

MUSIC

- To use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- To play tuned and un-tuned instruments musically.
- To identify instruments in the orchestra.
- To identify different rhythms.
- To recognise a crescendo.
- To recognise high and low notes.

SCIENCE

To work scientifically

Ask simple questions.

- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

Plants

- * To identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees
- * To identify and describe the basic structure of a variety of common flowering plants, including trees
- * To observe and describe how seeds and bulbs grow into mature plants
- * To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

RELIGIOUS EDUCATION—Christianity

- * To be able to recognise the Jewish symbol.
- * To understand that Judaism is a religion and Jews are the followers of the religion.
- * To know that Shabbat is the holy day for Jews.
- * To compare the Shabbat with own days of rest.
- * To compare the Shabbat with own special days.
- * To be able to recognise the importance of the Shema and the Mezuzah.
- * To be familiar with a favourite Shabbat story told by Jews.

DESIGN TECHNOLOGY/ART & DESIGN

D&T

Design

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- * To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Technical knowledge

- To build structures, exploring how they can be made stronger, stiffer and more stable

ART

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Andrew Goldsworthy)



COMPUTING

Pupils should be taught to:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use logical reasoning to predict the behaviour of simple programs.

ENGLISH

Poetry

Character Descriptions

Instructions

Information Texts

Reading Comprehension

HISTORY

- Explore significant historical events, people and places in their own locality.
- Study the lives of significant individuals in the past who have contributed to national and international achievements. Some people should be used to compare aspects of life in different periods

GEOGRAPHY

Locational knowledge

- To name and locate the world's seven continents and five oceans
- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- To use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- **key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop**

Geography and Fieldwork skills

- Use world maps, atlases and globes to identify the British Isles, the countries that make up the British Isles and their capital cities.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

PSHE

- To learn about medicines and how to keep safe.
- To understand how to keep safe near water.
- To keep safe in the sun.
- To learn about the importance of a healthy balanced diet.
- To make decisions and explain choices (Philosophy for children)



