

	Term 1 & 2 Trinity Excellence Exhibition, Black History Month, Nativity	Term 3 & 4 Trip to Radstock Museum	Term 4 & 5 Trip to Longleat or Bristol Aquarium
History and Geography	Ongoing KS1 themes: Weather and seasons The lives of significant individuals Florence Nightingale and Mary Seacole		
	(H) First World War Remembrance Including a local study of war memorials (walk down to memorial) (H) Mini project on the Gunpowder plot and firework night Black History Month	(G) UK (G) Study of local area (geographical perspective (OL links, local walk) Trip to Radstock Museum	(G) Amazing Earth (continents and oceans) Trip to Longleat or Bristol Aquarium
Science	Biology: Growing up and Taking Care Chemistry: Use of everyday marvellous materials - Christmas links to toys	Biology: All things Bright and Beautiful - animals and their habitats (OL links) Bring your pet to school day	Biology: The apprentice Gardener (OL links)
Art /DT	Kapow: Drawing: Tell a story DT: Make clay war memorial (additional: sketchbooks, firework display, candles)	Kapow: Painting and mixed media Sculpture and 3D: Clay houses DT: Textiles - creating homes in style of Kat O'Sullivan Art: Lowry sketching and collage to create radstock (Additional: sketchbooks, 2D and 3D maps)	Kapow: Craft and design: Map it out Painting and mixed media: Beside the seaside DT: Food Technology: making bread and other food staples - linked specific countries
Music (Singing throughout : class songs, assembly, events)	Listening, Responding, Describing and Discussing focussing on dynamics and use of percussion instruments. Listen to a variety of musical styles from different times, traditions and composers. Recognise instruments and basic style indicators. Encourage discussions using musical language.	Playing and rehearsing - claves Start to learn to play together in a band or ensemble.	Improvising, notating and composing. Continue to learn about improvisation, composition.
	Focus musicians and pieces. Peer Gynt Suite: Anitra's Dance by Edvard Grieg, Bach - Brandenburg Concerto,, The Diary Of A Fly by Béla Bartók, Fantasia On Greensleeves by Ralph Vaughan Williams, Dance Of The Sugar Plum Fairy- Peter (Pyotr) Ilyich Tchaikovsky, Kraftwerk		

RE	<p>What do Christians believe about love? <u>UC 1.1</u> What do Christians believe God is like?</p> <p>Advent, the Christmas Story, Christmas from around the world</p>	<p>Judaism: What do Jewish people believe about the Torah</p> <p><u>UC 1.5</u> Why does Easter matter to Christians? What do Christians believe about salvation?</p>	<p>Humanism What is a humanist and what do they believe?</p> <p><u>UC 1.2</u> Who made the world?</p>
PSHE	Being in my world & Celebrating Differences	Dreams and Goals & Healthy Me	Relationships & Changing Me
Computing (Online Safety Throughout)	<p>Computing Systems and Networks - IT around us</p> <p>Creating Media- Digital Photography or Data and Information-Effective Searching</p>	<p>Programming A - Robot algorithms</p> <p>Data and Information - Pictograms</p>	<p>Creating Media - Making Music</p> <p>Programming B - An Introduction to quizzes</p>
PE	<p>Fundamental skills</p> <p>Team building</p> <p>Target games</p> <p>Dance</p>	<p>Gymnastics</p> <p>Yoga</p> <p>Ball skills</p> <p>Invasion</p>	<p>Net and wall</p> <p>Sending receiving</p> <p>Athletics</p> <p>Striking fielding</p>

History NC links

Term 1

Mini project on the Gunpowder plot and firework night

NC: Pupils should be taught about significant events beyond living memory

1. Pupils can state what happens on Bonfire Night.
2. Pupils can state what event is remembered when we celebrate Bonfire Night.
3. Pupils understand there was a plot against the king.
4. Pupils understand that both Catholics and Puritans were upset with James.
5. Pupils can state what the Catholics hoped to achieve with the plot.
6. Pupils can suggest reasons why Fawkes was guilty but also why it may have been a conspiracy

First World War Remembrance

NC: Pupils should be taught about significant events, people and places

1. Pupils know when the First World War started and ended.
2. Pupils can explain why we have a remembrance service.
3. Pupils can list some of the features of a remembrance service.
4. Pupils can explain what happens in a remembrance service.
5. Pupils can explain what a war memorial is and who is remembered.
6. Pupils can identify a famous war memorial.
7. Pupils can identify some of the features of a war memorial
8. Pupils recognise that there are different types of war memorials.

Geography NC links

Term 2

First World War Remembrance. Including a local study of war memorials

Locational knowledge - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Human and physical geography - 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

Human and physical geography - use key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Term 2 (G) UK and Study of local area (geographical perspective with OL links)

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

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

Geographical skills and fieldwork - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

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.

