

	Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term3:1	Term 3:2
<b>Topic Title</b>	Who Do You Think You Are?	Express Yourself	A Country Far Away		All Things Bright and Beautiful	
<b>Hook</b>	Balloon release	Introducing the Christmas production	Unpacking a mystery suitcase		Planting Sunflowers	
<b>Outcome</b>	Class share work with parents, including songs and poetry.	Christmas production	Dominican Fayre		Sunflower growing competition	
<b>EV</b>	Barnsley Museum Methodist Church - Harvest	Pantomime Darton War Memorial	The Deep Church visit(s) for RE		Whirlow Farm (WB 18 April 2016)	
<b>Science</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food &amp; hygiene.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, &amp; things that have never been alive</li> <li>identify that most living things live in habitats to which they are suited &amp; describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>identify &amp; name a variety of plants &amp; animals in their habitats, including micro-habitats</li> <li>describe how animals obtain their food from plants &amp; other animals, using the idea of a simple food chain, and identify &amp; name different sources of food.</li> </ul>		Pupils should be taught to: <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	
	←Identify changes across the four seasons→ ←Observe and describe weather/day length associated with the seasons→		←Identify changes across the four seasons→ ←Observe and describe weather/day length associated with the seasons→		←Identify changes across the four seasons→ ←Observe and describe weather/day length associated with the seasons→	
<b>History</b>	Changes within living memory. Significant historical places and people in their own locality. Compare aspects of life in different periods.	The lives of significant individuals from the past who have contributed to national and international achievements: <b>Guy Fawkes</b> . Events beyond living memory that are significant nationally or globally. Significant events in their own locality: <b>Remembrance</b> .	The lives of significant individuals from the past who have contributed to national and international achievements: <b>Christopher Columbus</b> .		<b>Florence Nightingale</b> The lives of significant individuals from the past who have contributed to national and international achievements.	
<b>Geography</b>	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its' surrounding seas. Use world maps, atlases and globes to identify the UK & its countries.	Name and locate the world's seven continents and five oceans. Use simple compass directions & locational & directional language to describe the location of features & routes of a map.	Understand geographical similarities and differences through the study of human and physical geography of a small area in a contrasting non-European country. Use world maps, atlases and globes to identify Dominica, its continents and oceans. Use simple compass directions & locational & directional language to describe the location of features & routes of a map.		Use world maps, atlases and globes to identify the Crimea, its continents and oceans. Use simple compass directions & locational & directional language to describe the location of features & routes of a map.	
	←Identify seasonal and daily weather patterns in the UK→ ←Identify the location of hot/cold areas in relation to poles and the equator→ ←Use basic geographical vocab to refer to key physical features→ ←Use basic geographical vocab to refer to key human features→		←Identify seasonal and daily weather patterns in the UK→ ←Identify the location of hot/cold areas in relation to poles and the equator→ ←Use basic geographical vocab to refer to key physical features→ ←Use basic geographical vocab to refer to key human features→		←Identify seasonal and daily weather patterns in the UK→ ←Identify the location of hot/cold areas in relation to poles and the equator→ ←Use basic geographical vocab to refer to key physical features→ ←Use basic geographical vocab to refer to key human features→	
<b>Computing</b>	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.		Recognise common uses of information technology beyond school.		Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	
<b>Art/Design</b>	About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, and making links to their own work. <b>Balanced Diet</b> Use the basic principles of a healthy and varied diet to prepare dishes.	<b>Wrapping paper</b> Use a range of materials creatively to design and make products <b>Christmas Cards</b> Design purposeful, functional, appealing products for themselves & others based on a design criteria. Select from and use a range of tools and equipment to perform practical tasks.	<b>Traditional Weaving in Dominica</b> Pupils should be taught to <ul style="list-style-type: none"> <li>Use a range of materials creatively to design and make products.</li> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics. <b>Dominican Food</b> Use the basic principles of a healthy and varied diet to prepare dishes.		<b>Mother Nature Designer</b> Pupils should be taught <ul style="list-style-type: none"> <li>Use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations.</li> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>About the work of a range of artists &amp; designers, describing the differences and similarities between different practises &amp; making links to own work.</li> </ul>	
					<b>Design Focus Week: Vehicle Building</b> Explore and use mechanisms in their products.	
<b>PE</b>	Multiskills	Athletics	Team Relays	Gymnastics	Dance Multiskills	Dance Multiskills
<b>Music</b>	Use voices expressively and creatively by singing songs and speaking chants and rhymes.	Use 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.	Play tuned and un-tuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.		Use 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.	
<b>RE</b>	Signs and symbols in religions.	Giving and receiving at Christmas.	Going to Church.	Why is Easter important for Christians?	Religious leaders in our community	Easy questions, difficult answers.

