



	History	Music	SEAL	Computing	Art/D.T.	P.E.	R.E	Science	Geography
National Curriculum Links Learn more, know more, remember more	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - Significant historical events, people and places in their own locality. - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Perform to understand that music is created to be performed. <p>• Make and control long and short sounds, using voice and instruments.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Know that they belong to a community - Help to make their class a good place to learn. - Help to make their class a fair and safe place. <p>It's good to be me</p> <ul style="list-style-type: none"> - Know themselves and their feelings. <p>Understanding their feelings</p> <ul style="list-style-type: none"> - Managing their feelings I can stay still and quiet for a short time. I can relax with help. Standing up for myself I can say what I need. I can stand up for my own needs and rights without hurting others. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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. <p>Purple Mash units:</p> <p>Unit 1.1 - Online safety</p>	<p>Pupils should be taught to:</p> <p>(Art)</p> <ul style="list-style-type: none"> - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - Use a range of materials creatively to design and make products. <p>(DT)</p> <ul style="list-style-type: none"> - Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 	<p>Pupils should be taught to:</p> <p>Dance</p> <ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. 	<p>NY syllabus</p> <ul style="list-style-type: none"> - Foundation: What times are special and why? - KS1: How and why do we celebrate special and sacred times? <p>Know about special times have you had? What do other people celebrate? What happens at Christmas, and why? What stories do you know about Jesus' birth and when he died? What other festivals have you learnt about? What are the similarities and differences between different people's special times?</p>	<p>Pupils should be taught to:</p> <p>Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p> <ul style="list-style-type: none"> • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Notice that animals, including humans, have offspring which grow into adults. • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. - 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.
Week 1 (2/11)		Introduce songs for Nativity	Revisit Class Charter	Recap safety online	Link to Bonfire night	Link to Bonfire Night Firework Dance - individual dancing	What special times have you had? What did you celebrate? Why? Who were you with? What happened?	Recap of materials and properties	
Knowledge and skills.		<p>Expected: I can use my voice to sing songs and speak chants and rhymes.</p> <p>Exceeding: I can use my voice expressively to sing songs and speak chants and rhymes.</p>	<p>Expected: I can recognise that I belong to a community.</p> <p>Exceeding: I can recognise that I belong to a community and identify what will make that community safe and fair.</p>	<p>Expected: I know it is important to be safe online</p> <p>Exceeding I can say what I can do to be safe online</p>	<p>Expected: I can use a range of materials</p> <p>Exceeding: I can use a range of materials that I have cut torn and glued.</p>	<p>Expected: I can choose movements to communicate a mood, feeling or idea.</p> <p>Exceeding: I can explain my choice of movements</p>	<p>Expected: I can talk about my special times and celebrations</p> <p>Exceeding: I can say how I felt at these special times</p>	<p>Expected : I know some properties of materials</p> <p>Exceeding: I can say why we use different materials</p>	

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Week 2 (9/11)	Introductory lesson on local history.	Nativity Songs rehearsal	Knowing myself.	Lesson 1 – Revisit Safe Logins.	Make an image from Little Red Riding Hood for class display	Make a class dance based on Little Red Riding Hood and music	What do other people celebrate? Celebrations from non- Christian faiths	Main parts of the human body Large example then mini ones	Explore the Geography of the school and its grounds and create a physical map.
Knowledge and skills.	Expected: I can describe historical events. Exceeding: I can describe historical events and significant people.	Expected: I can use my voice to sing songs and speak chants and rhymes. Exceeding: I can use my voice expressively to sing songs and speak chants and rhymes.	Expected: I can tell you the things I like doing and the things I don't like doing Exceeding: I can give reasons for my likes and dislikes	Expected: I can login safely with my own logins and understand why that is important. Exceeding: I can login safely and build their own profile.	Expected: I can use a range of materials Exceeding: I can use a range of materials that I have cut torn and glued.	Expected: I can link ink two or more actions to perform a sequence Exceeding: I can describe the different parts of the sequence	Expected: I can describe parts of other peoples' celebrations Exceeding: I can compare my celebrations to others'	Expected: I can identify name, draw and label the basic parts of the human body Exceeding: I can say what the basic parts of the body do.	Expected: I can use simple fieldwork and observational skills to study the geography of the school Exceeding: I can use simple fieldwork and observational skills to study the geography of the school and its surrounding environment.
