

KS1 Year 1	Science	History	Geography			Religious Education
Autumn 1 Forest School	Everyday Materials (10 weeks) - 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 based on their simple physical properties Seasonal changes (weeks 6 & 12) - Observe changes in Autumn and Winter	The Great Fire of London - Be aware of events beyond living memory that are significant nationally or globally - Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses - Understand the methods of historical enquire, including how evidence is used to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.				Philosophy - What do my senses tell me about the world of religion and belief? - The five senses (see, hear, smell, touch, taste) and how they are engaged in religion and worship - The worship practice of Hindu Puja - Visual art, e.g., Murti / Image of Hindu God - Artefacts, e.g., Arti Lamp has five wicks one for each blessing - Smell – incense is used as part of Hindu worship at a shrine - Taste – food such as fruit is left at the shrine as an offering to the Gods
Autumn 2 Forest School						Human /SS - How does a celebration bring a community together? - How Christians celebrate Christmas/Easter. - How Muslims celebrate Eid-ul-Fitr and Eid-ul-Adha. - How do these festivals help to bring the religious communities together?
	Music	PSHE	Design & Technology	Art	Computing	Physical Education
Autumn 1	Unit 1 Hey You! to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.	NSPCC Pants - To learn to talk the PANTS rules that they help keep children safe. Families and people who care for me - To learn about what makes a family - To learn about different types of families	Freestanding Structures <i>Designing</i> - Generate ideas based on simple design criteria and their own experiences, explaining what they could make. - Develop, model and communicate their ideas through talking, mock-ups and drawings. <i>Making</i> - Plan by suggesting what to do next. - Select and use tools, skills and techniques, explaining their choices. - Select new and reclaimed materials and construction kits to build their structures. - Use simple finishing techniques suitable for the structure they are creating. <i>Evaluating</i> - Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. - Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.	1.3 Information Technology: Creativity We are Digital Artists (ART) learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		Fundamentals - Attempt to run at different speeds showing an awareness of technique. - Begin to link running and jumping movements with some control. - Jump, leap and hop and choosing which allows them to jump the furthest. - Throw towards a target. - Show some control and balance when travelling at different speeds. - Begin to show balance and co-ordination when changing direction. - Use co-ordination with and without equipment. Ball Skills - Drop and catch a ball after one bounce on the move. - Move a ball using different parts of the foot. - Throw and roll towards a target with some varying techniques. - Kick towards a stationary target. - Catch a beanbag and a medium-sized ball. - Attempt to track balls and other equipment sent to them. - Strike a stationary ball using a racket. - Run, stop and change direction with some balance and control. - Recognise space in relation to others. - Begin to use simple tactics with guidance.
Autumn 2	Unit 2 Rhythm in the way/ Banana Rap Action songs that link to the foundations of music				1.2 Computer Science: Computational Thinking We are TV Chefs - Understand what algorithms are. - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Recognise common uses of information technology beyond school.	Gymnastics - Perform balances making their body tense, stretched and curled. - Take body weight on hands for short periods of time. - Demonstrate poses and movements that challenge their flexibility. - Remember, repeat and link simple actions together. Sending & Receiving - Drop and catch a ball after one bounce on the move. - Move a ball using different parts of the foot. - Throw and roll towards a target with some varying techniques. - Kick towards a stationary target. - Catch a beanbag and a medium-sized ball. - Attempt to track balls and other equipment sent to them. - Strike a stationary ball using a racket. - Run, stop and change direction with some balance and control. - Recognise space in relation to others. - Begin to use simple tactics with guidance.

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Spring 1 Forest School	Plants (8 weeks split) - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees. Caring for the planet (2 weeks) - Why is it important to care for our planet? - How can we care for our planet? Seasonal changes (2 weeks) - Changes in Spring - Collect and record data		The UK and Hot & Cold - Understand that rainforests are often close to the Equator. They are hot, with lots of rain! - Understand that hot deserts are quite near to the Equator. They are very dry. - Know that the United Kingdom is part of the continent of Europe and it is made up of four countries, which all have their own capital city.			Theology - What do Jewish people remember on Shabbat? - The Jewish story of creation and relate it to observing Shabbat. - Jews believe in one God and that He is the creator. - Shabbat is celebrated as a weekly tradition for Jewish families. The symbolism of the key artefacts used during Shabbat: - Candles – are lit before Shabbat to create peace in the home. - Challah Bread – a special plaited bread to show how Jews love Shabbat. - Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat. - Zemirot – the special songs sung at the table for Shabbat.
