| **Subject** | **NC Objective - Coverage** | **Skills** | **Knowledge** | **Vocabulary** | |
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| **Science** | **Working Scientifically**   * asking simple questions and recognising that they can be answered in different ways * observing closely, using simple equipment * identifying and classifying * using their observations and ideas to suggest answers to questions   **Materials**   * identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses * 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 |  |
| **History**  **(Parliament)** | * changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life * events beyond living memory that are significant nationally or globally * 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 * 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 |  |
| **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  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 |
| **DT** | **Design**   * design purposeful, functional, appealing products for themselves and other users based on design criteria * generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology   **Make**   * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics   **Evaluate**   * evaluate their ideas and products against design criteria   **Technical knowledge**   * 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 |  |
| **Computing** | understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  create and debug simple programs  use logical reasoning to predict the behaviour of simple programs  use technology purposefully to create, organise, store, manipulate and retrieve digital content  recognise common uses of information technology beyond school  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 |
| **Music** | 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 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 abd 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  Repond  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 | |
| **PE** | master basic movements including jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  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. | 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 |
| **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. | Difference  similarities  Gender  Girl  Boy  Bully  Bullied  Feelings  Friends  Emotion  Special  Unique  Kind  Helpful  Support  Caring  Friendship |  |
| **RE** | **Why do Christians belief 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 | |