Week 3 (16/11)	Introduce timeline and learn about early origins of the village.	Nativity songs rehearsal	Knowing myself	Lesson 2: My work area.	Painting linked to RE.	Dance rehearsals for nativity	What do other people celebrate? Celebrations from non- Christian faiths	Lesson 2 5 senses and related body parts	Study aerial photos of the school and its ground and recognise landmarks and features.
Knowledge and Skills	Expected: I can describe historical events and place them on a timeline. Exceeding: I can describe historical events and significant people, placing them on a timeline and using dates when appropriate.	Expected: I can use my voice to sing songs and speak chants and rhymes. Exceeding: I can use my voice expressively to sing songs and speak chants and rhymes.	Expected: I can say what makes me feel proud Exceeding: I can say how I feel when I am feeling proud.	Expected: I can find my saved work in the Online Work area. Exceeding: I can find saved work, communicate with the teacher and search resources in PM.	Expected: I can use thick and thin brushes Exceeding: I can mix primary colours to make secondary	Expected: I can move with careful control and coordination. Exceeding I can say how I can control parts of my body carefully	Expected: I can say how different people celebrate Exceeding: I can compare how I celebrate compared to others'	Expected: I can say which part of the body is associated with each sense. Exceeding: I can describe how we use the different senses	Expected: I can use images and plans to recognise landmarks of the school grounds. Exceeding: I can use images and plans to recognise landmarks and features of the school grounds.
Week 4 (23/11)	Build on timeline and learn about development of canal.	Nativity Rehearsal	Lesson 3 Understanding my feelings I can tell or show how I feel when I am excited. I can say and show you when I am feeling good and happy	Lesson 3: Purple Mash topics.	Making props for Nativity	Lesson 3 Dance rehearsal for nativity	Lesson 3 Advent – the story	Lesson 3 Offspring- babies in animals	Create a map of the school and its grounds.
Knowledge and skills	Expected: I can describe historical events and place them on a timeline. Exceeding: I can describe historical events and significant people, placing them on a timeline and using dates when appropriate.	Expected: I can use my voice to sing songs and speak chants and rhymes. Exceeding: I can use my voice expressively to sing songs and speak chants and rhymes.	Expected: I can tell when I am feeling excited, good and happy Exceeding: I can describe how it feels to be good, happy and excited	Expected: I can identify and use the types of resources available in the Topics section. Exceeding: I can identify the icons used in the Topic section.	Expected I can Use thick and thin brushes Exceeding I can add white to colours to make tints and black	Expected: I can copy and remember moves and positions. Exceeding: I can suggest moves and positions	Expected: I can say what Advent means to me Exceeding: I can understand how Advent relates to Christianity	Expected: I can notice that animals, including humans, have offspring which grow into adults. Exceeding: I can name some different types of offspring	Expected: I can devise a simple map. Exceeding: I can devise a simple map and use compass directions to describe its features.
Week 5 (30/11)	Build on timeline and learn about history of the school.	Traditional Christmas songs with percussion	Stillness and relaxation	Lesson 4: Purple Mash topics (part 2)	Lesson 4 Christmas decorations	Lesson 4 Dance rehearsal for nativity	Lesson 4 What happens at Christmas, and why? What stories do you know about Jesus' birth and when he died? What do you think about Jesus? What do Christians say about Jesus?	Lesson 4 Basic needs of humans for survival-	Explore the Geography of the village and create a physical map.

