



Science:
Seasonal Changes

- To observe changes across the four seasons (autumn/winter).
- To observe and describe weather associated with the seasons and how day length varies.
- To observe and describe weather associated with the seasons and how day length varies.
- To observe and describe weather associated with the seasons.
- To compare weather between the different seasons.
- To explain why specific clothing is suited to different seasons.
- To consider how animals cope with cold winter weather.
- To investigate the concept of bird/animal migration.

Science:
Animals Including Humans

- To identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.
- To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- To describe and compare the structure of a variety of common animals.
- To identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- To identify and name a variety of common birds and fish.
- To describe and compare the structure of a variety of common birds.
- To describe and compare the structure of a variety of common animals.
- To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- To identify and name a variety of common reptiles.
- To describe and compare the structure of a variety of common animals.

Computing
E-Safety – Keeping Personal Information Safe

- To understand the risks of using the internet
- To understand what is meant by personal information and why they must keep it safe
- To know who they can trust to share their personal information with
- To understand what email is
- To know how to send a class email

Walking with Dinosaurs

- To learn what an algorithm is
- To learn how to write instructions
- To learn how to create a word algorithm
- To learn how to use games to reinforce the word 'algorithm'
- To learn how to play games on the iPads using algorithms

Pictures Paint a Thousand Words.

- To learn about the main functions and buttons of a digital camera
- To learn about the different shots that a camera can capture
- To learn how to use the camera, display and discuss photographs taken
- To learn about the camera app on an iPad, view and edit any unwanted pictures
- To learn about stories that are told through pictures and recognise the effect that different shots have.

Geography: Local Area

To identify seasonal and daily weather patterns in the UK.
To use world maps, atlases and globes to identify countries and continents.
To learn that all pupils have a personal address and that they travel to school.
To know their address and its meaning.
To use geographical vocabulary to describe surroundings.
To use globes, maps and plans at a range of scales.
To follow and give simple directions.
To recognise some of the physical and human features in their locality.
To understand some of the ways in which the features are used.
To investigate and explore Cronton village. To recognise how places have become the way they are and how they are changing.
To describe the features of the local environment
To express their views on the attractive or unattractive features of Cronton.
Recognise how the environment may be improved and sustained.
To understand that these uses are linked to the work people do.

D.T. **Moving Pictures – Levers and Sliders**

To know that simple levers and sliding mechanisms can be used to create movement
To know what levers are found in everyday objects eg scissors moving books and cards
To use drawings and labels to represent simple movement
To know that construction kits can be used to try out ideas
To use appropriate vocabulary
To explain how a lever works
To make simple sliding and lever mechanism
To use tools safely
To model their ideas in card
To choose and use a given technique to make

Art: **Self Portraits and colour mixing**

To revise how to mix colours and experiment.
To learn how to use powder paints, palettes and water to mix paints they require.
To learn key vocabulary:
primary, secondary, colour, tone, shade.
To experiment further with colours, tones and shades.
To explore the uses of colour,
To use the work of an artist as a stimulus.
To produce a self portrait.

Music : **Exploring sounds**

To identify different ways sounds can be made and changed;
To use and choose sounds confidently in response to a stimulus

Nativity

To learn songs to sing aloud.
To perform for others.
To understand the aspects of drama needed to perform a play.

History: **The Gunpowder Plot**

To learn about an event beyond living memory that are significant nationally.
To learn the key facts and events of the Gun Powder Plot.
To know that this event happened a long time ago.

Britishness

To recognise, remember and locate countries and capitals.
To recognise features of the passport. What tells us it's British?
To understand the difference/similarity/ between all people of the world.
To know main areas/Regions.
Lancashire – Birmingham etc.
To know the Prime Minister – 10 Downing Street.
To begin to understand the election process.
To know some famous songs from the region.
Penny Lane, Yellow Submarine etc.
To be able to sing along.
To recognise that not everyone in Europe uses the Pound.
Children to understand where we are in The locality.
To understand that this region is famous for things e.g. docks, Rainhill Trials, St.Helen's glass etc.

