

	<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>
Y1	<p><u>Collage</u></p> <p>To cut, glue and trim materials to create different images and experiment with ways to join them.</p> <p><u>Printing</u></p> <p>To explore different ways of printing using different materials.</p> <p>Create our own print through repetition.</p> <p>To find out about artists that use these methods in their artwork.</p>	<p>Computer Science</p> <p>Create simple programs using software on programmable toys, iPads and laptops</p> <p>Debug (fix errors in) simple programs</p>	<p>Cooking nutrition</p> <p>Know that food comes from plants or animals. Food is farmed, grown elsewhere (e.g home) or caught locally, regionally and internationally</p> <p>Name and sort foods into the five groups in 'The Eatwell Plate.'</p> <p>Prepare some simple dishes. Use techniques e.g. cutting, peeling and grating.</p> <p>Recognise that food ingredients should be combined according to their sensory characteristics</p> <p>Know how to prepare simple dishes safely and hygienically, without using a heat source.</p>	<p>Study the geography of the school grounds and local area.</p> <p>Use maps and photographs.</p> <p>Understand what physical and human features are.</p>	<p>Learn about the people who lived in Hollinswood in the past and what they did (mining).</p> <p>Use artefacts to find answers to questions about the past.</p> <p>Find out about a significant event in the local area—Cinderloo</p>	<p><u>Listening memory and movement</u></p> <p>Respond physically when performing music</p> <p><u>Controlling pulse and rhythm</u></p> <p>Accompany a chant or song by clapping the rhythm</p> <p>Accompany a chant or song by clapping the pulse</p> <p><u>Composition</u></p> <p>Contribute to the creation of a class composition</p> <p>Identify how different sounds can give a message</p>	<p>recognise and name features of religions and beliefs including stories.</p> <p>recognise symbols and other forms of religious expression.</p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> Ask simple questions and recognising that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Gather and record data to help in answering questions Use their observations and ideas to suggest answers to questions <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made 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 properties

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Y2	<p>Collage</p> <p>To make textured collages from a variety of media by folding/ crumpling and tearing materials</p> <p>Printing</p> <p>To explore different ways of printing using different materials.</p> <p>Create our own print through repetition and identify prints in our own environment.</p> <p>To find out about artists that use these methods in their artwork.</p>	<p>Computer Science</p> <p>Understand what algorithms are.</p> <p>Create programs on digital devices (programmable toys, iPads, laptops).</p> <p>Understand that programs follows precise instructions.</p> <p>Predict the behaviour of simple programs.</p>	<p>Cooking nutrition</p> <p>Know that food comes from plants or animals. Food is farmed, grown elsewhere (e.g home) or caught locally, regionally and internationally</p> <p>Name and sort foods into the five groups in 'The Eatwell Plate.'</p> <p>Prepare some simple dishes. Use techniques e.g. cutting, peeling and grating.</p> <p>Recognise that food ingredients should be combined according to their sensory characteristics</p> <p>Know how to prepare simple dishes safely and hygienically,</p>	<p>Use aerial photographs, maps and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Fieldwork to develop knowledge and understanding of the school and local area.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment – fieldwork in the local area/close proximity to the school e.g. the road, park, river and shops.</p>	<p>Describe changes within living memory. Where appropriate, these should be used to reveal aspects of changes in national life.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>			<p>Retell religious, spiritual and moral stories</p> <p>Identify how religion and belief is expressed in different ways</p> <p>Identify similarities and differences in features of religions and beliefs</p> <p>Recall some of the beliefs, stories, symbols, artefacts and practices of different religious and non-religious worldviews, recognising some similarities and differences and saying something about how and why they may be important for many people, especially in the local area. **</p> <p>Recognise that some questions about life are difficult to answer</p> <p>Ask questions about their own and others' feelings and experiences</p> <p>Identify possible meanings for symbols and other forms of religious expression</p> <p>Investigate features of religious and nonreligious worldviews by asking their own questions about them; talk about what is important to them and to other people with respect for feelings and provide a good reason for the views they have and the connections they make. **</p>	<p>Skills</p> <ul style="list-style-type: none"> • Ask simple questions and recognising that they can be answered in different ways. • Observe closely, using simple equipment. Perform simple tests. Identify and classify . • Gather and record data to help in answering questions . • Use their observations and ideas to suggest answers to questions . <p>Knowledge</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and