



	R/Y1	Y2/3	Y4/5/6
<p>Each class will have an historical timeline on display which will be referred to and used for every topic as and when appropriate.</p> <p>The objectives outlines below are to be covered as a starting point and it is expected that children will both revise skills and knowledge already gained for each topic and also extend beyond and not be confined to the suggestions below. Staff will include the use of knowledge organisers in a variety of formats and vocabulary linked to each topic will be taught explicitly.</p> <p>A separate plan references our outdoor and other adventurous activities.</p> <p>Spaces have been left to respond to children's learning needs, preferences and local/national events and celebrations.</p>			
AUTUMN 1	<p>PEOPLE WHO HELP US</p> <p><i>Reception:</i> <i>Talk about the lives of the people around them and their roles in society; Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</i></p> <p><i>Year 1:</i> <i>Explain how some people have helped us to have better lives.</i></p>	<p>FLIGHT/GREAT FIRE</p> <p><i>Year 2</i> <i>Recount the life of a famous British person and what they did. Relate to a chronology. Know where I live and find it on a map. Name the capital cities of the UK. Name the world oceans and locate on a map. Explain how jobs are different in different places.</i></p> <p><i>Year 3</i> <i>Use research skills to find answers to historical questions. Name and locate capital cities in neighbouring European countries. Name a number of countries in the Northern hemisphere.</i></p>	<p>INVADERS! (VIKINGS & ANGLO-SAXONS)</p> <p><i>Explain some of the times Britain has been invaded.</i></p> <p><i>Year 4</i> <i>Explain how an event from the past has shaped life today. Explain why people choose to live in one place rather than another. Sculpt clay and other mouldable materials.</i></p> <p><i>Year 5</i> <i>Explain why many cities are near to rivers and why people choose to settle near rivers.</i></p>
AUTUMN 2	<p>TOYS</p> <p><i>Reception:</i> <i>Use a range of small tools, including scissors, paint brushes and cutlery; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</i></p> <p><i>Year 1:</i> <i>Ask and answer questions about old and new objects. Recognise that some objects belong to the past. Explain what an object from the past may have been used for. Describe how something works. Make aa product which moves.</i></p>	<p>TRANSPORT REPAIR SHOP</p> <p><i>Year 2</i> <i>Measure materials to make a model or structure. Explain what went well with my work.</i></p> <p><i>Year 3</i> <i>Join materials and components in different ways. Make a product which uses both electrical and mechanical components.</i></p>	<p><i>Year 6</i> <i>Identify and explain similarities and differences between different periods of history</i> <i>Summarize how Britain has learnt from other countries and civilisations</i></p>
	<p>MUSIC – CHRISTMAS PERFORMANCE</p> <p><i>Year 1 Follow instructions about when to play and sing use my voice to speak, sing and chant.</i></p> <p><i>Year 2 Sing and follow a melody. Perform simple patterns and accompaniments keeping a steady pulse.</i></p> <p><i>Year 3 Sing a tune with expression. Play clear notes on instruments.</i></p> <p><i>Year 4 Perform a simple part rhythmically. Sing songs from memory with accurate pitch.</i></p> <p><i>Year 5 Breathe in the correct place when singing. Maintain my part whilst others are performing their part.</i></p> <p><i>Year 6 Sing in harmony confidently and accurately perform parts from memory Take the lead in a performance..</i></p>		