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Knowledge and Skills	<p>Expected: I can describe historical events and place them on a timeline.</p> <p>Exceeding: I can describe historical events and significant people, placing them on a timeline and using dates when appropriate.</p>	<p>Expected: I can follow instructions on how and when to sing or play an instrument.</p> <p>Exceeding: I can say when would be a good place to accompany singing</p>	<p>Expected: I can stay still and quiet for a short time. I can relax with help</p> <p>Exceeding I can say how relaxing can help me</p>	<p>Exceeding: I can use the different icons and resources in the Topic section.</p> <p>Exceeding: I can start to add pictures and text to my work.</p>	<p>Expected: I can use clay as a sculpture material</p> <p>Exceeding: I can use techniques such as, rolling, cutting, moulding and carving.</p>	<p>Expected: I can choose movements to communicate a mood, feeling or idea.</p> <p>Exceeding: I can explain my choice of movements</p>	<p>Expected: I can say what happens at Christmas</p> <p>Exceeding: I can say why we have Christmas</p>	<p>Expected: I can investigate and describe the basic needs of humans, for survival (water, food and air).</p> <p>Exceeding: I can discuss how humans get these basics to survive</p>	<p>Expected: I can use simple fieldwork and observational skills to study the geography of the school.</p> <p>Exceeding: I can use simple fieldwork and observational skills to study the geography of the school and its surrounding environment.</p>
Week 6 (7/12)	Build on timeline and learn about modern developments to the local area.	Using instruments for effect	Standing up for myself	Lesson 5: Purple Mash tools.	Lesson 5 Christmas decorations	Animal dances related to Nativity	The Christmas Story	Lesson 5 Basic needs of animals for survival	Study aerial photos and plans of the village and recognise landmarks and features.
Knowledge and Skills	<p>Expected: I can describe historical events and place them on a timeline.</p> <p>Exceeding: I can describe historical events and significant people, placing them on a timeline and using dates when appropriate.</p>	<p>Expected:</p> <p>I can make and control long and short sounds, using voice and instruments.</p> <p>Exceeding: I can say how the different sounds make an effect</p>	<p>Expected: I can say what I need</p> <p>Exceeding: I can say why I have needs</p>	<p>Expected: I can explore the Tools section on PM.</p> <p>Exceeding: I can explore and learn about the icons used in the Tools section.</p>	<p>Expected. To use a range of materials that are cut, torn and glued.</p> <p>Exceeding: Mix materials to create texture.</p>	<p>Expected: I can choose movements to communicate a mood, feeling or idea.</p> <p>Exceeding: I can explain my choice of movements</p>	<p>Expected: I know about the birth of Jesus</p> <p>Exceeding I can say what Christians think about Jesus</p>	<p>Expected: I can investigate and describe the basic needs of animals, for survival (water, food and air).</p> <p>Exceeding I can compare between animals needs and human needs</p>	<p>Expected: I can use images and plans to recognise landmarks of the village.</p> <p>Exceeding: I can use images and plans to recognise landmarks and features of the village.</p>
Week 7 (14/12)			Standing up for myself	: Purple Mash tools.	Christmas decorations	Christmas Themed dances	The Christmas Story	Basic needs of animals to survive	Create a map of the village.
Knowledge and Skills	<p>Expected: I can describe historical events and place them on a timeline.</p> <p>Exceeding: I can describe historical events and significant people, placing them on a timeline and using dates when appropriate.</p>		<p>Expected: I can stand up for my own needs and rights</p> <p>Exceeding: I can stand up for myself without hurting others.</p>	<p>Expected: I can explore the Games section in PM.</p> <p>Exceeding: I can understand the importance of logging off when finished.</p>	<p>Expected. To use a range of materials that are cut, torn and glued.</p> <p>Exceeding: Mix materials to create texture.</p>	<p>Expected: I can choose movements to communicate a mood, feeling or idea.</p> <p>Exceeding: I can explain my choice of movements</p>	<p>Expected: I can say some events from the Christmas Story.</p> <p>Exceeding: I can say how Christians celebrate Christmas</p>	<p>Expected: I can investigate and describe the basic needs of animals, for survival (water, food and air).</p> <p>Exceeding I can compare between animals needs and human needs</p>	<p>Expected: I can devise a simple map.</p> <p>Exceeding: I can devise a simple map and use compass directions to describe its features.</p>