

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p>Animals, including Humans</p> <ul style="list-style-type: none"> - Notice that animals, including humans, have offspring which grow into adults. - 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. 		<p>Everyday Materials</p> <ul style="list-style-type: none"> - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Plants</p> <ul style="list-style-type: none"> - observe and describe how seeds and bulbs grow into mature plants. - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p>Living Things and their Habitats (inc. animals from around the world)</p> <ul style="list-style-type: none"> - explore and compare the differences between things that are living, dead, and things that have never been alive. - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of plants and animals, and how they depend on each other. - identify and name a variety of plants and animals in their habitats, including micro-habitats. -describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	
Geography			<u>Topic - 'Rainforests'</u>		<u>Topic - 'Travel' (World Travel)</u>	
			<p>Human and Physical Geography:</p> <ul style="list-style-type: none"> - Locate hot and cold areas in the world in relation to the equator and the North and South Poles. -Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features inc. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - key human features inc. city, town, village, factory, farm, house, office, port, harbour and shop. 			
			<p>Place Knowledge:</p> <ul style="list-style-type: none"> -Understand geographical similarities and differences through studying the human and physical geography of a small area in a non-European country e.g. North East Australia (Rainforests - Daintree Rainforest) 		<p>Locational Knowledge:</p> <ul style="list-style-type: none"> -Name and locate the world's seven continents and five oceans. (Fictional - MeerKat 1st half term, Non-Fictional - Real people 2nd Half term) 	
History (Timeline in	<p><u>Topic - 'Events beyond Living Memory'</u></p> <ul style="list-style-type: none"> -Events beyond living memory that are significant nationally or globally (e.g. Great Fire of London, Bonfire Night, Remembrance Day / events 				<ul style="list-style-type: none"> - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. Neil 	

the classroom)	commemorated through festivals or anniversaries) - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. Edith Cavell WW1/Florence Nightingale/Mary Seacole/Community Nurse, Guy Fawkes, Samuel Pepys etc (compare 2 people in different periods) -Significant historical events, people and places in their own locality		Armstrong (N America) / Chris Hadfield, Christopher Columbus / Ranulph Fiennes (Europe) etc
Art	Art & Design: Pupils should be taught: <input type="checkbox"/> to use a range of materials creatively to design & make products <input type="checkbox"/> to use drawing, painting & sculpture to develop & share their ideas, experiences & imagination <input type="checkbox"/> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <input type="checkbox"/> about the work of a range of artists, craft makers & designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		
	Great Fire of London. David Hockney Genre - Portraits - look at portraits of famous people 1 st half term re-create them using collage, pencils, watercolour etc. 2 ND half term create own portrait.	Aboriginal Art / Collage - using real / natural resources to create the rainforest.	
D.T.	Through a variety of creative/practical activities, pupils should be taught knowledge, understanding & skills needed to engage in an iterative process of designing & making. They should work in range of relevant contexts [e.g. home, school, gardens, playgrounds, local community, industry & wider env.]. When designing & making, pupils should be taught to: Design <input type="checkbox"/> design purposeful, functional, appealing products for themselves and other users based on design criteria <input type="checkbox"/> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make <input type="checkbox"/> select from & use a range of tools/ equipment to perform practical tasks [e.g. cutting, shaping, joining, finishing] <input type="checkbox"/> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate <input type="checkbox"/> explore and evaluate a range of existing products <input type="checkbox"/> evaluate their ideas and products against design criteria Technical knowledge <input type="checkbox"/> build structures, exploring how they can be made stronger, stiffer and more stable <input type="checkbox"/> explore and use mechanisms [e.g., levers, sliders, wheels and axles], in their products		
		Making musical instruments e.g. rainsticks. (Instruments that can depict the sounds of the rainforest).	Making vehicles Cooking & Nutrition - use the basic principles of a healthy and varied diet to prepare dishes. - understand where food comes from.

					Make a continental fruit salad - choose a fruit from each continent.
I.C.T.	<p>Computing : Pupils should be taught to:</p> <ul style="list-style-type: none"> □ understand what algorithms are; how they are implemented as programs on digital devices & that programs execute by following precise & unambiguous instructions □ create and debug simple programs □ use logical reasoning to predict behaviour of simple programs □ use technology purposefully to create, organise, store, manipulate & retrieve digital content □ recognise common uses of information technology beyond school □ use technology safely and respectfully, keeping personal information private; identify where to go for help & support when they have concerns about content or contact on internet/other online technologies 				
	<p>Computer Art - Pointillism, Mondrian, Picasso, Colour Coding, Pop Art and Creating a masterpiece</p>	<p>Presentation Skills - using PowerPoint and creating presentations</p>	<p>Programming turtle Logo and Scratch - Drawing shapes, Movement and sound, repeating, green flag and sprites.</p>	<p>Turtle Logo - Algorithms and programming</p>	<p>Using the Internet - Searching, links, photos, blogging and comments</p>
Music	<p>Music: Pupils should be taught to:</p> <ul style="list-style-type: none"> □ use their voices expressively & creatively by singing songs & speaking chants and rhymes □ play tuned & untuned instruments musically □ listen with concentration & understanding to a range of high-quality live and recorded music □ experiment with, create, select & combine sounds using inter-related dimensions of music. 				
					Music from different continents - samba, jazz, indian etc
P.E.	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> □ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities □ participate in team games, developing simple tactics for attacking and defending □ perform dances using simple movement patterns. 				
	<p>Gym - Supporting body weight parts high, parts low. Pathways - straight, zigzag, curled. Games - Throwing and Catching. Inventing individual</p>	<p>Games - Throwing and Catching. Inventing individual games. Dance - Xmas Play</p>	<p>Gym - Spinning, turning, twisting. Games - Dribbling, kicking, hitting.</p>	<p>Dance - Rainforests Games - group games and inventing rules</p>	<p>Gym - Linking movements together. Games - combined unit.</p>

	games.					
Visits	Nantwich Museum Delamere Residential				Welsh Mountain Zoo	
Some suggested resources:	National Portrait Gallery website www.edithcavell.org.uk		Book - 'Where the Forest meets the sea' 'Australia Here We Come!'		Book - 'Meerkat Mail' 'The World came to my place today' by Jo Readman Flight Radar website	
On-going throughout the year	Science - Working Scientifically (Also look at plants throughout the year e.g. photograph an area of the field or planter and record changes etc. each month). Seasonal changes. Geography - Using the Local Environment.					