

| Subject | Key Learning |
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| RE | <p>God the Father</p> <p>About stories from the Old Testament. Know why God chose people. Know about how to say sorry and make better choices. Know about Mary our Mother and what happened at the Annunciation. Know what happened when Jesus was born. Know religious words to describe some actions and symbols of Advent. Know about how Christians prepare during Advent and how Christmas is celebrated.</p> |
| Science | <p>Animals – Animal Survival and Growth (Humans)</p> <ul style="list-style-type: none"> ▪ Notice that humans have offspring which grow into adults. ▪ Find out about and describe the basic needs of humans, for survival (water, food and air). <p>Health – How we Grow and Stay Healthy</p> <ul style="list-style-type: none"> ▪ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. ▪ Medicines can be useful when we are ill. ▪ Medicines can be harmful if not used properly. <p>Children Might Work Scientifically</p> <ul style="list-style-type: none"> ▪ By observing, through video or first-hand observation and measurement, how humans grow. ▪ By recording their findings using charts. ▪ By asking questions about what things animals [humans] need for survival and what humans need to stay healthy. <p>By suggesting ways to find answers to their questions.</p> |
| Art and Design | <p>Drawing</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. ▪ Observe and draw shapes from observations. ▪ Investigate tone by drawing light/dark lines, light/dark shapes. <p>3-D Clay</p> <ul style="list-style-type: none"> ▪ Manipulate malleable materials in a variety of ways including rolling and kneading. ▪ Manipulate malleable materials for a purpose, e.g. to make a sculpture. ▪ Change the surface of a malleable material. ▪ Understand the safety and basic care of materials and tools. <p>Evaluating</p> <ul style="list-style-type: none"> ▪ 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. |

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| Music | <p>Performing</p> <ul style="list-style-type: none"> ▪ Use their voices expressively by singing songs and speaking chants and rhymes. ▪ Play tuned and untuned instruments. ▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). <p>Listening</p> <ul style="list-style-type: none"> ▪ To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). ▪ Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. ▪ Know how music is used for particular purposes (for example, for dance, as a lullaby). <p>Creating</p> <ul style="list-style-type: none"> ▪ Experiment with and create musical patterns. ▪ Explore, choose and organise sounds and musical ideas. ▪ Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. ▪ Make improvements to their own work. <p>Pitch</p> <ul style="list-style-type: none"> ▪ Identify high and low sounds. <p>Duration</p> <ul style="list-style-type: none"> ▪ Respond to sounds of different duration. ▪ Recognise the difference between long and short sounds. ▪ Copy simple patterns of sound of long and short duration. ▪ Recognise the difference between steady beat and no beat. ▪ Identify similar rhythmic patterns. <p>Dynamics</p> <ul style="list-style-type: none"> ▪ Differentiate between loud sounds, quiet sounds and silence. |
| PE | <p>pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> |
| Computing | <ul style="list-style-type: none"> ▪ Understand that messages can quickly be sent electronically, via a range of devices, over distances and that people can reply to them. ▪ Understand that an email has to be sent to a unique email address and the need for accuracy in typing the address. ▪ Understand that electronic messages can be in the form of pictures, sound and/or text. |

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| | <ul style="list-style-type: none">▪ Understand that some emails may be malicious or inappropriate and begin to recognise when an attachment may be unsafe to open.▪ Understand the different ways that messages can be sent e.g. email, text messages, letter, phone, forums and begin to consider the advantages, or appropriateness, each one. |
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