Lynn Harrison and Fiona Sweetman June 2014

Year A Autumn Term India	Class 1	Class 2	Class 3
Science	Working scientifically KS1 • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions	Working scientifically LKS2 • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate • measurements using standard units, using a range of equipment, including • thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.	Working scientifically UKS2 • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and • labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.
	Animals including humans Pupils should be taught to: • 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.	Animals including humans Y2 Pupils should be taught to: • 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. Y3 Pupils should be taught to: • identify that animals, including humans, need the right types and amount of nutrition, • and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for • support, protection and movement. Living things and their habitats Y2 Pupils should be taught to: • 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	Animals including humans Y4 Pupils should be taught to: • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey. Y5 Pupils should be taught to: • describe the changes as humans develop to old age. Y6 Pupils should be taught to: • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans. Living things and their habitats Y4 Pupils should be taught to:

		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.	• recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. Y5 Pupils should be taught to: • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals. Y6 Pupils should be taught to: • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics. Evolution and inheritance Y6 Pupils should be taught to: • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Art	Indian Art Key stage 1 Pupils should be taught: • 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.		Indian Art Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.

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<table>
<tr><td>Computing</td><td>Programming and computational thinking</td><td>Programming and computational thinking</td><td>Programming and computational thinking (Y4, 5)
Computational thinking and Computer networks (Y6)</td></tr>
<tr><td></td><td colspan="2">Key stage 1
Pupils should be taught to:
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
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.</td><td>Key stage 2
Pupils should be taught to:
design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
use sequence, selection, and repetition in programs; work with variables and various forms of input and output
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</td></tr>
<tr><td>D&T</td><td colspan="2">Textiles – saris, colour, printing
KS1
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 [for example, cutting, shaping, joining and finishing]
select from and use a wide range of materials and components: textiles
Evaluate
explore and evaluate a range of existing products
evaluate their ideas and products against design criteria</td><td>Textiles – saris, colour, printing
KS2
Design
use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Make
select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
select from and use a wider range of materials and components, textiles
Evaluate
investigate and analyse a range of existing products
evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
understand how key events and individuals in design and technology have helped shape the world</td></tr>
<tr><td></td><td>World mapping / contrast UK with non-European country (India)</td><td>World mapping / contrast UK with non-European country (India)</td><td>World mapping / environmental regions / cities</td></tr>
<tr><td>Geography</td><td colspan="2">KS1
Locational knowledge
name and locate the world’s seven continents and five oceans
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
Human and physical geography
identify seasonal and daily weather patterns in the United Kingdom and the location of hot and</td><td>KS2
Locational knowledge
locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</td></tr>
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	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, season and weather **key human features**, including: city, town, village, factory 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 • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • 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	• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Geographical skills and fieldwork • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Languages French	KS2 only Pupils should be taught to: • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	
Music	Music Express Key stage 1 Pupils should be taught to: • 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.	Music Express Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.
PSHE	Fair trade KS1 Breadth of Study 5a Opportunity to take and share responsibility 5b Feel positive about themselves. 5c Take part in discussions 5d Make real choices 5e Meet and talk with people	Fair trade KS2 Breadth of Study 5a Take responsibility 5b Feel positive about themselves Consider social and moral dilemmas Knowledge and Understanding 1a I talk and write about my opinions, and explain my views, on issues that affect society and myself.

	5f Develop relationships through work and play 5g Consider social and moral dilemmas that they come across in everyday life <u>Knowledge and Understanding</u> 1a I say what I like and dislike, what is fair and unfair, and what is right and wrong. 1b I share my opinions on things that matter to them and explain their views. 2c I recognise choices I can make, and recognise the difference between right and wrong.		2a I research, discuss and debate topical issues, problems and events. 2j I know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.
PE	Indian Dance / Gymnastics Key stage 1 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 • perform dances using simple movement patterns.		Indian Dance / Gymnastics Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • develop flexibility, strength, technique, control and balance [for example, through gymnastics] • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming and water safety In particular, pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.
RE	Hinduism and Diwali / Sikhism Harvest and Christmas	Hinduism and Diwali / Sikhism Harvest and Christmas	Hinduism and Diwali / Sikhism Harvest and Christmas
	KS1 Themes • what people believe about God, humanity and the natural world • how and why some stories are sacred and important in religion • how and why celebrations are important in religion • how and why symbols express religious meaning • figures who have an influence others Experiences and opportunities • visiting places of worship and focus on symbols and feelings • using art and design, music, dance and drama to develop their creative talents and imagination Learning about religion • explore a range of religious stories and sacred writings and talk about their meanings • name and explore a range of celebrations, worship and rituals in religion noting similarities where appropriate Learning from religion • reflect on and consider religious and spiritual feelings, experiences and concepts such as worship		KS2 Themes • how people's belief about God, the World and others impact on their lives • what sacred texts and other sources say about God, the world and human life • how religious and spiritual ideas are expressed • figures from whom believers find inspiration • what is expected of a person in following a religion or belief Experiences and opportunities Encountering religion through visitors and visits to places of worship • discussing religious and philosophical questions giving reasons for their own beliefs and those of others • expressing and communicating their own and others' insights through art and design, music and dance Learning about religion • describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others • use specialist vocabulary in communicating their knowledge and understanding Learning from religion • reflect on what it means to belong to a faith community • recognise how commitment to a religion is shown in a variety of ways