| **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. |
| **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 |
| **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 |