	<u>Art</u>	<u>Computing</u>	<u>D&T</u>	<u>Geography</u>	<u>History</u>	<u>Music</u>	<u>RE</u>		<u>Science</u>
<u>Y1</u>	<u>Collage</u>	Com puter Science	Cooking nutrition	Study the	Learn about the people	Listening memory and	recognise and name fea-	<u>Skills</u>	
	To cut, glue and trim materials	Create simple programs	ar al a C I	geography of the school	who lived in Hollinswood	<u>movement</u>	tures of religions and		
	to create different images and	using software on pro-	Know that food comes from plants or animals.	grounds and local area.	in the past and what they	Respond physically when	beliefs including stories.	•	Ask simple questions
	experiment with ways to join	grammable toys, iPads	Food is farmed, grown	Use maps and photo-	did (mining).	performing music	recognise symbols and		and recognising that
	them.	and laptops	elsewhere (e.g home) or	graphs.	Use artefacts to find	perjorning music	other forms of religious		they can be answered
	titent.	απα ταρτορς	caught locally, regionally	grupiis.	answers to questions about	Controlling pulse and	expression.		in different ways.
	<u>Printing</u>	Debug (fix errors in) sim-	and internationally	Understand what physical	the past.	<u>rhythm</u>	expression.		Observe closely, using
	To explore different ways of	ple programs	Name and sort foods into	and human features are.	the past.	Accompany a chant or			simple equip-
	printing using different materi-		the five groups in 'The		Find out about a	song by clapping the			ment. Perform simple
	als.		Eatwell Plate.'		significant event in the local				tests. Identify and
	ais.				area—Cinderloo	rhythm			classify.
	Create our own print through		Prepare some simple dish-			Accompany a chant or			ciussijy.
	repetition.		es. Use techniques e.g.		•	song by clapping the pulse		•	Gather and record
	To find our change outline that		cutting, peeling and grat- ing.						data to help in an-
	To find out about artists that		uig.						swering questions
	use these methods in their		Recognise that food ingre-			Composition			and the second
	artwork.		dients should be combined					•	Use their observations
			according to their sensory			Contribute to the creation			and ideas to suggest
			characteristics			of a class composition			answers to questions
			Know how to prepare			Identify how different			
			simples dishes safely and			sounds can give a message			
			hygienically, without using			, , ,		Knowled	<u>lge</u>
			a heat source.						
									Distinguish between
									an object and the
									material from which it
									is made
									* 1:C
									Identify and name a
									variety of everyday
									materials, including
									wood, plastic, glass,
									metal, water, and
									rock
								•	Describe the simple
									physical properties of
									a variety of everyday
									materials
									, ,
								•	Compare and group
									together a variety of
									everyday materials on
									the basis of their
									simple physical proper-

	<u>Art</u>	Computing	<u>D&T</u>	<u>Geography</u>	<u>History</u>	<u>Music</u>	<u>RE</u>	<u>Science</u>
<u>Y2</u>	<u>Collage</u>	Computer Science	Cooking nutrition	Use aerial	Describe changes within		Retell religious, spiritu-	<u>Skills</u>
	To make textured	Understand what algo-	Know that food comes from plants	photographs, maps	living memory. Where		al and moral stories	Ask simple aues-
	collages from a variety	rithms are.	or animals. Food is farmed, grown elsewhere (e.g home) or caught	and plan perspectives to recognise	appropriate, these should be used to		Identify how religion	 Ask simple questions and recognistions
	of media by folding/	Create programs on	locally, regionally and internation-	landmarks and basic	reveal aspects of		and belief is expressed	ing that they can
	crumpling and tearing materials	digital devices	ally	human and physical	changes in national life.		in different ways	be answered in
		(programmable toys,	Name and sort foods into the five	features.	Recognise why people		Identify similarities and	different ways.
	<u>Printing</u>	iPads, laptops).	groups in 'The Eatwell Plate.'	Use simple fieldwork	did things, why events		differences in features	different wags.
	To explore different	Understand that	Prepare some simple dishes. Use techniques e.g. cutting, peeling and	and observational	happened and what		of religions and beliefs	 Observe closely,
	ways of printing using	programs follows	grating.	skills to study the	happened as a result.		Recall some of the	using simple equip-
	different materials.	precise instructions.	Recognise that food ingredients	geography of their school and its grounds	Use a source — observe		beliefs, stories, sym- bols, artefacts and	ment. Perform
	Create our own print	Predict the behaviour	should be combined according to	and the key human	or handle sources to		practices of different	simple tests. Identi-
	through repetition and identify prints in our	of simple programs.	their sensory characteristics	and physical features	answer questions about the past on the basis of		religious and non-	fy and classify .
	own environment.		Know how to prepare simples	of its surrounding	simple observations.		religious worldviews,	Gather and record
			dishes safely and hygienically,	environment. Fieldwork to develop			recognising some simi- larities and differences	data to help in
	To find out about artists that use these			knowledge and			and saying something	answering ques-
	methods in their			understanding of the			about how and why	tions .
	artwork.			school and local area.			they may be	
				Use simple fieldwork and observational			important for many	 Use their observa-
				skills to study the			people, especially in the local area. **	tions and ideas to
				geography of their				suggest answers to
				school and its			Recognise that some questions about life are	questions .
				grounds and the key human and physical			difficult to answer	<u>Knowledge</u>
				features of its			Ask questions about	
				surrounding			their own and others'	• identify and com-
				environment –			feelings and experienc-	pare the suitability
				fieldwork in the local			es	of a variety of
				area/close proximity to the school e.g. the			Identify possible mean-	everyday materials, including wood,
				road, park, river and			ings for symbols and	metal, plastic,
				shops.			other forms of religious expression	glass, brick, rock,
							•	paper and card-
							Investigate features of	board for particu-
							religious and nonreli- gious worldviews by	lar uses
							asking their own ques-	
							tions about them; talk	• find out how the
							about what is im-	shapes of solid
							portant to them and to other people with re-	objects made from
							spect for feelings and	some materials can
							provide a good reason	be changed by
							for the views they have	squashing, bend-
							and the connections they make. **	ing, twisting and
							and munc.	