can they put three different reigns of queen in chronological order?</p> <p>Can they compare Britain during each reign?</p> <p>Can they identify significant events in each queen's reign?</p> <p>Challenge</p> <p>Can they evaluate who they think was the most successful queen and explain why?</p> <p>Can they create a genealogy tree?</p>	
Geography		<p>Meer Kat Mail – hot and cold places</p> <p>Can they identify where the equator is on a globe?</p>

		<p>Can they name the five oceans?</p> <p>Can they recognise the seven continents?</p> <p>Can they identify the four countries of the United Kingdom?</p> <p>Can they identify where the change in temperature is in relation to the equator?</p> <p>Can they use world maps, atlases and globes?</p> <p>Challenge</p> <p>Can they describe how life is different for people living close to the equator compared to those living further away?</p>
Computing	<p>We Are Game Testers</p> <p>Can children load a simple game?</p> <p>Can children follow simple instructions to play a game?</p> <p>Can children recognise what makes a game more difficult/simple to play?</p> <p>Can children create simple games of different types?</p> <p>Can children recognise that a given input results in the same event each time?</p> <p>Challenge</p> <p>Can children adapt their game to make it more difficult/simpler?</p>	<p>We Are Storytellers</p> <p>Can children listen to stories and recognise how sound effects are used to enhance storytelling?</p> <p>Can children use a device to record themselves and others?</p> <p>Can children rehearse and perform for a recording?</p> <p>Can children add sound effects to enhance a recording?</p> <p>Challenge</p> <p>Can children make improvements and re-record their performances?</p>
Design Technology	<p>Mechanisms (Catapults and Drawbridges)</p> <p>Can they think of some ideas of their own?</p> <p>Can they explain what they want to do?</p> <p>Can they use pictures and words to plan?</p> <p>Can they describe how something works?</p> <p>Can they talk about their own work and things that others have done?</p> <p>Can they make a product that moves?</p> <p>Can they say why they have chosen moving parts?</p> <p>Can they join materials together as part of a moving product?</p> <p>Can they think about the design of their product?</p> <p>Challenge</p> <p>Can they overcome problems in the making process?</p>	
Art	<p>Portraits</p> <p>Can they talk about existing works of art and state preferences?</p>	<p>Animal Collages</p> <p>Can they cut and tear paper and card for their collages?</p> <p>Can they gather and sort the materials they will use?</p>

	<p>Can they draw with different pencils?</p> <p>Can they draw lines of different thicknesses?</p> <p>Can they create tones in their drawings?</p> <p>Can they create the features of a face?</p> <p>Challenge</p> <p>Can they think about scale and position when drawing the features of a face?</p>	<p>Can they create individual and group collages?</p> <p>Can they use different kinds of materials on their collage and explain why they have chosen them?</p> <p>Challenge</p> <p>Can they use repeated patterns in their collage?</p>
PDL	<p>Relationships:</p> <p>Children will learn:</p> <ul style="list-style-type: none"> - how to develop and maintain a variety of healthy relationships - how to recognise and manage emotions within a range of relationships - how to recognise risky or negative relationships and how to respond - how to respect equality and diversity in relationships 	
Religious Education	<p>Concept: remembering Passover Celebration to remember God helped the Jews</p> <p>Describe in simple terms what <i>remembering</i> means.</p> <p>Simply describe ways in which Jews <i>remember</i> the Passover story.</p> <p>Simply describe the value/importance of <i>remembering</i> Passover for Jews.</p> <p>Simply describe their own responses to <i>remembering</i> in their own experience.</p> <p>Simply describe ways in which <i>remembering</i> can be applied to their own and others' lives.</p>	<p>Concept: welcoming Easter – Palm Sunday Jesus in triumph</p> <p>Describe in simple terms the concept of <i>welcoming</i>.</p> <p>Simply describe how the concept of <i>welcoming</i> is important in the story of Palm Sunday, and how Christians re-create that <i>welcome</i> today.</p> <p>Evaluate the concept by simply describing the importance of <i>welcoming</i> in the story of Palm Sunday.</p> <p>Describe in simple terms their ideas about the concept of <i>welcoming</i> and identify examples of how they have felt <i>welcomed</i>.</p> <p>Simply describe situations when <i>welcoming</i> is or is not important, or can change to hostility.</p>
Music	Recorders	Recorders
Languages (French)	Numbers	Colours
Sport/PE/Dance	<p>Gymnastics – Wall bars</p> <p>Can they tense and relax their bodies?</p> <p>Can they control their body when they are travelling or balancing?</p> <p>Can they climb safely?</p> <p>Can they move around a piece of apparatus safely?</p>	<p>Gymnastics – Wall bars</p> <p>Can they tense and relax their bodies?</p> <p>Can they control their body when they are travelling or balancing?</p> <p>Can they copy and repeat sequences?</p> <p>Can they climb safely?</p>