<p>SPRING 1</p>	<p>ANIMALS <i>Reception:</i> <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</i> <i>Year 1:</i> <i>Explore and explain hot and cold places.</i> <i>Explain the clothes you might wear in hot and cold places.</i> <i>I can name a variety of animals including fish, amphibians, reptiles birds and mammals. classify and name animals by what they eat (carnivore, herbivore and omnivore say why certain animals have particular characteristics</i></p>	<p>RIVERS & COASTS <i>Year 2</i> <i>Name the continents of the world and locate on a map.</i> <i>Describe key features of a place using geographical language (forest, mountain, valley ocean etc.)</i> <i>Describe the features of an island.</i> <i>Year 3</i> <i>Use the index in an atlas to locate places</i> <i>State preferences about different places.</i></p>	<p>STONE AGE <i>Year 4</i> <i>Use mathematical skills to round time differences into centuries and decades</i> <i>Year 5</i> <i>Explain how our locality has changed over time</i> <i>Year 6</i> <i>Describe the features of historical events and ways of life from periods I have studied, presenting to an audience</i></p>
<p>SPRING 2</p>	<p>CHILD INITIATED Child – initiated learning Objectives to be determined by ASFL</p>		<p>PREHISTORIC REPAIR SHOP <i>Year 4</i> <i>Use ideas from other people when I am designing.</i> <i>Present a product in an interesting way</i> <i>Measure accurately</i> <i>Evaluate products for their purpose and appearance.</i> <i>Year 5</i> <i>Make a prototype.</i> <i>Produce a detailed step-by-step plan.</i> <i>Evaluate appearance and function and original criteria.</i> <i>Year 6</i> <i>Justify my plans in a convincing way.</i> <i>Follow and refine my plans.</i> <i>Test and evaluate my products against clear criteria.</i></p>
<p>MUSIC WEEK – DESERT ISLAND DISCS <i>Year 1 Respond to different moods in music, say whether I like or dislike a piece of music.</i> <i>Year 2 I can listen out for particular things when listening to music.</i> <i>Year 3 Use musical words to describe what I like and do not like about a piece of music.</i> <i>Year 4 Identify and describe the different purposes of music. Begin to identify different styles of music.</i> <i>Year 5 Contrast the work of a famous composer and explain preferences.</i> <i>Year 6 Evaluate how the venue, occasion and purpose affects the way a piece of music is created.</i> <i>Compare and contrast the impact that different composers from different times have had on people of that time.</i></p>			

<p>SUMMER 1</p>	<p>ART STUDIO <i>Reception</i> <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;</i> <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</i> <i>Year 1</i> <i>Use pencils to create lines of different thicknesses in drawing.</i> <i>Cut, roll and coil materials.</i> <i>Create repeating patterns in print.</i></p>	<p>ART STUDIO <i>Year 2</i> <i>Create a piece of printed art using rolling, rubbing, pressing, stamping</i> <i>Use charcoal, pencil and pastel,</i> <i>Year 3</i> <i>Compare the work of different artists</i> <i>Use different grades of pencils and different types of brushes for effect</i> <i>Use sketches to produce a final piece of art</i> <i>Create a background using a wash</i></p>	<p>ART STUDIO <i>Year 4</i> <i>Use line, tone, shape and colour to represent movement</i> <i>Use marks and lines to show texture</i> <i>Print on different materials using four or more colours</i> <i>Express emotion in art eg by using shading</i> <i>Use drawing to produce texture</i> <i>Create an accurate print design following criteria</i> <i>Year 6</i> <i>Over print to create pattern</i> <i>Explain why I have used different tools</i> <i>Use feedback to make improvements</i></p>
<p>SUMMER 2</p>	<p>CHILD INITIATED <i>Child – initiated learning</i> <i>Objectives to be determined by ASFL</i></p>	<p>WHAT'S IN THE CUPBOARD? <i>Year 2</i> <i>Describe the ingredients being used</i> <i>Choose appropriate tools and material and say why</i> <i>Year 3</i> <i>Describe how food ingredients come together</i> <i>Select the best tools and techniques for a given task.</i></p>	<p>TRAVEL AGENTS <i>Year 4</i> <i>Locate the Tropic of cancer and Capricorn</i> <i>Plan a journey to a place in England</i> <i>Know how to be hygienic and safe when using food.</i> <i>Year 5</i> <i>Plan a journey to a place in another part of the world, taking account of distance and time</i> <i>Know how to be hygienic and safe in the kitchen using a range of tools and equipment competently</i> <i>Develop ideas after collecting information from different sources.</i> <i>Year 6</i> <i>Identify the tropics of cancer and Capricorn and the arti and antartic circles</i> <i>Explain how time zones work and calculate differences.</i> <i>Explain how products should be stored and why.</i> <i>Use market research to inform plans and also consider culture and society in plans and designs</i> <i>Work within a budget.</i></p>
<p>MUSIC WEEK – CREATIVITY CAMP <i>Year 1 use instruments to perform, make a sequence of sounds, choose sounds to represent different things</i> <i>Year 2 use symbols to represent sounds, make connections between notations and musical sounds, order sounds to create a beginning, middle and an end, choose sounds which create an effect</i> <i>Year 3 compose melodies and songs, create accompaniments for tunes, improve my work; explaining how it has been improved</i> <i>Year 4 use notation to record and interpret sequences of pitches, use notation to record compositions in a small group or on my own.</i> <i>Year 5 compose music which meets specific criteria, use notation to record groups of pitches (chords), use my music diary to record aspects of the composition process, choose the most appropriate tempo for a piece of music</i> <i>Year 6 use a variety of different musical devices in my composition (including melody, rhythms and chords)</i></p>			