R.E. **God and Creation**

To know that we (Christians) believe that God created the world;
To know that the creation stories are at the very beginning of the Bible and be able to recall details briefly;
To know that we believe that people should be taking care of our world.
To understand that they are creative beings and enjoy their creative skills;
To be able to talk about what they find amazing, interesting or puzzling in creation.

Harvest

To know where our food comes from including all around the world and local producers;
To consider the lives and struggles of people who do not have a good harvest and what our response to these situations should be.
To explore Christian Aid (or equivalent) materials relating to Harvest.
To know that this a seasonal event linked to weather patterns.
To understand that the food we eat comes from a variety of places and countries.
To know that Harvest Festival is an important festival that is celebrated every year.
To identify foods that are grown locally.

Christmas – Gifts and Gift

Bringers

To know that Christians believe that Jesus is God's gift to the world;
To be able to retell the nativity story;
To know that the Wise Men visited baby Jesus after Christmas;
To know that we believe that the gift of Jesus shows God's love and care for the world.
To have an understanding of the concept of giving;
To experience the excitement of giving and be able to explain how it feels;
To have some understanding of being able to give Jesus a gift through their actions and relationships with one another.

<p><u>P.E.</u> <u>Football</u> To learn how to move whilst keeping a football under control To learn how to stop a football To learn how to control the football To learn different ways of controlling the football with their feet To learn how to pass a football with accuracy to a team mate To learn the correct technique for a football pass To learn how to shoot a stationary football To learn how to shoot a moving football</p>	<p><u>Dance</u> To perform some simple dance moves. To use body parts to dance and sometimes put more than one body part movement together. To show rhythm and movement in my dance. To choose the best movements to show different ideas. To move with control. To use space in interesting ways. To know the effects of physical exercise on my body.</p>	<p><u>Games</u> To be aware that being active is fun and good for them. To explore and practice throwing and catching small equipment – balls, quoits, beanbags.. To use the skill effectively in a games situation. To use changes of speed and level in their movements. To be confident and safe in the space used for games. To learn the correct technique for underarm throwing and catching. To throw and catch with accuracy. To play a simple games using rules and scoring.</p>	<p><u>Hockey</u> To learn the correct grip when holding a hockey stick To develop their understanding of basic hockey rules To learn the correct grip when holding a hockey stick To develop their understanding of basic hockey rules. To learn how to shoot in hockey To learn the correct technique when dribbling a ball in hockey To learn how to tackle safely and correctly in hockey To learn to tackle effectively in a game situation To create their own drills/games which will improve one or more skills in hockey</p>
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Science: Seasonal Changes

Spring

- To observe changes across the four seasons (Spring).
- To observe and describe weather associated with the seasons and how day length varies.
- To observe and describe weather associated with the seasons.
- To compare weather between the different seasons.
- To observe changes in plants in Spring and use scientific vocabulary: bud, shoot, blossom.
- To identify and name common spring plants.
- To know that most animals produce their young in Spring and name common animals and their young.

History:

Battle of Hastings

- To learn about an event beyond living memory that is significant nationally.
- To learn the key facts and events of the Battle of Hastings.
- To know that this event happened a long time ago.
- To understand the effects this had on the lives of people who lived a long time ago.

Castles

- To place events and objects in chronological order
- To use common words and phrases relating to the passing of time
- To know how to find out about the past from a range of sources of information
- To ask and answer questions about the past
- To select from their knowledge of history and communicate it in a variety of ways
- To recognise why people did things, why events happened and what happened as a result
- To identify differences between way of life at different times
- To know how to find out about the past from a range of sources of information

William the Conqueror

- To investigate the life a significant individual in history.

Music

The Long and the Short of It.

Feel the Pulse

- To explore pulse and rhythm.

Science: Plants

- To identify and describe the basic structure of a variety of common flowering plants, including trees.
- To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- To identify and describe the basic structure of a variety of common flowering plants, including trees.
- To identify and describe the basic structure of a variety of common flowering plants, including trees.
- To identify and name a variety of common plants.

