

Pilton Infants' School Curriculum Overview.

From September 2014 Year 1 will follow the new 2014 National Curriculum. The Year 2s will adopt this from September 2015 although there are some new aspects of English and Maths which we aim to embed before then.

The key objectives are set out by Year group then Subject area. We do not set out a specific topic for each term as we like to draw on local, national and international events to make learning as relevant and interesting as possible for the children.

One of our recent topics was "Explorers" where children used enquiries such as "Why don't penguins freeze?" to learn about life in the Antarctic through all subject areas. We believe linking skills and asking big questions like this makes learning more meaningful to our children.

Alongside this we teach children vital social, moral and learning skills through our Learning Heroes (for more information see the home page on our website)

Key Objectives for Year 1

English - Writing

Autumn	Spring	Summer
<ul style="list-style-type: none"> - How words combine to make sentences. - How to separate words with spaces. - Understand what simple sentences are. - Join simple sentences and clauses using 'and' to form compound sentences. - Secure the use of full stops to demarcate sentences and capital letters for the start of sentences and names. - Secure the use of capital letters for names and for the personal pronoun 'I'. - Understand and use the past tense. - Adding 'ing' and 'ed' suffixes to root words where the spelling doesn't change. - Understand how to check their writing to ensure it makes sense. - Understand what a noun is. - Add regular plural noun suffixes (-s or -es) [e.g. <i>dog, dogs, wish, wishes</i>] - Understand how adjectives refine the 	<ul style="list-style-type: none"> - Understand how to use exclamation marks in place of full stops. - Secure the use of past tense including some common irregular verbs [e.g. <i>saw, went, got</i>] - Understand how to signal time to sequence a story [e.g. <i>later, after that, at the end</i>] - Make compound sentences using 'but'. - Select verbs for effect. - Use story language such as <i>Once upon a time, they all lived happily ever after.</i> - Understand how to use question marks in place of full stops. - Understand how to change word order and check for sense. - Understand the features of non-fiction texts and their purpose [i.e. <i>contents page, headings, subheadings are there to get the reader to the required information as efficiently as possible</i>] 	<ul style="list-style-type: none"> - Understand how to use adverbs to describe action in a story. - Introduce time adverbials and fronted adverbials to sequence a story. [e.g. <i>By the time we landed...</i>] - Make compound sentences using 'so'. - Understand that writers can develop a style. - Secure the use of conjunctions and adjectives in writing to add information for the reader.

<p>meaning of nouns.</p> <ul style="list-style-type: none"> - Understand what verbs are. - Understand the imperative verb. - Understand how to prefix <i>un-</i> changes the meaning of verbs and adjectives. - Understand the present tense. - Understand how to sequence ideas [e.g. <i>first, next, after that, then, finally</i>] 	<ul style="list-style-type: none"> - Understand how to use question marks in comments to the reader. - Understand what singular and plural means. - Make compound sentences using '<i>because</i>'. - Read back and check own and others writing. 	
--	---	--

Maths

Autumn	Spring	Summer
<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time</p> <p>Compare, describe and solve practical problems for:</p>	<p>Given a number, identify one more and one less</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number</p>	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$</p> <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete</p>

<p>lengths and heights; mass/weight; capacity and volume; time</p> <p>Sequence events in chronological order using language</p>	<p>problems such as $7 = - 9$</p> <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher (11, arrays, 1 to 1, sweets)</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p>	<p>objects, pictorial representations and arrays with the support of the teacher (11, arrays, 1 to 1, sweets)</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Read and write numbers from 1 to 20 in numerals and words (3, read while counting, 5, read 'ty', 8, handwriting, 11, record and labels) Words - Summer</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p>Recognise and know the value of different denominations of coins and notes</p> <p>Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p>
---	---	---

Autumn	Spring	Summer
<p>Working scientifically WS1: asking simple questions and recognising that they can be answered in different ways WS2: observing closely, using simple equipment</p> <p>Plants P1: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees P2: identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Seasonal Changes SC1: observe changes across the four seasons SC2: observe and describe weather associated with the seasons and how day length varies.</p>	<p>Working scientifically WS3: performing simple tests WS4: identifying and classifying</p> <p>Uses of everyday Materials M1: distinguish between an object and the material from which it is made M2: identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock M3: describe the simple physical properties of a variety of everyday materials M4: compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Seasonal Changes SC1: observe changes across the four seasons SC2: observe and describe weather associated with the seasons and how day length varies.</p>	<p>Working scientifically WS5: using their observations and ideas to suggest answers to questions WS6: gathering and recording data to help in answering questions.</p> <p>Animals, including humans A1: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals A2: identify and name a variety of common animals that are carnivores, herbivores and omnivores A3: describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) A4: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Seasonal Changes SC1: observe changes across the four seasons SC2: observe and describe weather associated with the seasons and how day length varies.</p>

Children should be taught the working scientifically skills throughout the year but focusing on specific strands each term for assessment purposes.

