

English

We follow the National Curriculum for English and the Year by Year Programmes of Study. Links to these can be found here:

www.gov.uk/government/publications/national-curriculum-in-england-English-programmes-of-Study

We use the Read Write Inc strategy of teaching phonics until such time as the children are proficient and confident readers.

Mathematics

We follow the National Curriculum for Maths and the Year by Year Programmes of Study. Links to these can be found here:

www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-Study

Science

- Identify and name a variety of common animals.
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- identify and describe the basic structure of a variety of common flowering plants, including trees
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- compare and group together a variety of everyday materials on the basis of their simple physical properties
- observe changes across the 4 seasons

History

- Changes within living memory.
- Significant people/ events beyond living memory of national/global significance.
- Local History – events, People and Places in our locality.
- Topics- The Great Fire of London Personal History, Pirates, Dinosaurs, Elizabeth 1 & Queen Victoria, Transport and Local Area.

Physical Education

Develop knowledge, understanding and skills for:

Multi-Skills through games & net and wall sports
Gymnastics
Dance
Outdoor and Adventurous Activities
Athletics

Art & Design

- To use a range of materials creatively
- To use drawing, painting and sculpture.
- Develop techniques in using colour, pattern, texture, line, shape, form and space. i.e. clay portraits.
- Learn about the work of a range of artists, craft makers and designers. i.e Giuseppe Arcimboldo

Design & Technology

- Design purposeful, functional, appealing products
- Select from and use a range of tools and equipment.
- Explore and evaluate a range of existing products
- Build structures, exploring how they can be made stronger, stiffer and more stable
- Understand where food comes from.

Modern Languages

- N/A

Computing

- Recognise uses of IT in school and at home.
- To understand what algorithms are.
- To predict the behaviour of programmed toys.
- To use a program to create a simple document.
- To know to tell an adult if they see anything worrying online.

Geography

- Understand key human features such as: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Music

- Speak and chant together
- Sing songs in different styles conveying different moods
- Perform an action or sound on the steady beat whilst singing
- Imitate a rhythm pattern on an instrument
- Play a repeated rhythmic pattern to accompany a song
- Listen and respond through movement
- Recognise sounds of percussion instruments

Religious

- **Christianity**
Does God want Christians to look after the world? What gift would be meaningful to Jesus? Was it difficult for Jesus to show friendship? How does Jesus' welcome on Palm Sunday show he's special?
- **Judaism**
Is Shabbat important to Jewish children? Does celebrating Hannukah make Jewish children feel closer to God?

Education