Spring 2 Forest School		Nurses - Recognise the lives of significant individuals in the past who have contributed to national and international achievements. - compare aspects of life in different periods				Theology – What does the cross mean to Christians? - The Easter narrative in the Bible. - Christians believe Jesus’ died on a cross (crucifixion) to save people (salvation). - Christians believe Jesus came back to life (resurrection). - Christians believe Easter gives people hope of a new life, now and in the future.
	Music	PSHE	Design & Technology	Art	Computing	Physical Education
Spring 1	Unit 3 In the groove Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.	Mental Health & Wellbeing - To recognise and describe different feelings in themselves and others - that feelings change and that not everyone experiences the same feeling in the same situation - about big feelings and how to manage them Think You Know - To understand what being online may look like, the different feelings we can experience online and how to identify adults who can help - To understand that photos can be shared online, the importance of seeking permission before sharing a photo and how to identify and approach adults who can help. - To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help. - To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help. Values, money & me - Name some charities and the good causes they support - Express preference for a charity to support and explain their choice and the feelings behind it. - List some ways they could raise money to support a charity or cause. - Choose and justify a response to a dilemma around money - Identify the consequences of a decision - Make a simple moral decision around money	Food <i>Designing</i> - Design appealing products for a particular user based on simple design criteria. - Generate initial ideas and design criteria through investigating a variety of fruit. - Communicate these ideas through talk and drawings. <i>Making</i> - Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. - Select from a range of fruit according to their characteristics e.g. colour, texture and taste to create a chosen product. <i>Evaluating</i> - Taste and evaluate a range of fruit to determine the intended user’s preferences. - Evaluate ideas and finished products against design criteria, including intended user and purpose.	Hot & Cold Colours: Kandinsky learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	1.1 Computing Science: Coding We are Treasure Hunters - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute them by following precise and unambiguous instructions. - Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs	Target Games - Drop and catch a ball after one bounce on the move. - Move a ball using different parts of the foot. - Throw and roll towards a target with some varying techniques. - Kick towards a stationary target. - Catch a beanbag and a medium-sized ball. - Attempt to track balls and other equipment sent to them. - Strike a stationary ball using a racket. - Run, stop and change direction with some balance and control. - Recognise space in relation to others. - Begin to use simple tactics with guidance. Dance - Copy, remember and repeat actions. - Choose actions for an idea. - Use changes of direction, speed and levels with guidance. - Show some sense of dynamic and expressive qualities. - Begin to use counts.
Spring 2	Unit 4 Round and Round Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.					Invasion - Drop and catch a ball after one bounce on the move. - Move a ball using different parts of the foot. - Throw and roll towards a target with some varying techniques. - Kick towards a stationary target. - Catch a beanbag and a medium-sized ball. - Attempt to track balls and other equipment sent to them. - Strike a stationary ball using a racket. - Run, stop and change direction with some balance and control. - Recognise space in relation to others. - Begin to use simple tactics with guidance. Yoga - Perform balances making their body tense, stretched and curled. - Take body weight on hands for short periods of time. - Demonstrate poses and movements that challenge their flexibility. - Remember, repeat and link simple actions together.

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Summer 1 Forest School	Seasonal Changes (2 weeks) - Observe changes across Summer - Observe and record data Animals including Humans (10 weeks) - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense		Australia - Understand geographical similarities and differences through studying the human and physical geography of a non-European country compared to the UK. - Use geographical terminology to refer to key physical and human features of a country.			Philosophy – How did the universe come to be? - The creation stories within Christian and Hindu traditions. - Non-religious ideas about the origin of the universe.
Summer 2 Forest School		Castles - Understand the historical events and landmarks (castles) in the local area. - Use a wide vocabulary of everyday historical terms. - Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. - Understand some of the ways in which we find out about the past and identify different ways in which it is represented.				