History

Autumn	Spring	Summer
<ul style="list-style-type: none"> - Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life. 	<ul style="list-style-type: none"> - The lives of significant individuals in the past who have contributed to National and International achievements. 	<ul style="list-style-type: none"> - Significant historical events, people and places in their own locality.

Geography

Autumn	Spring	Summer
<p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. <p>Human and physical geography</p> <ul style="list-style-type: none"> 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom as well as continents and oceans studied at this key stage. 	<p>Places knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use locational and directional language (eg near, far, left, right) to describe location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map. -Use simple fieldwork and observational skills to study the geography of their school and its grounds. <p>Human and physical geography</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: Key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather Key human features including city, town, village, factory, farm, house, office, port, harbour and shop.

RE

Autumn	Spring	Summer
<p><u>Theme - Teachers and Leaders. How do we celebrate our journey through life?</u></p> <ol style="list-style-type: none"> How does what I do affect other people? What rules and codes of behaviour help me know what to do? <p><u>Theme- Celebrations. Why are some times special?</u></p> <ol style="list-style-type: none"> What special times and seasons can I remember? Why were these times special? Why are some festivals and celebrations special? When do they happen? 	<p><u>Theme - Belonging. Where do we belong?</u></p> <ol style="list-style-type: none"> Where do I belong? Where do people belong? (Family, local community, group, club, place, country, faith) <p><u>Theme - Myself. Who are we?</u></p> <ol style="list-style-type: none"> Who and what is special to me? (People, places, experiences, feelings, stories, objects, beliefs, values) Who and what supports and guides us? (People, experiences, feelings, beliefs, values, 	<p><u>Theme - Symbols. Why are some symbols and places special?</u></p> <ol style="list-style-type: none"> What places are special to me? Why are they special/ What places are special to members of a religious or belief community? (buildings used for worship, places in the home) <p><u>Theme - Believing/Story.</u></p> <ol style="list-style-type: none"> What stories and books are special to me and my family?

<p>What do they remember? What do people do and why?</p> <p>3. What special objects might be used in festivals and celebrations?</p> <p>4. How might some stories and practises associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives?</p>	<p>ideas)</p>	<p>2. What stories and books are special to people within religions and beliefs?</p>
---	---------------	--

Computing

Autumn	Spring	Summer
<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<p>Create and debug simple programs</p> <p>Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet</p>	<p>Recognise common uses of information technology beyond school.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>

PE

Autumn	Spring	Summer
<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>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns.</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>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns.</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>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns.</p>

	<p>Build towards:</p> <ul style="list-style-type: none"> - Swim competently, confidently and proficiently over a distance of at least 25 metres - Use a range of strokes effectively such as front crawl, backstroke and breaststroke - Perform safe self-rescue in different water-based situations. 	
--	--	--

DT

Autumn	Spring	Summer
<p>Design · design products for themselves</p> <p>Make · select from and use a range of tools in using equipment to perform practical tasks [for example, cutting and joining] · select from and use a wide range of materials</p> <p>Evaluate · explore and talk about a range of existing products</p> <p>Technical knowledge · explore and use things with moving parts.</p>	<p>Design · design purposeful products for themselves · generate, develop and communicate their ideas through talking and drawing</p> <p>Make · select from and use a range of tools in using equipment to perform practical tasks in making food · select from and use a wide range of materials, including ingredients.</p> <p>Evaluate · explore and evaluate a range of existing products</p> <p>Technical knowledge · explore how things might be improved with different ingredients</p>	<p>Design · design purposeful products for themselves · generate, develop, model and communicate their ideas through talking and drawing and, where appropriate, information and communication technology</p> <p>Make · select from and use a range of tools in using and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] · select from and use a wide range of materials, including construction materials.</p> <p>Evaluate · explore and evaluate a range of existing products</p> <p>Technical knowledge · build structures, exploring how they can be made more stable · explore and use things with moving parts.</p>

