	Curriculum Objective	Key Skills	Additional Key Vocabulary	
Science	**Seasonal changes** *observe changes across the four seasons *observe and describe weather associated with the seasons **Everyday materials** * 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	SEASONAL CHANGES Can I name the season? Can I describe the weather related to Summer? Can I compare the weather in Summer to other seasons? EVERYDAY MATERIALS Can I name a material an object is made from? Can I name different materials? Can I describe the properties of different materials? Can I compare the properties of different materials?	wood metal glass plastic water rock material hard	soft shiny smooth rough paper elastic fabric
History	* the lives of significant individuals in the past who have contributed to national and international achievements * events beyond living memory that are significant nationally or globally Neil Armstrong Explorers Space Flight	CHRONOLOGICAL UNDERSTANDING Can I understand the difference between things that happened in the past and in the present? Can I say some things that happened to other people in the past? Can I put a few events or objects in order of when they happened? HISTORICAL KNOWLEDGE Can I describe some events from the past? Can I explain why some people in the past acted the way they did? HISTORICAL ENQUIRY Can I use different sources to find out about the past? Can I use what I already know to make links between different events? Can I answer questions about past events using before and after to describe when something happened?	explore explorer exploration discovery past present	expedition journey mission voyage space Moon
Geography	**Human and physical geography** * 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 * use basic geographical vocabulary to refer to: key human features, including: city, town, village **Geographical skills and fieldwork** * use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage **Locational Knowledge** * name and locate the world's seven continents and five oceans * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	HUMAN AND PHYSICAL GEOGRAPHY Can I link the different seasons to their weather? Can I discuss the weather in Barrow and its similarities to the rest of the UK? Can I talk about different weather around the world? GEOGRAPHICAL SKILLS AND FIELDWORK Can I use maps and atlases to locate the UK? Can I find the 4 countries of the UK on a map? Can I find different countries on maps, atlases and globes? LOCATIONAL KNOWLEDGE Can I find and name the 7 continents on a map? Can I find and name the 5 oceans on a map? Can I name the 4 countries of the UK and their capital cities? Can I name the surrounding seas of the UK?	Summer weather season diary date hot cold world atlas globe continent ocean country	capital city city town village North Pole South Pole United Kingdom England Scotland Wales Northern Ireland
Art & Design	*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	SCULPTURE Can I use materials and tools safely? Can I choose and use appropriate materials for my artwork? PAINTING Can I experiment with using different tools and techniques, including different brush sizes and types? Can I work on different scales? Can I mix appropriate colours? Can I use different materials to create different textures? TEXTILES Can I change and modify threads and fabrics by knotting, fraying, plaiting, fringing, pulling threads and twisting? Can I use scissors safely and efficiently to cut and shape fabric?	Modroc sculpture cling film form paper card	model puppet fabric texture textile shape
Design and Technology	**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 such as cutting, shaping, joining and finishing *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 **Technical knowledge** *build structures, exploring how they can be made stronger, stiffer and more stable *explore and use mechanisms, such as levers and sliders in their products.	DESIGN Can I use pictures and words to describe what I am going to do? Can I use features of familiar products in my design? Can I explain why I have included aspects of my design? MAKE Can I use tools safely and effectively to make different products? Can I make simple products, by marking, measuring and cutting different materials? EVALUATE Can I describe why I have chosen to use specific materials? Can I describe how my product turned out? Can I be critical of my work and explain what went right/wrong and what I would do differently next time? TECHNICAL KNOWLEDGE Can I make a product that moves using a slider or lever?	slider lever product picture movement mechanism structure	stable/unstable strong/weak successful/unsuccessful safety design evaluate
Computing	*recognise common uses of information technology beyond school. * 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 logical reasoning to predict the behaviour of simple programs	DIGITAL RESEARCH Can I explain what different technology is used for? Can I use technology to find out information and share what I have found with others? Can I use the internet and other computer programs safely? PROGRAMMING Can I give clear, sequenced instructions for a device or on-screen object to follow? Can I understand what will happen when I give specific instructions? Can I use buttons to control devices and software? Can I program a Beebot to follow a route?	program safety internet research instruction algorithm route	Beebot debug/bug digital/analogue direction clear sequence control
Music	* use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music	Can I listen carefully to the music and to others when I am singing? Can I experiment with different sounds, using instruments and my own body? Can I perform for adults and my peers? Can I begin to compose my own tunes? Can I describe what I can hear when listening to different music? Can I identify some different instruments and how they are played?	beat pitch tempo rhythm melody	tune fast slow quiet loud
PE	*perform dances using simple movement patterns.	Can I follow specific steps to music? Can I interpret music through dance? Can I use learned steps to create my own dance? Can I work as a team to create my own dance? Can I move rhythmically to the music?	dance step movement fast slow	smooth flow music rhythm beat
RE	See separate planning			