	<p>Can they copy and repeat sequences?</p> <p>Can they plan and show a sequence of movements?</p> <p>Can they use contrast in their sequences?</p> <p>Are their movements controlled?</p> <p>Challenge</p> <p>Can they think of more than one way to create a sequence which follows a set of 'rules'?</p> <p>Can they transfer a sequence from the floor to apparatus?</p> <p>Games (Sports Coach)</p> <p>Can they move and stop safely?</p> <p>Can they catch with both hands?</p> <p>Can they throw in different ways?</p> <p>Can they kick in different ways?</p> <p>Can they use hitting/kicking/rolling in a game?</p> <p>Can they stay in a 'zone' during a game?</p> <p>Can they decide the best place to be in a game?</p> <p>Can they follow rules?</p> <p>Challenge</p> <p>Can they use one tactic in a game?</p>	<p>Can they move around a piece of apparatus safely?</p> <p>Can they plan and show a sequence of movements?</p> <p>Can they use contrast in their sequences?</p> <p>Are their movements controlled?</p> <p>Challenge</p> <p>Can they think of more than one way to create a sequence which follows a set of 'rules'?</p> <p>Can they transfer a sequence from the floor to apparatus?</p> <p>Games (Sports Coach)</p> <p>Can they move and stop safely?</p> <p>Can they catch with both hands?</p> <p>Can they throw in different ways?</p> <p>Can they kick in different ways?</p> <p>Can they use hitting/kicking/rolling in a game?</p> <p>Can they stay in a 'zone' during a game?</p> <p>Can they decide the best place to be in a game?</p> <p>Can they follow rules?</p> <p>Challenge</p> <p>Can they use one tactic in a game?</p>
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By the end of this unit, children will have learnt about the way in which transport has changed over time. They will be able to talk about significant people and their inventions and how their ideas have changed life today. They will be able to talk about the important events in history and sequence these chronologically. Children will learn about their local environment and compare it to other places around the world. They will look for similarities and differences between environment and look at the features which give each their character. They will be able to locate places on the world map and recognise the impact of human actions on the environment.

Cultural Capital: Children will recognise how changes in the past have had an effect on their present day lives and will be able to talk about the positives and negatives related to these inventions. They will learn about people from different places in the world and how they are similar or different to those in their local community.

Diversity

Develop children's knowledge understanding and empathy of other cultures outside of Grateley and the local areas.

Engaged

We want children to be motivated learners, to develop their own learning and enquiring minds.

Community

Develop children's knowledge understanding of the people living in the Grateley area, where each member provides something of value.

	Summer 1		Summer 2	
Creative Title	Planes, Trains & Automobiles		The Great Outdoors	
Enquiry Question	Are all new inventions a good thing?		Who is responsible for looking after our world?	

	<p>Year 1</p> <p>Observing closely</p> <p>Can they talk about what they <see, touch, smell, hear or taste>?</p> <p>Can they use simple equipment to help them make observations?</p> <p>(Challenging) Can they find out by watching, listening, tasting, smelling and touching</p> <p>Performing Tests</p> <p>Can they perform a simple test?</p> <p>Can they tell other people about what they have done?</p> <p>(Challenging) Can they give a simple reason for their answers?</p> <p>Identifying and Classifying</p> <p>Can they identify and classify things they observe?</p> <p>Can they think of some questions to ask?</p> <p>Can they answer some scientific questions?</p> <p>Can they give a simple reason for their answers?</p> <p>Can they explain what they have found out?</p> <p>(Challenging) Can they talk about similarities and differences?</p> <p>Can they explain what they have found out using scientific vocabulary?</p> <p>Recording findings Can they show their work using pictures, labels and captions?</p> <p>Can they record their finding using standard units?</p> <p>Can they put some information in a chart or table</p> <p>(Challenging) Can they use ICT to show their working?</p> <p>Can they make accurate measurements?</p>
Science	<p>Year 2</p> <p>Working Scientifically</p> <p>Observing closely</p> <p>Can they use <see, touch, smell, hear or taste> to help them answer questions?</p> <p>Can they use some science words to describe what they have seen and measured?</p> <p>Can they compare several things?</p> <p>(Challenging)</p> <p>Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting?</p> <p>Performing Tests</p> <p>Can they carry out a simple fair test?</p> <p>Can they explain why it might not be fair to compare two things?</p> <p>Can they say whether things happened as they expected?</p> <p>Can they suggest how to find things out?</p> <p>Can they use prompts to find things out?</p> <p>(Challenging)</p> <p>Can they say whether things happened as they expected and if not why not?</p>