Art

Autumn	Spring	Summer
<ul style="list-style-type: none"> produce creative work learn skills in drawing including using ICT evaluate creative works using the language of art, craft and design respond to work by artists. 	<ul style="list-style-type: none"> produce creative work learn skills in painting and other art, craft and design techniques (e.g. printing) evaluate and analyse creative works using the language of art, craft and design respond to work by important great artists, craft makers and designers 	<ul style="list-style-type: none"> produce creative work learn skills in sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design respond to work by important great artists, craft makers and designers

KS1 Overview - Key Objectives for Year 2

English - Writing

Autumn	Spring	Summer
<p>Transcription -add suffixes to spell longer words, including -ing, ed, ly. -write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Handwriting - form lower-case letters of the correct size relative to one another - write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Composition - develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and</p>	<p>Transcription Learn to spell more words with contracted forms (e.g. can't, I'm) -write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Handwriting - start using some of the diagonal and horizontal strokes needed to join letters - use spacing between words that reflects the size of the letters.</p> <p>Composition - develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and</p>	<p>Transcription -learning the possessive apostrophe (singular) [for example, the girl's book] -add suffixes to spell longer words, including -ment, -ness, -ful, -less, -est. -write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Handwriting - understand which letters, when adjacent to one another, are best left un-joined</p> <p>Composition - develop positive attitudes towards and stamina for writing by:</p>

<p>those of others (real and fictional)</p> <ul style="list-style-type: none"> - writing about real events - writing poetry - writing for different purposes - consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about - encapsulating what they want to say, sentence by sentence - make simple additions, revisions and corrections to their own writing by: - proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly] <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> -learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks. - learn how to use: - sentences with different forms: statement, question, exclamation, command. - expanded noun phrases to describe [for example, the blue butterfly]. - co-ordination (using or, and and) - some features of written Standard English - use the following grammatical terminology (noun, noun phrase, statement, question, exclamation, command, adjective, verb). 	<p>fictional)</p> <ul style="list-style-type: none"> - writing about real events - writing poetry - writing for different purposes - consider what they are going to write before beginning by: - writing down ideas and/or key words, including new vocabulary - make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher - re-reading to check that their writing makes sense - proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly] <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> -learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and commas for lists. - learn how to use: - expanded noun phrases to describe and specify [for example, the blue butterfly]. - the present and past tenses correctly and consistently - subordination (using or because) and co-ordination (using or, and, or but) - some features of written Standard English - use the following grammatical terminology (noun, noun phrase statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma) in discussing their writing. 	<ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes - consider what they are going to write before beginning by: - writing down ideas and/or key words, including new vocabulary - make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - read aloud what they have written with appropriate intonation to make the meaning clear. <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> -learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). - learn how to use: - the present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - some features of written Standard English
---	---	---

Maths

Key Objectives for Year 2

Autumn	Spring	Summer
<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>Recognise the place value of each digit in a two-digit number</p> <p>Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs</p> <p>Use place value and number facts to solve problems; recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: $TU+U$, $TU+T$, $TU+TU$ and $U+U+U$</p>	<p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</p> <p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p>	<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>Recognise the place value of each digit in a two-digit number</p> <p>Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs</p> <p>Use place value and number facts to solve problems; recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: $TU+U$, $TU+T$, $TU+TU$ and $U+U+U$</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p>

Science

Autumn	Spring	Summer
<p>Working scientifically WS1: asking simple questions and recognising that they can be answered in different ways WS2: observing closely, using simple equipment</p> <p>Living things and their habitat H1: explore and compare the differences between things that are living, dead, and things that have never been alive H2: 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 H3: identify and name a variety of plants and animals in their habitats, including micro-habitats H4: 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>Working scientifically WS3: performing simple tests WS4: identifying and classifying</p> <p>Plants P1: observe and describe how seeds and bulbs grow into mature plants P2: find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Uses of everyday materials M1: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses M2: find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Working scientifically WS5: using their observations and ideas to suggest answers to questions WS6: gathering and recording data to help in answering questions.</p> <p>Animals, including humans A1: notice that animals, including humans, have offspring which grow into adults A2: find out about and describe the basic needs of animals, including humans, for survival (water, food and air) A3: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>

Children should be taught the working scientifically skills throughout the year but focusing on specific strands each term for assessment purposes.