	Music	PSHE	Design & Technology	Art	Computing	Physical Education
Summer 1	Unit 5 Your Imagination This is a song about using your imagination. Children will listen and appraise, using their voices and instruments to compose.	Healthy Sleep - learn about the things that will help us fall asleep and get a good night's sleep Dental health - To learn about keeping teeth healthy Medway Sex Education - learn about the special people in our lives and how we care for one another - learn about how we change and grow - learn about the difference and similarities between people Sun Safety - To learn how to keep safe in the sun	Mechanisms – Sliders & Levers <i>Designing</i> - Generate ideas based on simple design criteria and their own experiences, explaining what they could make. - Develop, model and communicate their ideas through drawings and mock-ups with card and paper. <i>Making</i> - Plan by suggesting what to do next. - Select and use tools, explaining their choices, to cut, shape and join paper and card. - Use simple finishing techniques suitable for the product they are creating. <i>Evaluating</i> - Explore a range of existing books and everyday products that use simple sliders and levers. - Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.	Aboriginal Art - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	1.6 Information Technology: Data We are Detectives - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies. - Recognise common uses of information technology beyond school.	Athletics - Attempt to run at different speeds showing an awareness of technique. - Begin to link running and jumping movements with some control. - Jump, leap and hop and choosing which allows them to jump the furthest. - Throw towards a target. - Show some control and balance when travelling at different speeds. - Begin to show balance and co-ordination when changing direction. - Use co-ordination with and without equipment. Net & Wall - Drop and catch a ball after one bounce on the move. - Move a ball using different parts of the foot. - Throw and roll towards a target with some varying techniques. - Kick towards a stationary target. - Catch a beanbag and a medium-sized ball. - Attempt to track balls and other equipment sent to them. - Strike a stationary ball using a racket. - Run, stop and change direction with some balance and control. - Recognise space in relation to others. - Begin to use simple tactics with guidance.
Summer 2	Unit 6 Reflect, Rewind, Replay Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.					Team Building - Follow instructions. - Begin to work with a partner and a small group. - Understand the rules of the game and suggest ideas to solve simple tasks. - Copy a simple diagram/map. - Identify own and others' success. Striking & Fielding - Drop and catch a ball after one bounce on the move. - Move a ball using different parts of the foot. - Throw and roll towards a target with some varying techniques. - Kick towards a stationary target. - Catch a beanbag and a medium-sized ball. - Attempt to track balls and other equipment sent to them. - Strike a stationary ball using a racket. - Run, stop and change direction with some balance and control. - Recognise space in relation to others. - Begin to use simple tactics with guidance.

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Autumn 1 Forest School	Animals Including Humans - notice that animals, including humans, have offspring which 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 the right amounts of different types of food, and hygiene	The Gunpowder Plot - Be aware of events beyond living memory that are significant nationally or globally - Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses - Understand the methods of historical enquire, including how evidence is used to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.				Theology - Why is light an important symbol for Christians Jews and Hindus? - The Christian belief that Jesus is the Light of The World (John 8:12) - How the Diwali story reflects Hindu beliefs about good and evil. - How the Hanukkah story reflects Jewish beliefs about God as provider. - The symbolic meaning of lighting the Shabbat Candle.
Autumn 2 Forest School	Uses of Everyday Materials - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching		Continents and Oceans - The world is made up of many countries. The countries can be grouped into continents. - The large amounts of water between each continent are called oceans. - Some of the continents are joined by land. Others are separated by oceans. - Human features are made by people. - Physical features are created by nature.			Theology – What does the nativity story teach Christians about Jesus? - The Christian belief that God became human in Jesus. - The Nativity narratives are in the books of Luke and Matthew in the Bible. - How incarnation and salvation relate to one another for Christians. - Jesus is an important and historical figure to Christians. - Christians use the nativity story to influence their actions at Christmas, e.g., thankfulness and giving
	Music	PSHE	Design & Technology	Art	Computing	Physical Education
Autumn 1	Unit 1 Hands, Feet & Heart South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.	NSPCC Speak Out, Stay Safe - understand abuse in all its forms and recognise the signs of abuse - understand that abuse is never their fault, and they have the right to be safe - know how to get help, and the sources of help available to them, including Childline services Consent - To learn what it means to ask for permission	Food <i>Designing</i> - Design appealing products for a particular user based on simple design criteria. - Generate initial ideas and design criteria through investigating a variety of vegetables. - Communicate these ideas through talk and drawings. <i>Making</i> - Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. - Select from a range of fruit according to their characteristics e.g. colour, texture and taste to create a chosen product. <i>Evaluating</i> - Taste and evaluate a range of fruit to determine the intended user's preferences. - Evaluate ideas and finished products against design criteria, including intended user and purpose.	Kumi Yamashita-Sketching from Nature - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - learn about the work of a range of artists, architects and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - evaluate and analyse creative works using the language of art, craft and design	2.1 Computing Science: Coding We are astronauts - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute them by following precise and unambiguous instructions. - Create and debug simple programs. - Use logical reasoning to predict the behaviour of simple programs.	Fundamentals - Show balance and co-ordination when running at different speeds. - Link running and jumping movements with some control and balance. - Show hopping and jumping movements with some balance and control. - Change technique to throw for distance - Show control and balance when travelling at different speeds - Demonstrates balance and co-ordination when changing direction. - Perform actions with increased control when co-ordinating their body with and without equipment. Ball Skills - Dribble a ball with two hands on the move. - Dribble a ball with some success, stopping it when required. - Throw and roll towards a target using varying techniques with some success. - Show balance when kicking towards a target. - Catch an object passed to them, with and without a bounce. - Move to track a ball and stop it using feet with limited success. - Strike a ball using a racket. - Run, stop and change direction with balance and control. - Move to space to help score goals or limit others scoring. - Use simple tactics
Autumn 2	Unit 2 Ho Ho Ho Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.	Inclusion & Belonging learn about the ways in which they are the same as, and different to, others and that there is a great deal they share.				Team Building - Follow instructions accurately. - Work co-operatively with a partner and a small group, taking turns and listening to each other. - Try different ideas to solve a task. - Follow and create a simple diagram/map. - Understand when a challenge is solved successfully and begin to suggest simple ways to improve. Dance - Copy, remember and repeat a series of actions. - Select from a wider range of actions in relation to a stimulus. - Use pathways, levels, shapes, directions, speeds and timing with guidance. - Use mirroring and unison when completing actions with a partner. - Show a character through actions, dynamics and expression. - Use counts with help to stay in time with the music.

