	Curriculum Objective	Key Skills	Additional Key Vocabulary
Science	USE 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 particular uses * find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. PLANTS *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. WORKING SCIENTIFICALLY *asking simple questions and recognising that they can be answered in different ways * observing closely, using simple equipment * performing simple tests * identifying and classifying * gathering and recording data to help in answering questions.	*Ask simple questions *Recognise that questions can be answered in different ways *Observe closely, using simple equipment *Perform simple tests Identify and classify *Record and communicate their findings in a range of ways and begin to use simple scientific language *Gather and record data to help answer questions *Use their observations and ideas to suggest answers to simple questions	Suitable/unsuitable, use, object, material, property, flexible, waterproof, absorbent, transparent, opaque, shape, change, twist, squash, bend, stretch, roll, squeeze growth, healthy, shoot, seedling, identify, classify, predict Life cycle, germination, temperature, mature plants, thrive, seeds/bulbs, conditions
Geography	LOCATION KNOWLEDGE * name and locate the world's seven continents and five oceans HUMAN AND PHYSICAL GEOGRAPHY * identify 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 physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop GEOGRAPHICAL SKILLS AND FIELDWORK * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key PLACE KNOWLEDGE * understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	MAPWORK Begin to understand the need for a key. Use class agreed symbols to make a simple key Follow a route on a map. Use a plan view. Use an infant atlas to locate places. Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map Look down on objects to make a plan view map. GEOGRAPHICAL ENQUIRY Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make simple comparisons between features of different places.	North, South, East, West, Compass, aerial, map, features key, symbol, fieldwork, human / physical, environment, landmark, route
	History - none in this topic		
Art & Design	Pupils should be taught to: *to use a range of materials creatively to design and make products *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 * 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.	DRAWING Ink, ball point pens, fine nib etc. Using a sketchbook to build up drawing techniques – develop independent study Individual drawing to collaborative group drawing. TEXTILES/COLLAGE Using materials to create images	
Design Technology	MAKE *select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing 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 *Houses, bridges, architecture*		
Computing	*use technology purposefully to create, organise, store, manipulate and retrieve digital content	I can uses drawing tools. I can create animations. I can change font. I can change size and colour of fonts. I can save work into folders. I can print work. I can use a keyboard to write for different purposes and add picture I can create posters, cards and information	paint, colour, brush, tools, settings, undo, redo, text, image, size, poster launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag
PE	I can perform dances using simple movement patterns *Yoga*	Develop short sequences on their own. Form simple sequences of different actions using floor and apparatus. Have a clear start, middle and end. Have a clear focus when watching others perform. Use a range of vocabulary to describe moods and how dances make them feel. Remember and repeat simple dance phrases. Perform dances using simple movement patterns. Evaluate their own dance saying how it could be improved	
Music	I can play tuned and un-tuned instruments musically I can listen with concentration and understanding to a range of high-quality live and recorded music I can experiment with, create, select and combine sounds using the inter-related dimensions of music. I can use my voice expressively and creatively by singing songs and speaking chants and rhymes		
RE	See separate plan		
PSHE	See separate plan		