

AUTUMN TERM

Marvellous Me/People who help us

Science - Use of Everyday Materials.

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely, using simple equipment.
- Identifying and classifying.
- Use observations and ideas to suggest answers to questions.
- To gather and record data to help in answering questions.
- 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 stretching.

Pupils might work scientifically by making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.

HISTORY

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life and in different periods. They will use a wide vocabulary of everyday historical terms and will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

- Learning about changes within living memory - Looking at how our hometown has changed over the years and how London has changed since The Great Fire of London
- To learn about significant local people and places - Guy Fawkes and Samuel Pepys
- To learn about significant events - The Great Fire of London, Guy Fawkes and Remembrance Day
- Our Family tree

GEOGRAPHY

Geographical skills and fieldwork

Human and Physical Geography

Use basic geographical vocab to refer to: **Key physical features:** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. **Key human features:** city, town, village, factory, farm, house, office, port, harbour and shop.

Locational knowledge

- Name, locate and identify characteristics of the four countries and capital cities of

the United Kingdom.

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Identify famous explorers.
- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.

COMPUTING

Twinkl Plan it Computing program and Code for Life - Rapid Router.

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Music

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Listen with concentration and understanding to a range of high quality live and recorded music.

Religious Education

- Understanding Christianity- Creation Who made the world?
- Understanding Christianity- Incarnation Why does Christmas matter to Christians?

ART & DESIGN

- To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.
- To 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.
- Firework pictures,
- Self-portraits,
- Poppies,
- Great Fire of London artwork,
- Autumn leaf suncatchers,
- Textured names,
- Andy Warhol.

Physical Education

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

GetSet4PE program.

- Ball Skills
- Fitness

DESIGN & TECHNOLOGY

- Poppies
- Christmas decorations - Mod roc model, textiles
- Christmas cooking

Cooking and nutrition

- Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.
- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from.

DESIGN

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology.

MAKE

- Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining, and finishing).
- Explore and use mechanisms in their structures.
- Select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics.

EVALUATE

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

Ongoing Learning Objectives

ICT

- 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.