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Spring 1	Plants (10 weeks split) - 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. Sustainability		Africa - Mugurameno village is located right next to the River Zambezi and close to the Lower Zambezi National Park. - People in Mugurameno use the river for many things: washing, fishing and watering crops. One of the main crops is maize, which is used for making nshima (a sort of porridge). - People often build their own homes out of bricks made from local clay soil. - While life is busy for the children of Mugurameno, they go to school and find time to play.			Human/SS - How to Christians belong to their faith family? - The Christian belief that God became human in Jesus. - The Nativity narratives are in the books of Luke and Matthew in the Bible. - How incarnation and salvation relate to one another for Christians. - Jesus is an important and historical figure to Christians. - Christians use the nativity story to influence their actions at Christmas, e.g., thankfulness and giving Retell the Christmas story. - Recognise that Christians believe Jesus was sent by God to be him in the flesh. - Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. - Recognise the connection between Christmas and Easter
Spring 2	- Think about how plastic can be harmful and helpful - Consider how we can reduce our plastic waste in school.	Monarchs - Learn about the lives of significant individuals in the past who have contributed to national and international achievements. - Compare aspects of life, identifying similarities and differences between different periods.				Human/SS - How do Jewish people celebrate Passover (Pesach)? - What is the Seder meal. - The story of Passover in the context of Exodus. - Symbolism of each part of the Seder plate. - Jewish family traditions related to Passover. - The importance of Moses within Judaism. - Recognise that Passover (Pesach) is a Jewish festival. - Identify ways in which Passover can have an impact on Jewish daily life and family. - Identify evidence of religion and belief especially in the local area.
	Music	PSHE	Design & Technology	Art	Computing	Physical Education
Spring 1	Unit 3 I wanna play in a band Teamwork, working together. The Beatles. Historical context of musical styles.	Watch Out! Viewing Choices - learn that there are age-ratings that can help us make choices about what to watch. - about how to make good viewing choices that are right for a person's age - about what to do if someone watches something that makes them feel upset or worried	Textiles <i>Designing</i> - Design a functional and appealing product for a chosen user and purpose based on simple design criteria. - Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. <i>Making</i> - Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. - Select from and use textiles according to their characteristics. <i>Evaluating</i> - Explore and evaluate a range of existing textile products relevant to the project being undertaken. - Evaluate their ideas throughout and their final products against original design criteria.	African Textile Printing - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	2.2. Computing Science: Computational Thinking We are games testers - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute them by following precise and unambiguous instructions. - Use logical reasoning to predict the behaviour of simple programs. - Recognise common uses of information technology beyond school. - Use technology safely and respectfully, keeping personal information private.	Gymnastics - Perform balances on different body parts with some control and balance. - Take body weight on different body parts, with and without apparatus. - Show increased awareness of extension and flexibility in actions. - Copy, remember, repeat and plan linking simple actions with some control and technique. Invasion - Dribble a ball with two hands on the move. - Dribble a ball with some success, stopping it when required. - Throw and roll towards a target using varying techniques with some success. - Show balance when kicking towards a target. - Catch an object passed to them, with and without a bounce. - Move to track a ball and stop it using feet with limited success. - Strike a ball using a racket. - Run, stop and change direction with balance and control. - Move to space to help score goals or limit others scoring. - Use simple tactics Fitness - Show balance and co-ordination when running at different speeds. - Link running and jumping movements with some control and balance. - Show hopping and jumping movements with some balance and control. - Change technique to throw for distance - Show control and balance when travelling at different speeds - Demonstrates balance and co-ordination when changing direction. - Perform actions with increased control when co-ordinating their body with and without equipment. Yoga - Perform balances on different body parts with some control and balance. - Take body weight on different body parts, with and without apparatus. - Show increased awareness of extension and flexibility in actions. - Copy, remember, repeat and plan linking simple actions with some control and technique.
