

**Geography**

The locality of the School.

A locality with contrasting physical and/or human features either in the UK or Overseas.

Carry out fieldwork investigations outside the classroom.

**History**

Changes in pupils' own lives and the way of life of their family or others around them.

The way of life of people in the more distant past who lived in the local area or elsewhere in Britain.

The lives of significant men, women and children drawn from the history of Britain and the wider world.

Past events from the history of Britain and the wider world.

To ask and answer questions about the past.

Select from their knowledge of history and communicate in a variety of ways.

**Art & Design**

Explore a range of starting points for practical work (Eg themselves, experiences, stories, natural and man-made objects and the environment).

Working independently and collaborating with others on projects in 2d and 3d and on different scales.

Using a range of materials and processes (Eg painting, collage, print making, digital media, textiles, sculpture).

Investigating different kinds of art, craft and design (Eg in the locality, during visits, on the internet).

**Music**

A range of musical activities that integrate performing, composing and appraising.

Responding to a range of musical and non-musical starting points.

Working independently and in groups of different sizes and as a class. A range of live and recorded music from different times and cultures.

**Design & Technology**

Investigating and evaluating a range of familiar products (Eg talking about how they work, and whether they do what they are supposed to do).

Focused Practical Tasks that develop a range of techniques, skills, processes and knowledge.

Design and make food products.

Design and make items that can be put together to make products.

Design and make textiles products.

How mechanisms can be used in different ways (e.g. wheels and axels that allow movement).

**Science***Humans and other animals*

To recognise and compare the main external parts of the bodies of humans and other animals.

That humans and other animals need food and water to stay alive.

That taking exercise and eating the right types and amounts of food help humans to keep healthy

About the role of drugs as medicines.

That humans and other animals can produce offspring and that these offspring grow into adults.

About the senses that enable humans and other animals to be aware of the world around them.

*Variation and classifications*

To recognise similarities and differences between themselves and others, and to treat others with sensitivity.

Group living things according to observable similarities and differences.

*Living things in their environment*

Find out about the different kinds of plants and animals in the local environment.

Identify similarities and differences between local environments and ways in which these affect animals and plants that are found there.

Care for the environment.

*Changing materials*

Find out how the shapes of objects made from some materials can be changed by some processes, including squashing, bending, twisting and stretching.

Explore and describe the way some everyday materials [for example, water, chocolate, bread, clay] change when they are heated or cooled.

*Electricity*

About everyday appliances that use electricity.

About simple series circuits involving batteries, wires, bulbs and other components [for example, buzzers, motors].

How a switch can be used to break a circuit.

*Forces and motion*

To find out about, and describe the movement of, familiar things [for example, cars going faster, slowing down, changing direction].

That both pushes and pulls are examples of forces.

to recognise that when things speed up, slow down or change direction, there is a cause [for example, a push or a pull].

*Ideas and evidence*

That it is important to collect evidence by making observations and measurements when trying to answer a question.

*Planning*

Ask questions and decide how to find answers to them.

Use first-hand experience and simple information sources to answer questions.

Think about what might happen before deciding what to do.

Recognise when a test or comparison is unfair.

*Obtaining and presenting evidence*

Follow simple instructions to control risks to themselves and others'.

Explore, using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations and measurements.

Communicate what happened in a variety of ways, including using ICT.

*Considering evidence and evaluating*

Make simple comparisons and identify simple patterns or associations.

Compare what happened with what they expected would happen, and try to explain it, drawing on their knowledge and understanding.

Review their work and explain what they did to others'.

**Physical Education***Dance activities*

Use movement imaginatively, responding to stimuli, including music, and performing basic skills [for example, travelling, being still, making a shape, jumping, turning and gesturing].

Change the rhythm, speed, level and direction of their movements.

Create and perform dances using simple movement patterns, including those from different times and cultures.

Express and communicate ideas and feelings.

*Games activities*

Travel with, send and receive a ball and other equipment in different ways.

Develop these skills for simple net, striking/fielding and invasion-type games.

Play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.

### *Gymnastic activities*

Perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus.

Develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling].

Choose and link skills and actions in short movement phrases.

Create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.

### PHSE & Citizenship

#### *Developing confidence and responsibility and making the most of their abilities*

To recognise what they like and dislike, what is fair and unfair, and what is right and wrong.

To share their opinions on things that matter to them and explain their views.

To recognise, name and deal with their feelings in a positive way.

To think about themselves, learn from their experiences and recognise what they are good at.

How to set simple goals.

#### *Preparing to play an active role as citizens*

To take part in discussions with one other person and the whole class.

To take part in a simple debate about topical issues.

To recognise choices they can make, and recognise the difference between right and wrong.

To agree and follow rules for their group and classroom, and understand how rules help them.

To realise that people and other living things have needs, and that they have responsibilities to meet them.

That they belong to various groups and communities, such as family and school.

What improves and harms their local, natural and built environments and about some of the ways people look after them.

To contribute to the life of the class and school.

To realise that people and other living things have needs, and that they have responsibilities to meet them.

#### *Developing a healthy, safer lifestyle*

How to make simple choices that improve their health and wellbeing.

To maintain personal hygiene.

How some diseases spread and can be controlled.

About the process of growing from young to old and how people's needs change.

The names of the main parts of the body.

That all household products, including medicines, can be harmful if not used properly.

Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

#### *Developing good relationships and respecting the differences between people*

To recognise how their behaviour affects other people.

To listen to other people, and play and work cooperatively.

To identify and respect the differences and similarities between people.

That family and friends should care for each other

That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

#### *Breadth of opportunities*

Take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well]

Feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves].

Take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'].

Make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly].

Meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse].

Develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task].

Consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues].

Ask for help [for example, from family and friends, midday supervisors, older pupils, the police].