Art:

Mono Printing Plant Life

- To learn the technique of printing using everyday resources.
- To use a variety of tools.
- To create texture.
- To look at differences in tone, texture, colour.
- To investigate a range of materials in printing to create a desired effect.
- To try out tools and techniques associated with printing and apply these to their own work.
- To use another's work as a starting point for their own.
- To look at visual and tactile elements e.g. colour, pattern, texture etc.
- To use their own work as a starting point, discussing what they like/dislike about it.
- To review and evaluate previous work.
- To create print for a purpose.
- To identify what they like /dislike about their own and others work and say how they might develop it in the future.

Easter

R.E. Celebrating New Life

- To be able to retell the events of Palm Sunday, Good Friday and Easter Day;
- To know that we (Christians) believe that Jesus died and was raised to new life;
- To begin to understand that we (Christians) believe that Easter is a new beginning.
- To be given opportunities to have time to reflect on the awe and wonder of new life and changes in nature;
- To begin to understand something of how people feel when they are bereaved

Humpty Dumpty Egg Carrying Car – D.T.

To develop knowledge of vehicles by looking at wheels and axels
To investigate parts of vehicles
To design an egg carrying vehicle
To explore the use of reclaimed materials
To clarify their ideas through discussion
To use appropriate vocabulary
To work with reclaimed materials
To assemble, join and combine materials to produce a vehicle
To be aware of the safety of others
To use appropriate vocabulary
To finish their vehicle by painting
To self evaluate against agreed design criteria

Computing We are all Connected

To navigate the web with confidence and understand basic language like “hyper link”.
To know how search engines work
To know that databases are the means of arranging things to make them easier to find.
To know how to search online and develop a better understanding of the Internet, by using a selection of different websites.
To learn how to use Google Earth to virtually travel to faraway places and explore.
To make an eBook.
To learn how to sequence events and explain how the web works.

Young Investigators

To learn basic web navigation skills.
To research a historical character.
To start a Thinglink image.

R.E.

Jesus Was Special

To know and be able to retell stories of Jesus covered in this unit;
To begin to be able to make the connection between the Bible stories and Christian beliefs about Jesus.
To be able to talk about their own feelings and experiences;
To ask and respond sensitively to questions about their own and others feelings and experiences.

P.E.

Gymnastics – balancing

To travel in different ways from low to high
To combine travelling actions together and remember a short sequence
To describe and copy simple ways of travelling
To be aware of others in space
To know how the body feels when relaxed and tense
To balance on small body parts e.g. hands and feet
To demonstrate big and small shapes as they balance
To combine balances on small body parts with travelling from high to low.
To explore different ways of moving e.g. under, over, through apparatus
To select and perform ways of moving over, under, through apparatus and link with travelling
The names of pieces of apparatus
To know how to carry apparatus safely

Athletics - jumping

To know what happens to their bodies when they are active.
To understand the importance of warming up their bodies.
To achieve a balance on one leg.
To understand how to hop, skip and jump and the difference between the three.
To combine movements to create forward travel.
To learn a sequence of movements and technique for long jumps.

Dance

To perform some simple dance moves.
To use body parts to dance and sometimes put more than one body part movement together.
To show rhythm and movement in my dance.
To choose the best movements to show different ideas.
To move with control.
To use space in interesting ways.
To know the effects of physical exercise on my body.

Ball Skills

To use space to move safely around others.
To experiment with one handed throws and two handed catches with beanbags.
To send and receive a ball by rolling.
To throw and catch with increasing control.
To observe demonstrations and say what was pleasing.
To throw ball up and forwards, run and catch with both hands.
To show increased control in sending, receiving and travelling with a ball alone, and with a partner.
To respond readily and safely to instructions.
To play a simple team game with a scoring system.
To show improved hand and eye co-ordination with a partner when throwing and catching a beanbag.
To experiment using a bat in a variety of ways.
To show actions to help others.
To enjoy safe, enthusiastic chasing and dodging games.
To demonstrate increasing confidence in using a bat and ball.
To practise bat and ball skills, adapting to learn from experience alone and with a partner.



