| **History*****How was school different in the past?**** Correctly order and date four photographs on a timeline and add some dates.
* Ask one question about schools in the past.
* Make one comparison between schools in the past and present.
* Use sources to research and develop an understanding of what schools were like 100 years ago.
* Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.
* Recognise two similarities and two differences between schools now and schools in the past.
* State whether they would have preferred to go to school in the past or not and explain why.
 | **Science** ***Animals including Humans – How can I look after myself?**** 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.

***Animals including Humans - How do animals grow over time?*** * 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.
 | **Geography** ***Would you prefer to live in a hot or cold place?*** * Name and locate the seven continents on a world map.
* Locate the North and the South Poles on a world map.
* Locate the Equator on a world map.
* Describe some similarities and differences between the UK and Kenya.
* Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.
* Recognise the features of hot and cold places.
* Locate some countries with hot or cold climates on a world map.
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| **Computing*****Programing - Knock Knock Joke*** * Understand what algorithms are; how they are implemented as programs on digital devices.
* Create and debug simple programs
* Use logical reasoning to predict the behaviour of simple programs
 | **Emmeline Pankhurst****Autumn Curriculum**  | **R.E*****How can we make good choices?*** * The Ten Commandments are ten basic rules for Jews and Christians.
* Most Muslims follow the Five Pillars of Islam. The first pillar is Shahadah – a statement of faith. Zakat means giving to charity.
* Sikhs worship at the gurdwara. The free food kitchen in the gurdwara is called a langar hall.
* Buddhists and Hindus follow the principle of 'karma' – actions today will affect tomorrow.
* Stories with a moral help us to think about the consequences of our actions.

***How do stories help Hindu’s live their lives?*** * Recognise that many stories have a message
* Retell the story about Ganesha and the party and express ideas about the message that kindness is better than boasting.
* Retell the story of the Four Friends. Express ideas about how working together with different people can solve problems.
* Retell the story of the Six Men and the Elephant. Express ideas about different ways of looking at the same thing.
* Talk about what is meant by a mystery. Retell the story about Waiting for God and how God can be found everywhere.
* Retell the story about Mother Ganges comes to India and the message that the natural world must be treated gently.
* Retell the story about Krishna and the message that God can be seen in many different forms.
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| **PSHE**See the source image**Story Project*****Perseverance, Pressure and Self-Belief**** I can explain why mistakes help my learning.
* I can tell you how I have learnt from my mistakes.
* I can tell you how respecting myself and being kind to myself can help me to be happy.
* I can tell you what the word perseverance means.
* I can tell you what helps me to persevere.

***Anger, Calm, Difference, Emotions, Fair, Reflection and Respect**** I can explain that it is ok to feel all emotions
* I can explain why it is important to reflect on how I manage my emotions
* I can tell you what strategies help me to calm down
* I can tell you what is fair/unfair, right/wrong and kind/unkind
* I can tell you why it is good that people are different.
 | **P.E*****Invasion Game - Rugby**** Agility, hand-eye coordination, kicking, running, throwing, catching

***Gymnastics**** Shapes, balance, flexibility, sequences, rolls
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| **Art*****Drawing******Painting******Artist: David Hockney*** ***Formal Element: Line, Shape, Pattern**** Confidently use charcoal, pencil and pastels
* Choose colours and mix paint to express a particular mood in artwork
* Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange
 | **Design Technology*****Mechanisms - Moving Monsters**** Design, make and evaluate
* 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.
* Evaluate their ideas and products against design criteria.
 | **Music*****Hands, Feet, Heart**** Listen and appraise
* Performance
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