Term 3

(G) Amazing Earth - continents and oceans

Locational knowledge name and locate the world's seven continents and five oceans

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

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 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

Science NC skills

Working scientifically: asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.

Use of everyday materials-Marvellous Materials

Chemistry Skills: Identity and name a range of materials including wood, metal, plastic, glass, brick, rock, paper and cardboard. Know why a material might or might not be used for a specific job. Know how materials can be changed by squashing, bending, twisting and stretching

Growing up and Taking Care

Biology Skills: 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.

All things Bright and Beautiful

Biology Skills: 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. Identify and name a variety of plants and animals in their habitats, including microhabitats. 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.

The apprentice Gardener

Biology Skills: 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.

Art/DT NC skills

DT - clay- war memorials and pots

NC Links: I know how to create a printed piece of art by pressing rolling, rubbing and stamping. I know how to make a clay pot. I know how to join two clay finger pots together.

DT - needlecraft- embroidery bookmarks.

NC links: I join materials and components in different ways. I explain why I have chosen specific textiles. I measure materials to use in a model or structure. I think of an idea and plan what to do next.

DT - textiles-patchwork houses - Kat O'Sullivan

NC Links: I think of an idea and plan what to do next. I can choose tools and materials and explain why I have chosen them. I join materials and components in different ways. I can explain what went well with my work. I measure materials to use in a model or structure.

Art - LS Lowry-creating sketches and collages of Radstock

NC links: I choose and use three different grades of pencil when drawing. I know how to use charcoal, pencil and pastel to create art. I suggest how artists have used colour, pattern and shape. I know how to create a piece of art in response to the work of another artist. I know how to mix paint to create all the secondary colours. I know how to create brown with paint. I know how to create tints with paint by adding white. I know how to create tones with paint by adding black. I suggest how artists have used colour, pattern and shape. I know how to create a piece of art in response to the work of another artist.

Food Technology - making bread and other food staples- linked specific countries

NC links: I can describe the ingredients I am using.

Music & NC links**Term 1****Listening, Responding, Describing and Discussing**

Listen with concentration and understanding to a range of high-quality live and recorded music.

Play tuned and untuned instruments musically.

Encourage discussions using musical language.

Term 2 Playing and rehearsing - claves

Use glocks claves, start to learn to play together in a band or ensemble.

Term 3 Improvising, notating and composing

Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.

Focus musicians and pieces. Peer Gynt Suite: Anitra's Dance by Edvard Grieg, Bach- Brandenburg Concerto,, The Diary Of A Fly by Béla Bartók, Fantasia On Greensleeves by Ralph Vaughan Williams, Dance Of The Sugar Plum Fairy- Peter (Pyotr) Ilyich Tchaikovsky, Kraftwerk

Supplementary opportunities, Class songs, Weekly singing assembly, Christmas Nativity/Carol Concert

Computing & NC links**Online Safety****Computing Systems and Networks - IT around us**

National curriculum links: 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.

Creating Media - Digital Photography OR Data and Information - Effective Searching

National curriculum computing links: 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

Creating Media - Making Music

NC links: Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Data and Information - Pictograms

National curriculum links: use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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

Programming A - Robot algorithms

National curriculum links: 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 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.

Programming B - An Introduction to quizzes

National curriculum links: 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

RE

What do Christians believe about love?

UC 1.1 What do Christians believe God is like?

Christmas, advent, the Christmas Story, Christmas from around the world

Judaism (Torah)

What do Jewish people believe about the Torah?

UC 1.5 Why does Easter matter to Christians?

What do Christians believe about salvation?

Humanism

What is a humanist and what do they believe?

UC 1.2 Who made the world

Humanism

What is a humanist and what do they believe?

PSHE

Being in my world

Hopes and fears for the year

Rights and responsibilities

Rewards and consequences

Safe and fair learning environment

Valuing contributions Choices

Recognising feelings

Celebrating Differences

Assumptions and stereotypes about gender

Understanding bullying

Standing up for self and others

Making new friends

Gender diversity

Celebrating difference and remaining friends

Dreams and Goals

Achieving realistic goals

Perseverance

Learning strengths

Learning with others

Group co-operation

Contributing to and sharing

success

Healthy Me

Motivation

Healthier choices

Relaxation

Healthy eating and nutrition

Healthier snacks and sharing
food

Relationships

Different types of family

Physical contact boundaries

Friendship and conflict

Secrets

Trust and appreciation

Expressing appreciation for special
relationships

Changing Me

Life cycles in nature

Growing from young to old

Increasing independence

Differences in female and male
bodies (correct terminology)

Assertiveness

Preparing for transition