

Week	SCIENCE	COMPUTING	HISTORY	GEOGRAPHY	ART AND DESIGN	MUSIC	RSHCE	PE	RE
Term 1 Topic: HOME AND AWAY	<p><b>Habitats</b></p> <p><b>Living things and their habitats</b> Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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 animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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.</p> <p><b>PLANTS: Plant seeds and bulbs. Observing changes over time.</b></p>		<p><b>Windrush (Links to Jamaica)</b></p> <p>changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p>	<p><b>VISIT: TOWN/WOODS</b></p> <p><b>Geographical skills and fieldwork</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map.</p> <p>Use and construct basic symbols in a key.</p> <p>Use basic geographical vocabulary.</p> <p><b>Human and physical geography</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><b>Place knowledge</b> 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. (Jamaica)</p>	<p><b>House Sketches</b></p> <p><b>Cityscapes and Landscapes</b> <b>Studying Monet, Van Gogh and Metzinger</b></p> <p>To use drawing and painting to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>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.</p>	<p><b>Music from the Caribbean</b></p> <p><b>Nottingham Carnival</b></p>	<p><b>Families (Linked to 'All about families) Literacy:</b></p> <p>that families are important for children growing up because they can give love, security and stability.</p> <ul style="list-style-type: none"> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 21</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are</li> </ul>	<p><b>Antony Dawson</b> Gymnastics</p> <p>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</p>	<p>Hinduism - Diwali</p> <p>Retell the story of Rama and Sita and find out how Hindus celebrate Diwali.</p> <p><b>Diva lamps</b> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>

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Term 2 Topic: Dragon Quest	<b>Uses of everyday materials Linked to DT shield design</b>	<b><u>We are programmers</u></b> Create and debug simple programs	<b>Great Fire of London</b> <b><u>VISIT: Horsham Museum</u></b> Events beyond living memory that are significant nationally or globally (The Great Fire of London)  <b><u>George and the Dragon. St Leonards Wood</u></b>  significant historical events, people and places in their own locality  <b><u>Castle trip</u></b>		<b><u>Dragon art</u></b>  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.  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.  <b><u>Moving Christmas cards.</u></b> <b>Design</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria  <b>Technical</b>	use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music  experiment with, create, select and combine sounds using the interrelated dimensions of music	Friendships and Relationships  Anti Bullying Week	<b><u>Antony Dawson</u></b>  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	Explore sources of light and their use as symbols in Christianity  Understand the significance of the Christingle and what each of the parts represents  know some of the ways that Christians celebrate at Christmas.

					<p><b>Knowledge</b> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><b>Design/shield</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Technical Knowledge</b> build structures, exploring how they can be made stronger, stiffer and more stable</p>				
Term 3 Topic: Superheroes	<p><b>Animal Including humans</b></p> <p><b>PLANTS:</b> Look after plants.</p>		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		<p><b>Superhero cars Design</b> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p>	Keeping Healthy	<p><b>Antony Dawson</b></p> <p>participate in team games, developing simple tactics for attacking</p>	<p><b>Easter Story</b></p> <p>Recap the Easter Story and why it can be both a happy and sad time</p> <p>Identify and suggest meanings for religious symbols.</p>