Seasonal Changes

Summer

- To observe changes across the four seasons (Summer).
- To observe and describe weather associated with the seasons and how day length varies.
- To observe and describe weather associated with the seasons.
- To compare weather between the different seasons.
- To observe changes in plants in Summer and use scientific vocabulary: bud, shoot, blossom.
- To identify and name common summer plants.

Geography: Seaside

- To name and investigate places
- To use geographical terms
- To use maps and atlases
- To conduct a survey
- To use a variety of resources to find out information
- To investigate a place about the effects of weather on people and their surroundings
- To use aerial photographs
- To compare their own locality with a different locality
- To identify features of the seaside in the past
- To make comparisons with the seaside today
- To use secondary sources to find out information
- To develop awareness of the wider world
- To know about the nature of places about the effects of weather on people and their surroundings

R.E.

My World/Jesus' World

- To understand that Jesus lived a long time ago and that the world we live in is very different to Jesus' world over 2000 years ago.
- To develop the skill of making comparisons.
- To explore aspects of the life of Jesus and similarities and differences to their own.

Baptism and Other Faith

Link.

- To be able to identify a baptism from photographs;
- To be able to retell the story of Jesus baptism;
- To be able to suggest meanings for the symbols of baptism.
- To be able to talk about their experiences of belonging;
- To be able to ask and respond to questions about baptism and belonging.

Computing

App Attack

- To learn what an algorithm is
- To understand algorithms by giving instructions using directional language.
- To learn how to create their robot and think about what the different elements of a game are.
- To learn how to create a short video promo.
- To present their own videos.

Crazy Creatures

- To understand directional language
- To be able to program a floor robot.
- To recognise that a set of 'step by step' instructions creates a program.
- To program a Bee-Bot unaided.
- To apply the same principles of sequential instruction using an iPad application.

Art: Clay Tiles

- To learn about the historical uses of clay and where it comes from.
- To learn and use key vocabulary: texture, relief, slip, tile, pattern.
- To learn how to use tools and techniques for working with clay.
- To develop a design and carry it forward to a finished piece of work.
- To work with 3D media.
- To evaluate their own work and that of others.

D.T. Healthy Fruit Salad

- To investigate different fruits
- To clarify their ideas through discussion
- To have simple knowledge and understanding of health and safety
- To select materials, tools and techniques.
- To design a fruit salad
- To draw on own experience to help decide what to make.
- To evaluate own work.

Art: Mondrian - Collage

- To learn about the featured artist and recognise pieces of his work.
- To learn the term abstract art.
- To reproduce the shape of a piece of art by looking at blocks of colour.
- To look at use of textile within collage and assess the effects.
- To use the work of a featured artist to create a work of their own.
- To evaluate their own and others work.

Music

Exploring Pitch

Exploring instruments and symbols

<p><u>History: The Great Fire of London – Famous People - Christopher Wren</u> To know the key dates and times. To know that King Charles II was King of England. To talk about what happened during the Great Fire of London and sequence events correctly on a prepared time line. To understand why the fire spread so quickly, and why it stopped. To investigate and describe the key features of homes and streets in the seventeenth century. To know where people went for safety. To know that Christopher Wren was a famous architect who designed and rebuilt large sections of London. To know the changes in building regulations that Christopher Wren brought about and why this meant that London was a safer place to live.</p>	<p><u>Science – Everyday Materials</u> To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the simple physical properties of a variety of everyday materials. To describe the simple physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>		
<p><u>P.E.</u> <u>Gymnastics – travelling</u> To experience different ways to slide using push and pull actions To travel along different pathways and link with sliding actions To copy what a partner is doing To describe their own or others sequence</p>	<p><u>Athletics – running/throwing</u> To learn the correct technique for running. To learn the difference between sprinting and running. To throw using the underarm technique. To aim and hit a target. To throw over increasing distances.</p>	<p><u>Parachute</u> To play collaboratively. To learn how to use the parachute safely, using correct holds. To learn games that can be played using the parachute. To design their own games using the parachute.</p>	<p><u>Tennis</u> To hold a tennis racket correctly. To use forehand strokes to return the ball. To hit the ball accurately over the net. To hold a rally with a partner. To understand the basic rules of short tennis.</p>