Great Fire of London

Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Science	**Working Scientifically** To ask simple questions and recognise that they can be answered in different ways observing closely, using simple equipment identifying and classifying To use their observations and ideas to suggest answers to questions **Living Things and their Habitats** To explore and compare the differences between things that are living, dead, and things that have never been alive To 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 To identify and name a variety of plants and animals in their habitats, including microhabitats To 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.	Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.	Explore the differences between things that are living, dead, and things that have never been alive. Compare the differences 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. Describe how different habitats provide for the basic needs of different kinds of animals and plants. Understand how plants and animals depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain. Identify and name different sources of food. **Assessment** What make something living or non living? Can you identify living, dead and non-living tings? What is a habitat? How are living things suited to their own habitat? What is a food chain?	Food chain Animal Plant Producer consumer Habitat Micro habitat Basic needs Living Non-living Dead Alive Suited Movement Reproduction Senses Growth Grow	Respiration Excretion Nutrients Nutrition Environment Keys Condition Organism Predator Prey Similar different within under next to earth soil

Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary	
History (The Great Fire of London)	To understand events beyond living memory that are significant nationally or globally [for example, the Great Fire of London. To know about 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. *(Samuel Pepys)*	**Chronological understanding** Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event. **Knowledge and understanding** Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant period in history. Uses evidence to explain reasons why people in past acted as they did. **Historical interpretation** Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things. **Historical enquiry** Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a ….?', 'what happened in the past?', 'how long ago did …. happen?' Estimates the ages of people by studying and describing their features. **Organisation and communication** Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past.	The fire began in 1666. Know where the fire took place. Know that 1666 was within the Tudor period. List and explain the events and timings of the Great Fire. Know what made the fire spread so quickly. Know how the fire stayed alight for so long. Know Thomas Farynor and his family and their role. Know the changes made after the fire. Know how people found out about the fire. Know about artists and diaries and their role in recording information. Reflect on the events and how they influence change. **Assessment** Where did the fire take place? What period of time did the event take place? Who were the significant people involved? What impact has the fire had on today's society? What happened in the great fire? Why it broke out/main events/results? Sequence the events correctly. Why did the fire spread so far and stay alight for so long? What makes cities safer today? How do we know what happened in the great fire? What is an eye witness? What was the importance of artists in recording the events of the great fire? What have we learnt about the great fire?	First, before, after Destroyed Timber Thatched roof Time line Past Present Significant events Decade Tudor Tudor period Civilisation Thomas Farynor King Charles II baker Pudding Lane 1666 smoke fire leather bucket	River Thames Maid profiteers flames escape window climbed Samuel Pepys frightened burning wooden buildings Lord Mayor River Thames water squirts fire hooks burned diary

Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Geography	To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Knowledge & Understanding Name and locate the capital cities of the United Kingdom and its surrounding seas. Explain how a place has changed over time. Practical Use information texts and the web to gather information about the world's human and physical geography. Use compass directions (North, South, East and West) to describe the location of geographical features and routes on a map.	Know what the UK landline looks like (shape of the country). Name and label the countries which make up the UK. Label the seas which surround the UK. Use an atlas to locate the capital city of England. Use grid reference vocabulary to locate the UK in relation to the rest of the world. Use grid reference vocabulary to locate London. **Assessment** Can you name the countries which make up the UK? Can you locate the countries which make up the UK on a map? Can you name and locate the capital city of the UK?	City Capital Countries Atlas Grid reference Co-ordinates Maps England	Ireland (Northern) Southern Ireland Scotland Wales London Landmarks Globe Landmarks
Art (Oil pastels)	To use a range of materials creatively to design and make products To use drawing and painting 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 To learn about the work of a range of artists, describing the differences and similarities and making links to their own work.	Work from observations and known objects. Use imagination to form simple images from given starting points or a description. Begin to collect ideas in sketchbooks. Work with a wide range of materials. Begin to think what materials best suit the task. Describe the work of artwork of artists. Collect natural materials to create a temporary collage (an autumn tree/ the school.) Develop tearing, cutting and layering paper to create different effects. Mix primary colours to make secondary colours. Create and experiment with shades of colour and name some of these. Create washes to form backgrounds. Explore the relationship between mood and colour. Begin to control lines to create simple drawings from observations. Draw on smaller and larger scales. Begin to add detail to line drawings. Colour within the line. Investigate a range of different materials and experiment with how they can be connected together to form simple structures. Look at sculptures and try to recreate them using everyday objects/range of materials. Begin to form own 3D pieces.	To learn about Marianne Mitchell and her work. To understand colour is an attribute of objects that results from the light they reflect. Colour is all around us in nature and the man-made world. To learn to use tone. Understand tone refers to the graduation between light and dark. To know how to make a tone lighter or darker using black and white. To use tone to create atmosphere and mood. **Assessment** Can the child use tone to create a mood? Can the child create a darker tone? Can the child create a lighter tone? Can the child use techniques of Marianne Mitchell?	Sketchbook Material Task Artwork Artist Collage Tearing Cutting Layering Effect Shade Primary Secondary Colour Washes	Background Mood Colour Lines Observations Scale Smaller Larger Detail Connected Structure Colour Sculpture marbling

Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary	
DT	**Design** To design purposeful, functional, appealing products for themselves and other users based on design criteria To 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 **Evaluate** To evaluate their ideas and products against design criteria **Technical knowledge** To build structures, exploring how they can be made stronger, stiffer and more stable	**Plan and communicate ideas** Generate ideas by drawing on their own and other people's experiences. Develop their design ideas through discussion, Observation, drawing and modelling. Identify a purpose for what they intend to design and make. Identify simple design criteria. Making simple drawings and label parts. **Make (technical knowledge)** Begin to select tools and materials use appropriate vocabulary to describe and name them. Measure, cut and score with some accuracy. Use hand tools safely and appropriately. Assemble, join and combine materials in order to make a product. Cut, shape and join fabric to make a simple product. Choose and use appropriate finishing techniques to improve the look of a product. **Evaluate** Evaluate against their design criteria. Evaluate their products as they are developed identifying strengths and modifications. Talk about their ideas saying what they like and dislike about them.	Know the purpose of houses. Know the materials they were built from in 1666. Identifying the problems with Tudor Houses. Follow the; analyse, design, make and evaluate process in making their Tudor Houses. **Assessment** Can they reflect on their own product? Can they identify modifications that would be made next time? Can they give a reason for their modifications? Do they amend their design whilst working? Can they name ways they have made their design stronger? Do they use tools appropriately? Can they use correct vocabulary when describing the houses?	Tudor houses Era White washed Wooden Structure Suitable Exposed wooden frames Chimney Roof Window timber frame were made from wattle and daub – wood strips or sticks covered with clay thatched roof tiled roof – rich people weatherproof durable privy – toilet jetty – overhang	upper storey ground floor design evaluate Analyse Make Create Join Triangulation Stronger Stiffer Stable Measure Score Product Modifications

| Computing (Coding) | To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
To create and debug simple programs
To use logical reasoning to predict the behaviour of simple programs
To use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school
To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies | **Computer Science**
Understand that programs execute by following precise and unambiguous instructions.
Understand that objects can be programmed using code to do actions when a key is pressed.

Information Technology
Explain why digital folders are used.
Organise, store, manipulate and retrieve data in a range of digital forms.
To create a presentation using software packages.

Digital Literacy
Use technology safely and respectfully.
Identify where to go for help and support when they have concerns about content or contact on the internet.
Understand that information left online leaves a digital foot print | Be able to create a story, adding pages and pictures to go with their story.
To use simple animations for pictures.
To use 2publish to create pages with pictures and sentences.
Be able to edit – font size, colour and style
To use presentational features – paragraph, label, title
To word process short narratives
Be able to save, print, retrieve and amend work
Use to mouse or arrow keys to insert words and sentences
To use different templates and layouts for specific purposes

Assessment
Can you word process a short narrative or non-narrative text?
Can you edit using different presentational features (font size, colour and style)?
Can you print, save, retrieve and amend your work?
Can you use the mouse and arrow keys to insert words and sentences?
Can you use editing tools to improve your work?
Can you use graphics, video and sound to enhance your work?
Can you choose a layout/template to fit the purpose?