	<p>Identifying and Classifying</p> <p>Can they organise things into groups?</p> <p>Can they find simple patterns (or associations)?</p> <p>Can they identify animals and plants by specific criteria, e.g., lay eggs or not; have feathers or not?</p> <p>(Challenging) Can they suggest more than one way of groupings animals and plants and explain their reasons?</p> <p>Recording findings</p> <p>Can they use (text, diagrams, pictures, charts, tables) to record their observations?</p> <p>Can they measure using <simple equipment>?</p> <p>Can they use information from books and online information to find things out?</p> <p>(Challenging)</p> <p>Can they use information from books and online information to find things out?</p>
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		Seasonal Changes (6) Can they observe changes across the four seasons? Can they name the four seasons in order? Can they observe and describe weather associated with the seasons? Can they observe and describe how day length varies? (Challenging) Can they observe features in the environment and explain how these are related to a specific season? Can they predict and explain what the weather will be like? Can they talk about how our seasons are changing and why? (Climate change)
History	The history of transport Can they use words and phrases to talk about the past? Can they sequence a set of events in chronological order? Can they give examples of things that are different in their life from that of a long time ago? Can they find out about the past by using a specific source, such as an information book? Can they sequence events in the life of a famous person? Can they talk about the significance of famous people and their inventions? Challenge Can they explain how inventions from the past have changed life today?	
Geography		Comparative Study – New Forest and Amazon Rainforest Can they identify the features of the New Forest? Can they identify the features of the Amazon Rainforest? Can they find similarities and differences between the New Forest and Amazon Rainforest? Can they name the five oceans? Can they recognise the seven continents? Can they identify the effects humans are having on the New Forest and Amazon Rainforest? Challenge Can they explain why the Amazon Rainforest has a hotter climate and the New Forest has a cooler one?

		<p>Can they explain why some animals live in the New Forest and not the Amazon Rainforest?</p> <p>Can they explain why humans are having a greater impact on the Amazon Rainforest?</p>
Computing	<p>We Are Treasure Hunters</p> <p>Can children use the arrow keys to move a sprite?</p> <p>Can children programme a set of simple instructions to create a given path?</p> <p>Can children write simple algorithms to make a sprite move a given path?</p> <p>Can children sequence instructions to create a given outcome?</p> <p>Challenge</p> <p>Can children debug a simple set of directions?</p>	
Design Technology		<p>Freestanding structures</p> <p>Can they think of ideas and plan what to do next?</p> <p>Can they choose the best materials and tools to use?</p> <p>Can they describe their design by using pictures, diagrams, models and words?</p> <p>Can they make sensible choices about which material to use for construction?</p> <p>Can they join materials securely?</p> <p>Can they use supports and structures to make their construction stand up?</p> <p>Challenge</p> <p>Can they overcome problems with their structure?</p>
Art	<p>Paper & Paste Planes</p> <p>Can they create shapes and outlines of a given object?</p> <p>Can they use paper and paste to create a defined model?</p> <p>Can they think about the design of their model?</p> <p>Can they think about the finish of their model?</p> <p>Challenge</p> <p>Can they create a design and follow it through?</p>	<p>Natural Sculptures</p> <p>Can they talk about the features of different natural materials?</p> <p>Can they describe natural materials?</p> <p>Can they design simple sculptures, choosing natural materials that go together?</p> <p>Can they look at works by famous artists and explain what they do and don't like about them?</p> <p>Challenge:</p> <p>Can they change materials to improve their work?</p>

PDL	<p>Living in the Wider World:</p> <p>Children will learn:</p> <ul style="list-style-type: none"> - about respect for self and others and the importance of responsible behaviours and actions - about rights and responsibilities as members of families, other groups and ultimately citizens - about different groups and communities - to respect equality and to be a productive member of a diverse community - about the importance of respecting and protecting the environment - about where money comes from, keeping it safe and the importance of managing it effectively 	
Religious Education	<p>Concept: specialness Special places /Pupils' ideas and responses, Church, Synagogue</p> <p>Describe in simple terms their response to the concept of <i>specialness</i> in relation to places in their experience.</p> <p>Identify simple examples of how their responses to <i>special</i> places affect their own and others' lives.</p> <p>Describe in simple terms the meaning of <i>specialness</i>.</p> <p>Simply describe ways in which the church is <i>special</i> to Christians and the temple is <i>special</i> for Jews.</p> <p>Evaluate the concept by describing in simple terms the value of these <i>special</i> places to believers.</p>	<p>Concept: God: God talk/Differing ideas about God</p> <p>Describe in simple terms their own response to the idea of <i>God</i>.</p> <p>Identify simple examples of how ideas about <i>God</i> relate to their own life and the lives of others.</p> <p>Describe in simple terms the concept of <i>God</i>.</p> <p>Simply describe how the idea of <i>God</i> is expressed in Judaism and Christianity.</p> <p>Describe in simple terms the importance of ideas about <i>God</i> to Jews and Christians.</p>
Music	Pulse and rhythm	Timbre, tempo & dynamics
Languages (French)	French songs	French stories
Sport/P/E/Dance	<p>Athletics</p> <p>Can they run with control and speed?</p> <p>Can they use different sports equipment?</p> <p>Can they throw with accuracy and direction?</p> <p>Can they jump with control?</p> <p>Can they work on improving their own personal best?</p>	<p>Dance Day – Growing</p> <ul style="list-style-type: none"> - can they dance imaginatively? - can they change rhythm, speed, level and direction? - can they dance with control and co-ordination? - can they make a sequence linking sections together? - can they link some movements to show mood or feeling? <p>Athletics</p> <p>Can they run with control and speed?</p> <p>Can they use different sports equipment?</p> <p>Can they throw with accuracy and direction?</p> <p>Can they jump with control?</p>

	Can they work on improving their own personal best?