



<p><b>SCIENCE</b>  <u>How Does Your Garden Grow?</u>                      -identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers                      -explore the requirements of plants for life and growth and how they vary from plant to plant                      -investigate the way in which water is transported within plants                      -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><u>Mirror, Mirror</u>                      -notice that light is reflected from surfaces                      -find patterns that determine the size of shadows.</p>		<p><b>ART</b>  <u>Portraits (Tudor)</u>                      -to create sketch books to record their observations and use them to review and revisit ideas                      -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)                      -about great artists, architects and designers in history.</p> <p><u>Photography (Zoom)</u>                      -to create sketch books to record their observations and use them to review and revisit ideas                      -to improve their mastery of art and design techniques.                      -about great artists, architects and designers in history.</p>
<p><b>SEAL</b>  <u>Me and My Relationships</u>                      Co-operation                      Friendships</p> <p><u>Valuing Difference</u>                      Recognising and respecting diversity                      Being respectful and tollerant</p>	<p><b>FRENCH</b>  <u>Getting to Know you</u>                      -Hello                      -Whats your name                      - How are you                      -Goodbye                      -Numbers 0-10                      -How old are you</p> <p><u>All about me</u>                      -Classroom instructions                      -My Body                      -Actions                      -Colours                      -Clothes 1                      -Clothes 2</p>	<p><b>PE</b>  <u>Dance</u>                      -perform dances using a range of movement patterns                      -compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Swimming</u>                      -swim competently, confidently and proficiently over a distance of at least 25 metres.                      -use a range of strokes effectively.                      -perform safe self-rescue in different water-based situations.</p>
<p><b>RE</b>  <u>Beliefs and Questions</u>                      What difference does it make to be a Christian?                      How do people's beliefs about God, Jesus, the world and others have impact on their lives?</p> <p><u>Christmas</u></p>	<p><b>HISTORY</b>  <u>Tudors</u>                      -describe events from the past using dates when things happened.                      -set out on a timeline, within a given period, when special events took place.                      -recognise that the lives of wealthy people were very different from those of poor people.                      - I can use various sources to piece together information about a period in history.</p>	<p><b>GEOGRAPHY</b>  <u>Where on Earth are we?</u>                      -locate the world's countries, using maps to focus on Europe.                      -name and locate counties and cities of the United Kingdom.                      -locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities                      - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>
<p><b>DT</b>  <u>Tudor Houses (Hinges)</u></p>	<p><b>MUSIC</b>                      (See Christine)</p>	<p><b>COMPUTING</b>  <u>We are programmers</u>                      create an algorithm for an animated scene in the form of a storyboard                      write a program in Scratch to create the animation correct mistakes in their animation programs.</p> <p><u>We are bug fixers</u>                      develop a number of strategies for finding errors in programs                      build up resilience and strategies for problem solving                      increase their knowledge and understanding of Scratch                      recognise a number of common types of bug in software.</p>



<p><b>SCIENCE</b></p> <p><u>Food and Our Bodies</u>          -identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat          -identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><u>Earth Rocks</u>          -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties          -describe in simple terms how fossils are formed when things that have lived are trapped within rock          -recognise that soils are made from rocks and organic matter.</p>		<p><b>ART</b></p> <p><u>Cave Paintings</u>          -to create sketch books to record their observations.          -to improve their mastery of art and design techniques, including drawing, and painting.          -about artists and designers in history (Cave Paintings).          Monet          -to create sketch books to record their observations and use them          to review and revisit ideas          -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)          -about great artists, architects and designers in history.</p>
<p><b>SEAL</b></p> <p><u>Keeping Myself Safe</u>          Managing risk          Drugs and their risks          Staying safe online</p> <p><u>Rights and responsibilities</u>          Skills we need to develop as we grow up          Helping and being helped</p>	<p><b>FRENCH</b></p> <p><u>Food glorious food</u>          -The very greedy dog          -Please may I have          -Preferences          -What colour is it          -What did he eat          -I'm hungry</p> <p><u>Family and Friends</u>          -Meet my family          -Pets          -Alphabet          -What's his name          -How do you spell          -My home</p>	<p><b>PE</b></p> <p><u>Gymnastics</u>          -develop flexibility, strength, technique, control and balance.          -compare their performances with previous ones.</p> <p><u>Invasion Games</u>          -use running, jumping, throwing and catching in isolation and in combination          -play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>
<p><b>RE</b></p> <p><u>Religion, family and community: Prayer</u>          How do religious families and communities practice their faith?</p> <p><u>Easter</u></p>	<p><b>HISTORY</b></p> <p><u>The changes in Britain from the Stone Age to the Iron Age</u>          - Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.          - Bronze Age religion, technology and travel, for example, Stonehenge.          - Iron Age hill forts: tribal kingdoms, farming, art and culture.</p>	<p><b>GEOGRAPHY</b></p> <p><u>Do you like to be beside the Seaside?</u>          -extend their knowledge and understanding beyond the local area to include the United Kingdom.          -name and locate (some) counties and cities of the United Kingdom          -learn about topographical features (including coast and rivers) to understand how some of these aspects have changed over time          -understand similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country (Costa Blanca, Spain)          -describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity etc.</p>
<p><b>DT</b></p> <p><u>Healthy Meal Planning</u>          -understand and apply the principles of a healthy and varied diet          -prepare and cook a variety of predominantly savory dishes using a range of cooking techniques          -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><b>MUSIC</b>          (See Christine)</p>	<p><b>COMPUTING</b></p> <p><u>We are presenters</u>          -Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing edit video, including adding narration and editing clips by setting in/out points          -understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length.</p> <p><u>We are vloggers</u>          -use a search engine to learn about a new topic plan, design and deliver an interesting and engaging presentation          -search for, and evaluate, online images          -create their own original images          -create a screencast video of a narrated presentation          - develop their understanding of how the internet, the web and search engines work.</p>

