Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Animals in Stories	Monster Machines	Dinosaurs	Magic	Good to be Green	World Cup (Russia)
Science: **Living things and their habitats**: explore and 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 and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	Science: **Uses of Everyday 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	Science: *Animals, including humans* notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Science: **Uses of Everyday Materials:** find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Science: **Living things and their habitats:** 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.	Science: *Plants* observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
History/Geography: **Geography:** **Geographical skills and fieldwork:** Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. **Geography:** **Locational knowledge:** Name and locate the world's seven continents and five oceans	History/Geography: **Geography:** **History:** Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	History/Geography: **History:** 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 **Place Knowledge:** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	History/Geography: **Geography:** **Geographical skills and fieldwork:** Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	History/Geography: **Geographical skills and fieldwork:** 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 **Geography:** **Locational knowledge:** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	History/Geography: **Geography:** **Human and physical geography:** 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 Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,

					vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Art/ DT: Art: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Art/ DT: DT: Design purposeful, functional, appealing products for themselves and other users based on design criteria Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	Art/ DT: Art: About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Art/ DT: DT: Build structures, exploring how they can be made stronger, stiffer and more stable	Art/ DT: Art: To use a range of materials creatively to design and make products DT: Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Art/ DT: Art: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Seaside visit paintings. DT: Cooking: Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.
Music: Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Music: Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Music: Listen with concentration and understanding to a range of high-quality live and recorded music	Music: Play tuned and untuned instruments musically	Music: Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Music: Listen with concentration and understanding to a range of high-quality live and recorded music
Computing: 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.	Computing: Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Computing: Recognise common uses of information technology beyond school	Computing: Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Computing: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Computing: Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs

PE:	PE:	PE:	PE:	PE:	PE:
Participate in team games, developing simple tactics for attacking and defending	Perform dances using simple movement patterns	Perform dances using simple movement patterns	Participate in team games, developing simple tactics for attacking and defending	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	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