E-Safety
To tell a trusted adult when something worrying or unexpected happens when you am using a device
To agree and use sensible rules to keep me safe when you use technology
To know that not all information online is true
To understand why it is important to be kind and polite online and in real life
To know it is important before you use a device, you talk to a trust adult about how you will keep yourself safe

Assessment
Can you think of something you see in a game or online is true?
Can you explain what you would do if something worried you?
Can you explain the consequences of being unkind online?
Can you explain what you will do if you are sent an unkind picture of someone else? | Graphic
Multi-media
Computer
Mouse
Template
Font
Colour
Style
Keyboard
2publish
Program
Save
Edit
Amend
Retrieve
Alignment
Bold
Copy
Cursor
Delete
Desktop publishing
Enter
Highlight
Select
Indent | Landscape
Portrait
Paste
Page setup
Line spacing
Print
Text
Thesaurus
Word wrap
Presentation
Storyboard
Links
Buttons
Acceptable use policy
Copyright
Firewall
Hardware
Monitor
Keyboard
Mouse
Network
Online safety
Password
Printer |

Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary
Music	To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the inter-related dimensions of music	**Performing (singing/playing):** Follow a simple piece of written-rhythmic notation. Use their own voice in different ways, including a loud or soft voice (dynamics). Begin to recall sounds. **Improvising and experimenting:** Carefully choose instruments to combine layers of sounds, showing awareness of the combined effect. Understand the difference between rhythm and pulse. **Listening, developing knowledge and understanding:** Describes how an instrument has been used to represent a sound or object. Describe basic elements of a piece of music (e.g. dynamics – is it loud or quiet? tempo –is it fast or slow? pitch – is it high or low?). Explain what they like or dislike about a piece of music and why.	**Animals (Pitch)** To listen to a steady beat and respond in movement Understand ad respond to changes in pitch, upwards and downwards. Perform changes in pitch using whole body movement and voice. Read pitch line notation. Play pitch lines on tuned percussion instruments. Combine pitch change with changes in elements or dimensions. **Assessment** Can you listen to a steady beat and respond in movement? Can you identify and respond to changes in pitch upwards and downwards? Can you perform changes in pitch? Can you read pitch line notation? Can you combine pitch change with changes in the elements or dimension? **Number (Beat)** To perform a steady beat and simple rhythms using movement and body percussion. Differentiating between beat and rhythm. Perform simple rhythms. Understand the different between rhythm and beat. Perform a steady beat and rhythm. **Assessment** Can you perform a steady beat and simple rhythm using movement, percussion and body percussion? Can you understand and differentiate between beat and rhythm?	Pitch Percussion Beat Pitch line notation Respond Body Rhythm Movement Voice Steady Loud Upwards Soft Downwards Singing Object Rhyme Tempo Instrument Tuned Instrument
French	Listen and repeat what they have heard. Learn to sing numbers 1-10. Listen to stories in French. Greet others and introduce themselves.		To count to ten in French. To join in with a range of French songs and rhymes. To repeat back simple statements. **Assessment** Can they count confidently to 10 with no support? Can they join in a range of songs? Can they remember and repeat back a simple phrase?	**un** - one **deux** - two **trois** - three **quatre** - four **cinq** - five **six** - six **sept** - seven **huit** - eight **neuf** - nine **dix** - ten

Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary	
PE	To 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 To participate in team games, developing simple tactics for attacking and defending	Jump as high as I can and as far as I can. Can use an underarm action when aiming at a target and overarm action for distance. Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling. Can move to catch or collect a ball Throw a ball in different ways, and decide where to stand to make the game difficult for the other team. Take part in activities and work with others to complete a task.	**Health and Fitness** Can exercise safely Describe how their body feels **Acquiring and developing skills** Copy and remember actions Explore actions with control and coordination. **Evaluate and improving** Talk about differences between what they did and somebody else and how they can improve. **Games** To stay in a 'zone' during a game Know where the best place is to be during a game Can use tactics in a game – attacking and defending Follows rules **Assessment** Can you use tactics in a game? Can you attach? Can you defend? Can you explain the rules to others?	Jump Space Zone Defender Attacker Action Coordination Balance Exercise Catch Throw Block Bounce pass Pass Foul Guard	Court Overarm Underarm Collect Stretch Leap Tactic Rules Control Healthy Dribble Target Net Hoop Backboard Pivot
PSHE	**Being Me in My World** Identify some of my hopes and fears. Understand rights and responsibilities. Listen to other people and contribute accordingly. Recognise the choices they make and understands the consequences. I		To recognise when they feel worried and know to ask for help. Help to make the class a safe and fair place. To work cooperatively. To follow classroom rules carefully. To contribute to the class charter. **Assessment** Can you explain your feelings when you eel worried? Can you identify a safe place? Explain why?	Fair Hopes Dreams Classroom Charter Worries Fears Belonging Rights Responsibilities	Responsible Actions Praise Reward Consequence Positive Negative Choices Co-operate Problem solving
RE	**Is it possible to be kind to everybody all of the time?** • To retell bible stories that show kindness • To explore how stories influences how Christians behave towards other people.		To know tell us when I have been kind to others when it has been difficult. To retell a story Jesus told about being kind or give an example of when Jesus showed kindness. To say if I think Christians should be kind and give a reason. **Assessment** • I can tell you when I have been kind to others even when it was difficult, linking to a story Jesus told.	Bible Jesus Christians Teachings Leaders Stories Kindness Behaviour Moral Values Choice Influences	