History

Autumn	Spring	Summer
<ul style="list-style-type: none"> - Events beyond living memory that are significance nationally or globally (eg the great fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries). 	<ul style="list-style-type: none"> - 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 (eg William Caxton and Tim Berners-Lee, Elizabeth 1 and Queen Victoria, Christopher Columbus and Neil Armstrong, Rosa Parks and Emily Davidson) 	<ul style="list-style-type: none"> - Significant historical events, people and places in their own locality.

Geography

Autumn	Spring	Summer
<p>Locational knowledge</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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. 	<p>Places knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use simple compass directions (north, south, east, west) to describe the location of features and routes on a map. -Use arial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use and construct a simple key for a map. Use simple fieldwork and observational skills to study the geography of their school and its grounds and key human and physical features of its surrounding environment. <p>Human and physical geography</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: Key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather Key human features including city, town, village, factory, farm, house, office, port, harbour and shop.

RE

Autumn	Spring	Summer
<p><u>Theme - Teachers and Leaders - How do we celebrate our journey through life?</u></p> <ol style="list-style-type: none"> What values are important to me and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness) How do some stories and beliefs and the example set by some people show me what to 	<p><u>Theme - Belonging. Where do we belong?</u></p> <ol style="list-style-type: none"> What do people do because they belong to a faith or belief community? How might family and community be reflected in our own lives? <p><u>Theme - Myself. Who are we?</u></p> <ol style="list-style-type: none"> What makes us joyful, peaceful, wonder, 	<p><u>Theme - Symbols. Why are some symbols and places special?</u></p> <ol style="list-style-type: none"> What buildings (used for worship) that are special to religious or belief communities look like? Do they have special places, objects, pictures or symbols?

<p>do?</p> <p><u>Theme - Celebrations. How do we celebrate our journey through life?</u></p> <ol style="list-style-type: none"> 1. How do people celebrate the important events in their lives? 2. How do members of a religious faith celebrate these milestones in the journey of life? 3. What artefacts, symbols and ceremonies are used at significant times? 4. Why are certain times in life significant or special? 	<p>reflective, happy and sad? (Experiences, places, celebrations, stories, songs and, for some people, prayers)</p> <ol style="list-style-type: none"> 2. How might stories, prayers and songs help us understand more about ourselves and ideas about God? 	<p>How are they used? What do they tell us about what people believe?</p> <p><u>Theme - Believing/Story.</u></p> <ol style="list-style-type: none"> 1. How are stories told and books used within religions and beliefs? 2. What do some stories and books say about how people should live?
---	--	--

Computing

Autumn	Spring	Summer
<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology safely and respectfully, keeping personal information private; know</p> <p>Where to go for help and support when they have concerns about material on the internet</p>	<p>Recognise common uses of information technology beyond school.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>

PE

Autumn	Spring	Summer
<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>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>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>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns.</p> <p>Build towards:</p> <ul style="list-style-type: none"> - Swim competently, confidently and proficiently over a distance of at least 25 metres - Use a range of strokes effectively such as front crawl, backstroke and breaststroke - Perform safe self-rescue in different water-based situations. 	<p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns.</p>	<p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns.</p>
--	---	---

DT

Autumn	Spring	Summer
<p>Design</p> <ul style="list-style-type: none"> · design purposeful, functional products for themselves · generate, develop, model and communicate their ideas through talking, drawing, templates <p>Make</p> <ul style="list-style-type: none"> · 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 according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> · explore and evaluate a range of existing products · evaluate their ideas and products <p>Technical knowledge</p> <ul style="list-style-type: none"> · build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products 	<p>Design</p> <ul style="list-style-type: none"> · design purposeful, functional, appealing products for themselves · generate, develop, model and communicate their ideas through talking and tasting <p>Make</p> <ul style="list-style-type: none"> · select from and use a range of tools and equipment in cooking · select from and use a wide range ingredients, according to their characteristics e.g. choosing healthy ingredients <p>Evaluate</p> <ul style="list-style-type: none"> · evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> · understand the importance of using tools safely. 	<p>Design</p> <ul style="list-style-type: none"> · 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 <p>Make</p> <ul style="list-style-type: none"> · select from and use a range of tools and equipment to perform practical tasks [for example, cutting and joining] · select from and use a wide range of materials and components, textiles, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> · explore and evaluate a range of existing products · evaluate their ideas and products against design criteria

		Technical knowledge · explore and use tools [such as pins, needles, threaders etc], in their products
--	--	---

Art

Autumn	Spring	Summer
<ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists and understand the historical and cultural development of their art forms. 	<ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient painting and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about craft makers and understand the historical and cultural development of their art forms. • 	<ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. •