Spring 2	Unit 4 Zoo time Animals, poetry and the historical context of musical styles.	Mental Health & Wellbeing - To recognise and describe different feelings in themselves and others - that feelings change and that not everyone experiences the same feeling in the same situation - about big feelings and how to manage them				

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Summer 1	Living things and their habitats (10 weeks) - 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 - identify and name a variety of plants and animals in their habitats, including micro-habitats - 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		UK City Comparison - The United Kingdom is part of the continent of Europe. - It is made up of four countries, which all have their own capital city. - Each country has its own flag. The United Kingdom also has a flag, which is sometimes called the Union Jack. - The United Kingdom is an island: it is surrounded by water. - The UK has human and physical features. Human features are made by people and physical features are made by nature.			Philosophy – why do people have different views about the idea of God? - The word ‘God’ is a name. - The key beliefs about God from at least two different religions/worldviews. - How a person’s behaviour is connected to their view of God. - Give a reason why a member of at least one other religious community might believe in God. - Give a reason why a person might not believe in God. - Give an example of what a member of a religious community might believe about God. - Make connections between people’s beliefs of right and wrong and their belief about God.
Summer 2	Plants (2 weeks) observe and describe how seeds and bulbs grow into mature plants	Transport - Identify similarities and differences between ways of life in different periods. - Explore events beyond living memory... reveal a change in national life. - Stories and other sources to show they understand key features of events - Look at “significant historical events, people and places” in Britain				
	Music	PSHE	Design & Technology	Art	Computing	Physical Education
Summer 1	Unit 5 Friendship Song This is a song about being friends. Learn to listen, appraise and improvise.	Keeping Safe at Home - To learn about ways to keep safe at home Drugs & Alcohol - To learn about the things that go into bodies and onto skin and how this can make people feel	Mechanisms – Wheels and Axles <i>Designing</i> - Generate initial ideas and simple design criteria through talking and using own experiences. - Develop and communicate ideas through drawings and mock-ups. <i>Making</i> - Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.		2.4 Digital Literacy: Online Safety – We are Safe Researchers - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Recognise common uses of information technology beyond school. - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.	Athletics - Show balance and co-ordination when running at different speeds. - Link running and jumping movements with some control and balance. - Show hopping and jumping movements with some balance and control. - Change technique to throw for distance - Show control and balance when travelling at different speeds - Demonstrates balance and co-ordination when changing direction. - Perform actions with increased control when co-ordinating their body with and without equipment. Net & Wall - Dribble a ball with two hands on the move. - Dribble a ball with some success, stopping it when required. - Throw and roll towards a target using varying techniques with some success. - Show balance when kicking towards a target. - Catch an object passed to them, with and without a bounce. - Move to track a ball and stop it using feet with limited success. - Strike a ball using a racket. - Run, stop and change direction with balance and control. - Move to space to help score goals or limit others scoring. - Use simple tactics
Summer 2	Unit 6 Reflect, Rewind, Replay Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	Medway Sex Education - learn about the special people in our lives and how we care for one another - learn about how we change and grow - learn about the difference and similarities between people	<i>Evaluating</i> - Explore and evaluate a range of products with wheels and axles. - Evaluate their ideas throughout and their products against original criteria.	Andy Goldsworthy - Photography - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	2.5 Information Technology: Media We are photographers - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Recognise common uses of information technology beyond school. - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.	Team Building - Follow instructions accurately. - Work co-operatively with a partner and a small group, taking turns and listening to each other. - Try different ideas to solve a task. - Follow and create a simple diagram/map. - Understand when a challenge is solved successfully and begin to suggest simple ways to improve. Striking & Fielding - Dribble a ball with two hands on the move. - Dribble a ball with some success, stopping it when required. - Throw and roll towards a target using varying techniques with some success. - Show balance when kicking towards a target. - Catch an object passed to them, with and without a bounce. - Move to track a ball and stop it using feet with limited success. - Strike a ball using a racket. - Run, stop and change direction with balance and control. - Move to space to help score goals or limit others scoring. - Use simple tactics