Parliament

Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Science	**Working Scientifically** To ask simple questions and recognise that they can be answered in different ways To observe closely, using simple equipment identifying and classifying To use their observations and ideas to suggest answers to questions **Materials** To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Read and spell scientific vocabulary at a level consistent with their increasing word and spelling knowledge at Key Stage 1. Ask simple questions and recognise that they can be answered in different ways. 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.	To identify a variety of different materials. To know what makes a material suitable. To know how properties of materials link to their use. To know how the shape of an object can be changed. To know which materials can be changes using specific techniques. **Assessment** Can you name a range of materials and list their properties? Can you identify a suitable material fit for a given purpose? Can you change the shape of an object using bending, squashing, stretching or twisting? Why?	Material Properties Absorbency Waterproof Strong Weak Hypothesis Melting Moulding Stretching Bending Squashing Twisting Wood Metal	Plastic Glass Brick Rock Paper Cardboard Transparent Opaque Flexible Rigid Smooth Rough Thick Thin Properties

Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary
History (Parliament)	To understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life To know about events beyond living memory that are significant nationally or globally To know about 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 To understand significant historical events, people and places in their own locality.	**Chronological understanding** Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event. **Knowledge and understanding** Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant period in history. Uses evidence to explain reasons why people in past acted as they did. **Historical interpretation** Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things. **Historical enquiry** Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a ….?', 'what happened in the past?', 'how long ago did …. happen?' Estimates the ages of people by studying and describing their features. **Organisation and communication** Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past.	To know who Guy Fawkes was and his role in The Gunpowder Plot. To know the reasons behind the plot. To know the year that it happened. To understand the significance of Parliament and why it was targeted. To understand the importance of the failed attempt of the plot and the impact on modern life. To understand the importance of Parliament on the structure of the country. To understand what it means to live in a democratic country. **Assessment** Can you plot the events within the Gunpowder Plot? Can you explain Guy Fawkes role in the plot? Can you explain the importance of Parliament? Can you explain the impact Parliament has on the UK?	Guy Fawkes Gunpowder Plot 1605 Parliament Democracy Past Present Gunpowder Barrels London King

Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Art **(Oil pastels)** **(Continued from Autumn 1)**	To use a range of materials creatively to design and make products To use drawing and painting 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 To learn about the work of a range of artists, describing the differences and similarities and making links to their own work.	Work from observations and known objects. Use imagination to form simple images from given starting points or a description. Begin to collect ideas in sketchbooks. Work with a wide range of materials. Begin to think what materials best suit the task. Describe the work of artwork of artists. Collect natural materials to create a temporary collage (an autumn tree/ the school.) Develop tearing, cutting and layering paper to create different effects. Mix primary colours to make secondary colours. Create and experiment with shades of colour and name some of these. Create washes to form backgrounds. Explore the relationship between mood and colour. Begin to control lines to create simple drawings from observations. Draw on smaller and larger scales. Begin to add detail to line drawings. Colour within the line. Investigate a range of different materials and experiment with how they can be connected together to form simple structures. Look at sculptures and try to recreate them using everyday objects/range of materials. Begin to form own 3D pieces.	To learn about Marianne Mitchell and her work. To understand colour is an attribute of objects that results from the light they reflect. Colour is all around us in nature and the man-made world. To learn to use tone. Understand tone refers to the graduation between light and dark. To know how to make a tone lighter or darker using black and white. To use tone to create atmosphere and mood. **Assessment** Can the child use tone to create a mood? Can the child create a darker tone? Can the child create a lighter tone? Can the child use techniques of Marianne Mitchell?	Sketchbook Material Task Artwork Artist Collage Tearing Cutting Layering Effect Shade Primary Secondary Colour Washes	Background Mood Colour Lines Observations Scale Smaller Larger Detail Connected Structure Colour Sculpture marbling

Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary
DT	**Design** To design purposeful, functional, appealing products for themselves and other users based on design criteria To 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 **Evaluate** To evaluate their ideas and products against design criteria **Technical knowledge** To build structures, exploring how they can be made stronger, stiffer and more stable	**Plan and communicate ideas** Generate ideas by drawing on their own and other people's experiences. Develop their design ideas through discussion, Observation, drawing and modelling. Identify a purpose for what they intend to design and make. Identify simple design criteria. Making simple drawings and label parts. **Make (technical knowledge)** Begin to select tools and materials use appropriate vocabulary to describe and name them. Measure, cut and score with some accuracy. Use hand tools safely and appropriately. Assemble, join and combine materials in order to make a product. Cut, shape and join fabric to make a simple product. Choose and use appropriate finishing techniques to improve the look of a product. **Evaluate** Evaluate against their design criteria. Evaluate their products as they are developed identifying strengths and modifications. Talk about their ideas saying what they like and dislike about them.	Know the purpose of a throne. Know the materials that thrones can be made from. Know how to make the throne stronger. Follow the; analyse, design, make and evaluate process in making their throne. **Assessment** Can they reflect on their own product? Can they identify modifications that would be made next time? Can they give a reason for their modifications? Do they amend their design whilst working? Can they name ways they have made their design stronger? Do they use tools appropriately? Can they use correct vocabulary when describing the houses?	Throne Support Design Make Tools Suitable Materials Properties Strength Stronger Weaker Modifications Cut Join Appealing Effective

Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Computing	To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions To create and debug simple programs use logical reasoning to predict the behaviour of simple programs To use technology purposefully to create, organise, store, manipulate and retrieve digital content To recognise common uses of information technology beyond school To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	**Computer Science** Understand that programs execute by following precise and unambiguous instructions. Understand that objects can be programmed using code to do actions when a key is pressed. **Information Technology** Explain why digital folders are used. Organise, store, manipulate and retrieve data in a range of digital forms. To create a presentation using software packages. **Digital Literacy** Use technology safely and respectfully. Identify where to go for help and support when they have concerns about content or contact on the internet. Understand that information left online leaves a digital foot print	Be able to create a story, adding pages and pictures to go with their story. To use simple animations for pictures. To use 2publish to create pages with pictures and sentences. Be able to edit – font size, colour and style To use presentational features – paragraph, label, title To word process short narratives Be able to save, print, retrieve and amend work Use to mouse or arrow keys to insert words and sentences To use different templates and layouts for specific purposes **Assessment** Can you word process a short narrative or non-narrative text? Can you edit using different presentational features (font size, colour and style)? Can you print, save, retrieve and amend your work? Can you use the mouse and arrow keys to insert words and sentences? Can you use editing tools to improve your work? Can you use graphics, video and sound to enhance your work? Can you choose a layout/template to fit the purpose?	Graphic Multi-media Computer Mouse Template Font Colour Style Keyboard 2publish Program Save Edit Amend Retrieve Alignment Bold Copy Cursor Delete Desktop publishing Enter Highlight Select Indent	Landscape Portrait Paste Page setup Line spacing Print Text Thesaurus Word wrap Presentation Storyboard Links Buttons Acceptable use policy Copyright Firewall Hardware Monitor Keyboard Mouse Network Online safety Password Printer

Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Music	To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the inter-related dimensions of music	**Performing (singing/playing):** Follow a simple piece of written-rhythmic notation. Use their own voice in different ways, including a loud or soft voice (dynamics). Begin to recall sounds. **Improvising and experimenting:** Carefully choose instruments to combine layers of sounds, showing awareness of the combined effect. Understand the difference between rhythm and pulse. **Listening, developing knowledge and understanding:** Describes how an instrument has been used to represent a sound or object. Describe basic elements of a piece of music (e.g. dynamics – is it loud or quiet? tempo –is it fast or slow? pitch – is it high or low?). Explain what they like or dislike about a piece of music and why.	**Animals (Pitch)** To listen to a steady beat and respond in movement Understand ad respond to changes in pitch, upwards and downwards. Perform changes in pitch using whole body movement and voice. Read pitch line notation. Play pitch lines on tuned percussion instruments. Combine pitch change with changes in elements or dimensions. **Assessment** Can you listen to a steady beat and respond in movement? Can you identify and respond to changes in pitch upwards and downwards? Can you perform changes in pitch? Can you read pitch line notation? Can you combine pitch change with changes in the elements or dimension? **Number (Beat)** To perform a steady beat and simple rhythms using movement and body percussion. Differentiating between beat and rhythm. Perform simple rhythms. Understand the different between rhythm and beat. Perform a steady beat and rhythm. **Assessment** Can you perform a steady beat and simple rhythm using movement, percussion and body percussion? Can you understand and differentiate between beat and rhythm?	Pitch Beat Respond Rhythm Voice Loud Soft Singing Rhyme Instrument Instrument	Percussion Pitch line notation Body Movement Steady Upwards Downwards Object Tempo Tuned
French	Listen and repeat what they have heard. Learn to sing numbers 1-10. Listen to stories in French. Greet others and introduce themselves.		To count to ten in French. To join in with a range of French songs and rhymes. To repeat back simple statements. **Assessment** Can they count confidently to 10 with no support? Can they join in a range of songs? Can they remember and repeat back a simple phrase?	**un** - one **deux** - two **trois** - three **quatre** - four **cinq** - five **six** - six **sept** - seven **huit** - eight **neuf** - nine **dix** - ten	

Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary	
PE	To master basic movements including jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities To perform simple movement patterns.	Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling. Take part in activities and work with others to complete a task.	Perform a range of actions with control and coordination Repeat accurately sequences of gymnastic actions Move smoothly from a position of stillness to a traveling movement Move smoothly and in a controlled way from one position of stillness to another Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end Adapt the sequence to include apparatus or a partner. Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency Say whether their heart is beating fast or slow, whether their breathing is normal or puffed, and whether they feel hot, warm or cool Recognise and avoid risks when handling and placing apparatus . Describe their own or their partner's sequence accurately, commenting on what it contains and whether it is performed smoothly and with control Choose one aspect of their sequence to improve, and say how to improve it . To identify and show their understanding. To perform as an individual and as part of a group. **Assessment** Can you perform actions with control? Can you perform repeated actions? Can you show smooth transitions? Can you devise a short sequence?	Jump roll twist balance move perform skip flexibility stretch tumble forward roll control sequence reflect evaluate routine fast slow	warm up cool down Cartwheel Handstand Games Exercise Challenge Leap Mid-air Mount Turn Springboard Mat Technique Discipline Co-ordination

Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary
PSHE	**Celebrating Difference** Start to understand that sometimes people make assumptions about girls and boys (stereotypes). To understand that bullying is sometimes about difference To recognise what is right and wrong and know how to look after myself. To know some ways to make new friends. To understand some ways that I am different from my friends.		To know some ways in which boys and girls are similar and different and accept that this is ok. To know how someone that is bullied feels. To know how to be kind to somebody who is being bullied. To know when and how to stand up for myself and others. To know how to get help if I am being bullied. To know how to be a friend and have a friend. To understand that differences make us special and unique. **Assessment** Can you explain how boys and girls are different? Can you explain how boys and girls are the same? Can you explain the effects of being bullied? Can you explain what you would do if you were being bullied?	Difference similarities Gender Girl Boy Bully Bullied Feelings Friends Emotion Special Unique Kind Helpful Support Caring Friendship
RE	**Why do Christians believe God gave Jesus to the world?** • Is God important to everybody?		To say how I could help solve a problem by showing love. To remember the Christmas story and start to explain that Jesus was gift from God. To know why Christians gave Jesus to the world. **Assessment** I can remember the Christmas story and start to explain how Christians believe Jesus was a gift from God.	Problem Love Jesus God Important Belief Thought Christian Gift Explain Celebrate Rescue