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| **History**  ***How am I making history?***  Knowledge:   * Order three photographs correctly on a simple timeline. * Use the terms ‘before’ and ‘after’ when discussing their timelines. * Talk about three memories and place one of them on a timeline. * Explain why memories are special and name four events that they celebrate throughout the year. * Think of three ways they celebrate their birthday. * Ask a visitor one question about childhood in the past. * Know a similarity and a difference between childhood now and in the past. * Add three ideas to a time capsule about themselves. * Use key vocabulary to compare the present, the past and possible changes in the future. | **Science**  ***Animals Including Humans – All About Me***  Knowledge:   * Learn how to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.   ***Animals Including Humans – All About Animals***  Knowledge:   * Learn how to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. They learn how to identify and name a variety of common animals that are carnivores, herbivores and omnivores. And finally, they learn how to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). | **Geography**  ***What is like here?***  Knowledge:   * Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. * Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. * Recognise four features in the school grounds using a map. * Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. * Draw a design to improve three areas of the playground using the results from the survey. |
| **Computing**  **Programming- simple algorithm**   * Computational thinking * Coding/ programming | **Rosa Parks**  **Autumn Curriculum**  Rosa Parks: Little People, Big Dreams: 7 : Kaiser, Lisbeth, Antelo, Marta:  Amazon.co.uk: Books  **P.E**  ***Invasion Game – Football***   * 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. * Participate in team games, developing simple tactics for attacking and defending.   ***Gymnastics***   * Develop balance, agility and coordination. | **Music**  ***Hey You!***   * Listen and appraise * Performance  |  | | --- | |  | |
| **PSHE**  ***The Friendship Bench***   * I can tell you how people choose and make friends * I can tell you what makes a good friend * I can tell you how my friends make me happy and how I make my friends happy. * I can tell you how I make others feel welcome and included. * I know what to do if a friend makes me unhappy.   ***Angry Arthur***   * I can tell you what appropriate and proportionate behaviour means. * I can describe the 5-point scale for basic emotions. * I can tell you why someone might have an inappropriate reaction and how they can recognise if they need support. * I can tell you the importance of giving my brain a rest and some ways I like to relax. * I can tell you how I take responsibility for my school environment. Including toilets/ shared spaces. | **R.E**   |  | | --- | | ***Which books and stories are important?***   * Recognise special books and notice how they are treated. * Explain how the Bible is a special book for Christians; the Qur'an is a special book for Muslims; the Torah is a special book for Jewish people and the Guru Granth Sahib is a special book for Sikhs. * Suggest meanings for stories with a moral / message from each special book. * Talk about how people might follow moral examples from stories in order to live a good life.   ***Why are festivals important in a community?*** To know:   * Celebrations help to mark and remember special times. * Christians celebrate Harvest Festival by showing gratitude and giving to others. * At the festival of Sukkot, Jewish people build shelters and remember the story of Moses in the desert. * Muslims celebrate Eid at the end of the month of fasting during Ramadan. * Hindus and Sikhs celebrate Diwali with diva lights and fireworks. Hindus remember the story of Rama and Sita. Sikhs remember the story of Guru Hargobind. * Religious and non-religious celebrations may include candles, gifts and special food. | |
| **Art**  ***Drawing***  ***Painting***  ***Collage***  ***Artist: Pablo Picasso***  ***Formal element: Line, Shape, Pattern, Colour, Tone***   * Make observational drawings * Mix thick paint (textured) * Mix thin paint (watercolour) * Gather and sort the materials needed to make a collage * Cut and tear paper and card for collages | **Design Technology**  ***Cooking and Nutrition* - *Smoothies***   * Describe fruits and vegetables and explain how to identify fruits. * Name a range of places that fruits and vegetables grow. * Describe basic characteristics of fruit and vegetables. * Prepare fruits and vegetables to make a smoothie. |