

Subject	Key Learning
R.E	<p>Families and Celebrations Children will reflect on being part of a family. They will begin understand what it means to me part of a Church family and hear about Jesus' family. They will know about some celebrations in the Church, particularly baptism.</p>
Science Plants	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>
PE	<p>PUPIL SHOULD BE TAUGHT TO:</p> <p>a) travel with, and send and receive a ball and other equipment in different ways b) develop these skills for simple, net striking/fielding and invasion- type games c) play simple, competitive net, striking/ fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending</p> <p>SELECTING AND APPLYING</p> <ol style="list-style-type: none"> 1. Repeat and explore simple skills control and coordination. Start to link these skills and actions. 2. Explore, vary and link simple skills, actions and ideas. Begin to show some understanding of simple tactics and basic compositional ideas 3. Select and apply skills actions and ideas with control and coordination. Show they understand tactics and composition by starting to vary how they respond. 4. Link skills, techniques and ideas applying them accurately and appropriately. Show an understanding of tactics and composition. 5. Select and combine skills, techniques and ideas applying them accurately and appropriately. Draw upon what they know about strategy, tactics and composition.
DT	<p>Evaluation of Existing Products</p> <ul style="list-style-type: none"> Explore existing products and investigate how they have been made. Decide how existing products do/do not achieve their purpose.

	<p>Focused Tasks</p> <ul style="list-style-type: none"> ▪ Develop a food vocabulary using taste, smell, texture and feel. ▪ Group familiar food products e.g. fruit and vegetables. ▪ Explain where food comes from. ▪ Cut, peel, grate, chop a range of ingredients. ▪ Work safely and hygienically. ▪ Understand the need for a variety of foods in a diet. ▪ Measure and weigh food items, non-standard measures e.g. spoons, cups. <p>Design</p> <ul style="list-style-type: none"> ▪ Use pictures and words to convey what they want to design/make. ▪ Propose more than one idea for their product. ▪ Select appropriate technique explaining First... Next... Last.... ▪ Select pictures to help develop ideas. ▪ Explore ideas by rearranging pictures of ingredients. ▪ Use drawings to record ideas as they are developed. ▪ Add notes to drawings to help explanations. ▪ Talk about their design as they develop and identify good and bad points. ▪ Describe their drawings of ideas and intentions. <p>Make</p> <ul style="list-style-type: none"> ▪ Discuss their work as it progresses. ▪ Note changes made during the making process as annotation to plans/drawings. ▪ Select ingredients from a limited range that will meet the design criteria. ▪ Select and name the tools needed to prepare the ingredients. ▪ Explain what they are making. ▪ Explain which ingredients they are using and why. ▪ Name the tools they are using. <p>Describe what they need to do next.</p> <p>Evaluation (of their Finished Product)</p> <ul style="list-style-type: none"> ▪ Say what they like and do not like about items they have made and attempt to say why. <p>Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user</p>
Art	<p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Record and explore ideas from first hand observations. ▪ Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. <p>Drawing Skills</p> <ul style="list-style-type: none"> ▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.

- Control the types of marks made with the range of media.
- Name, match and draw lines/marks from observations.
- Invent new lines.
- Draw on different surfaces with a range of media.
- Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.

Painting

- Use a variety of tools and techniques including different brush sizes and types.
- Mix and match colours to artefacts and objects.
- Work on different scales.
- Name different types of paint and their properties e.g. watercolour.
- Identify primary and secondary colours by name.
- Mix primary shades and tones.
- Mix secondary colours.

Printing

- Create simple printing blocks with press print.
- Design more repetitive patterns.
- Experiment with overprinting motifs and colour.

Evaluating

- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in future work.

Computing

Programming / Simulations and Modelling Skills

- Identify errors in instructions.
- Give and follow commands (one at a time) to navigate other children and programmable toys around a course or a familiar journey, including straight and turning movements.
- Plan, generate and follow a sequence of instructions (actual and on-screen) to make something happen; or complete a given task or problem to create a simple program.
- Explore simulations of real and virtual environments e.g. BBC science clips, virtual plants and pets.
- Make informed choices when exploring what happens in a simulation.
- Discuss use of simulations and compare with reality, e.g. a simulation of a science experiment.
- Talk about the rules found in simulations.

Knowledge and Understanding

- Understand that there are different ways to create or produce a sequence of commands, including verbal, recorded, graphical, pressing buttons and on screen methods.
- Talk about devices in the home that are controlled by commands.
- Understand that algorithms are a series of steps or instructions to achieve a specific goal.
- Understand that devices respond to commands.
- Understand that computer simulations can represent real and virtual environments.
- Understand that computer simulations allow the user to explore options and make choices, recognising that different decisions produce different outcomes.

Online Safety

Skills

- Use technology safely.
- Keep personal information safe.
- Use technology respectfully.
- Recognise situations involving content and contact that are not safe, (e.g. in emails, text messages, videos) and know where to go for help.

Knowledge and Understanding

- Know what it means to use technology safely.
- Understand what is meant by personal information.
- Understand how to keep personal information safe online.
- Know the rules for keeping safe online.
- Understand that personal information, e.g. email address, usernames, passwords, home address or telephone number should not be shared, either online or offline, without a trusted adult's permission.
- Know that they should not ask to meet anybody from the online world in the offline world.
- Know and abide by the school's rules for keeping safe online (age appropriate).
- Understand that technology should be used respectfully.
- Know where to go for help and support when they have concerns about content they have seen on the internet or other technologies.
- Know where to go for help and support when they have concerns about contact on the internet or other technologies.