Science

Living Things & Their Habitats
- Explore and compare the difference 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 the basic needs of different kinds of animals and plants, 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

Animals including Humans
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Vocab:
nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland, names of micro-habitats e.g. under logs, in bushes.

RE

1.2 Creation
Making Sense of Beliefs:
- Retell the story of creation from Genesis 1:1–2:3 simply
- Recognise that 'Creation' is the beginning of the 'big story' of the Bible
- Say what the story tells Christians about God, Creation and the world

Understanding the Impact:
- Give at least one example of what Christians do to say 'thank you' to God for Creation

Making Connections:
- Think, talk and ask questions about living in an amazing world
- Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in

Key Vocab:
Christianity, Christian, Jesus Christ, Bible, God's Son, Harvest, Creation, Jewish.

Geography

Location & Place Knowledge
- Name and locate the world's seven continents and five oceans

Climate Change
- Understand how climate change has impacted upon physical & topographical features over time using maps and photographs

Key Vocab:
Environment changes, physical, human, continent, Europe, Africa, Asia, Australia, North/South America, Antarctica, aerial, sustainability, climate, ocean.

PE

Fundamentals
- I am able to jump and turn a skipping rope.
- I can change direction quickly.
- I can identify when I was successful.
- I can link hopping and jumping actions.
- I demonstrate balance when performing other fundamental skills.
- I understand how the body moves differently at different speeds.
- I understand why it is important to warm up.

Ball Skills
- I can catch different sized objects with increasing consistency with two hands.
- I can dribble a ball with control.
- I can persevere when learning a new skill.
- I can provide feedback using key words.
- I can show a variety of throwing techiniques.
- I can throw with accuracy and increasing consistency to a target.
- I can track the path of a ball that is not sent directly to me.

Key Vocab:
Agility, balance, co-ordination, control, rhythm, take off, accurate, block, opponent, personal best, possession, power, receive, technique, track

Computing

Programming 2: MakeCode

Computer Science
- Recognise that buttons cause effects and that technology follows instructions.
- Explaining what an algorithm is
- Following an algorithm.
- Create a clear and precise algorithm.
- Learn that programs execute by following precise instructions.
- Incorporate loops within algorithms
- Give logical thinking to explore software, predicting, testing and explaining what it does.
- Use an algorithm to write a basic computer program.
- Use loop blocks when Program to repeat an instruction more than once.

Information Technology
- Use software (and unplugged means) to create story animations

Key Vocab:
Algorithm, block coding, bug, debug, evaluate, micro:bit, MakeCode, program, programming, sequence

D.T.

Design
- Plan an innovative product
- Identify appropriate tools and materials and explain their choice
- Describe their design by using pictures, diagrams and words
- Identify and plan the equipment/ tools needed and give reasons why

Make
- Join materials and components together in different ways
- Use joining, folding or rolling to make it stronger
- Use equipment and tools accurately and safely
- Select the most appropriate materials, tools and techniques to use
- Assemble, join and combine materials and components with some accuracy

Evaluate
- Suggest how their products could be improved, evaluating products and components used
- Explain what they would change if they were going to make their product again
- Think about their ideas as they make progress and be willing to make changes if this helps them to improve their work
- Assess how well their product works in relation to the purpose
- Explain how they could change their design to make it better

Textiles
- Join textiles of different types in a range of ways
- Choose textiles both for their appearance and also qualities
- Begin to use a range of simple stitches

Key Vocab:
Puppet, fabric, stronger, diagram, joining, folding, rolling, assemble, outcome, design criteria, audience, components, material, equipment.

Art

Textiles
- Add detail to a piece of work
- Add texture to a piece of work
- Identify and name a range of materials and show how to use them

Key Vocab:
Fabric, join, detail, materials, sew, thread, cross-stitch, running stitch

Music

Performing
Using their voice
- Have more control over their breathing, dynamics and diction
- Have more accuracy in their pitching
- Follow a leader and signals such as start and stop
- Sing songs in a variety of styles with increasing confidence including some from memory
- Understand the importance of correct posture and breathing

Using instruments
- Show control in maintaining a steady beat, changing tempo and changing dynamics
- Perform a rhythmic accompaniment to a song
- Follow a leader to start and stop together
- Demonstrate growing confidence in performing individually or as part of a small group
- Keep a steady beat individually or in a group
- Play using symbols including graphic and traditional notation
- Follow simple hand directions from a leader
- Perform with awareness of others

Explore and Compose
- Make different sounds using their voice and hands (timbre)
- Make different sounds such as high/ low (pitch), long/ short (duration), loud/ quiet (dynamics), fast/ slow (tempo)
- Choose musical sound effects to follow a story or match a picture
- Use graphics/ symbols to represent the sounds they have made
- Use these symbols to make a simple score of the music
- Compose and perform their own sequence of sounds without support
- Understand how different sounds are made (tapping, blowing, scraping)
- Compose short melodic phrases which represent feelings/ pictures/ words etc.
- Compose a piece of music with a clear beginning, middle and end
- Compose music with a variety of sound durations, tempo or dynamics in a small group

Listen, Reflect, Appraise
- Listen with increased concentration
- Recognise how sounds are made (tapping, scraping, hitting etc)
- Recognise changes in tempo, dynamics and pitch
- Listen with concentration to longer pieces/ extracts of music
- Listen to live and recorded music commenting on beat (stead/ non steady), specific patterns in tune or rhythm, tempo, dynamics and mood and using appropriate terminology
- Recognise familiar instrumental sounds in music (guitar, violin, drums etc.)
- Use musical terminology to describe what is happening in their own musical compositions

Key Vocab:
Dynamics (volume), Tempo (speed), Pitch (high/low), Key (happy/sad), Ostinato (repeating pattern)

PSHE

Being Me
- Understand that they are important.
- Know what a personal goal is.
- Understanding what a challenge is.
- Know why rules are needed and how these relate to choices and consequences.
- Know that actions affect others' feelings.
- Know that others may hold different views.
- Know that the school has a shared set of values.
- Recognise self-worth.
- Identify personal strengths.
- Be able to set a personal goal.
- Recognise feelings of happiness, sadness, worry and fear in themselves and others.
- Make other people feel valued.
- Develop compassion and empathy for others.
- Be able to work collaboratively.

Key Vocab:
Welcome, valued, achievements, proud, pleased, personal goal, praise, acknowledge, affirm, emotions, feelings, nightmare, solutions, support, dream, behaviour, fairness, group dynamics, team work, view point, ideal school.

French

Les Couleurs et les nombres

Intercultural Understanding
- I know about aspects of daily life in other countries that are different to my own

Listening
- Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions)

Reading
- Recognise and understand familiar written words

Writing
- Write or copy simple words correctly e.g. numbers, colours,

Grammar
- Word order of adjectives and nouns
- Basic notion of adjectival agreements

Key Vocab:
Je m'appelle – my name is
salut! – hi   bonjour – hello au revoir - goodbye
bleu – blue   gris – grey   jaune – yellow   marron – brown
noir – black   blanc – white   rose – pink   violet – purple   rouge-red   orange – orange
un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix