



	<b>Subject Knowledge</b> Living things and their habitats  Explore and compare the differences between things that are living, dead, and things that have never been alive.  Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. – herbivores, carnivores.	<b>Subject Knowledge</b> Materials & Forces  Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses.  Compare how things move on different surfaces.  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	<b>Subject Knowledge</b> Plants  Observe and describe how seeds and bulbs grow into mature plants  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  Flowering plants make seeds to reproduce and make more plants. Some plants die after producing seeds and others live for many generations.	<b>Subject Knowledge</b> Animals including humans  Animals have senses to help individuals survive. When animals sense things they are able to respond.  Notice that animals, including humans grow until they reach maturity where they have offspring which then 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	<b>Subject Knowledge</b> Living things and their habitats  Identify and name a variety of plants and animals in their habitats, including microhabitats.  Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	<b>Subject Knowledge</b> Forces  Things can move in different ways.  Larger masses take bigger pushes and pulls to move or stop them.  Bigger pushes and pulls have bigger effects
<b>Computing</b>	To use technology safely and respectfully.  Looking after new laptops  Logging in and logging off correctly.  Creating WWF e-book on endangered animals.	To understand what algorithms are and that programs work by following precise instructions.	Create and debug simple programs.	Use logical reasoning to predict the behaviour of simple programs.	Use technology to create, organise and store digital content.	Recognise the use of information technology beyond school.
<b>HISTORY</b>		Events that are significant nationally and in their own locality.  Significant individuals in the past and comparing life then compared to today.  Isambard Kingdom Brunel Ellen MCarthy Tim Peake Christopher Columbus Ernest Shackleton Lord Nelson.		Significant individuals in the past.  Mr Cadbury		Changes within living memory.  Olympic champions
<b>GEOGRAPHY</b>	Rainforest and where endangered species live.  Name and locate seas and continents.  Use geographical					Name and locate the four countries and Capital Cities of UK.  Use aerial photographs to recognise landmarks and devise and map with a

	<p>vocabulary.</p> <p>Identify seasonal and daily weather of UK compared to rainforest. - Locate Hot and Cold areas.</p> <p>Understand geographical similarities and difference between UK and a Non-European country.</p>					<p>simple key.</p> <p>Study the geography of the school and surrounding areas.</p>
<b>ART</b>	<p>To use a range of materials.</p> <p>Drawing, painting and sculpture.</p>	<p>Art and design techniques in using colour, <b>pattern</b>, texture, line, shape, form and space.</p>	<p>Art and design techniques in using colour, pattern, <b>texture</b>, line, shape, form and space.</p> <p>Range of artists, craft makers and designers.</p>	<p>Art and design techniques in using colour, pattern, texture, <b>line</b>, <b>shape</b>, form and space.</p> <p>Range of artists, craft makers and designers.</p>	<p>Art and design techniques in using colour, pattern, texture, line, shape, <b>form and space</b>.</p>	<p>Drawing, painting and sculpture.</p>
<b>DT</b>	<p><b>Puppets</b></p> <p>Design an appealing and functional product.</p> <p>Select from a wide range of materials.</p>	<p><b>Building their own vehicle.</b></p> <p><b>Design</b> - generate and develop ideas through drawings and communication.</p> <p><b>Make</b> - use a range of tools to cut, join and shape materials.</p> <p><b>Evaluate</b> - evaluate against a design criteria.</p> <p><b>Technical Knowledge</b> - Explore and use mechanisms.</p>		<p><b>Cooking and Nutrition</b></p> <p>Understand where food comes from.</p> <p>Use basic principles of healthy and varied diet.</p>		
<b>MUSIC</b>	<p>Recorders - Tuned instrument.</p> <p>Hampshire Music team</p>	<p>Recorders - Tuned instrument.</p> <p>Hampshire Music team</p>	<p>Recorders - Tuned instrument.</p> <p>Hampshire Music team</p>	<p>Recorders - Tuned instrument.</p> <p>Hampshire Music team</p>	<p>Recorders - Tuned instrument.</p> <p>Hampshire Music team</p>	<p>Recorders - Tuned instrument.</p> <p>Hampshire Music team</p>
<b>PE (Real PE)</b>	<p><b>PE- Unit 2-Monkey Business &amp; Unit 6 Sammy the Squirrel</b></p> <p>Static Balance: Seated/ FUNS challenges &amp; Static Balance: Floorwork</p> <p>Zumba</p>	<p><b>PE-Unit 3 Tilly the train</b></p> <p>Dynamic Balance &amp; FUNS Challenges</p> <p>Zumba</p>	<p><b>Unit 5 Ringo to the rescue</b></p> <p>Skill- Agility: Reaction/ Response</p> <p>Traditional dance</p>	<p><b>Sports Day practice</b></p> <p>Skill- Team games</p>	<p><b>PE- Unit 4</b></p> <p>Skill- Ball Skills &amp; counter balance in pairs</p>	<p><b>Challenge cards/ rounders/ mini Football</b></p> <p>Skill- Team games</p>
<b>RE</b>	<p>Belonging in Hinduism</p>	<p>Light</p>	<p>Protection</p>	<p>Authority &amp; changing emotions</p>	<p>Ideas about God</p>	<p>Sadness and happiness</p>
<b>PHSE &amp; CITIZENSHIP</b>	<p>New beginnings</p>	<p>Getting on</p>	<p>Going for goals</p>	<p>Good times</p>	<p>Relationships</p>	<p>Changes</p>