

<p>Maths</p>	<p>Counting Space and Shape – patterns, 2D shapes Number and Place Value Addition and Subtraction, including problem solving Measurement including problem solving – length, capacity, mass Geometry – 2D shapes</p>	<p>Counting Adding and Subtracting Space and Shape – 2D shapes Measures Number and Place Value Addition and Subtraction Using numberlines and 100 squares Standard Measurement – time Statistics – tally charts, block diagrams</p>	<p>Counting Adding and Subtracting Space and Shape – position Money Number and Place Value Addition and Subtraction, including problem solving involving money Geometry – position and turns Measurement including problem solving– length, capacity, mass</p>	<p>Counting Adding and Subtracting Space and Shape – position Money Measures - time Number and Place Value Multiplication and Division, including problem solving Fractions Measurement – Time Statistics – tally charts, pictograms, block diagrams.</p>	<p>Counting Adding and Subtracting Space and Shape – 2D and 3D shapes, patterns Money Measures Number and Place Value Addition and Subtraction, including problem solving involving money Measurement including problem solving – length, capacity, mass Geometry – 3D shapes, rotation and reflection</p>	<p>Counting Adding and Subtracting Multiplying and Dividing Money Measures Number and Place Value Multiplication and Division, including problem solving Fractions Measurement – Time Geometry – position and angles</p>
<p>West Ashton Characteristics</p>	<p>Communication- explain working out and methods of thinking clearly. Diligence in presentation of work will encourage children to take ownership of their learning.</p>	<p>Communication- explain working out and methods of thinking clearly. Diligence in presentation of work will encourage children to take ownership of their learning.</p>	<p>Communication- explain working out and methods of thinking clearly. Diligence in presentation of work will encourage children to take ownership of their learning.</p>	<p>Communication- explain working out and methods of thinking clearly. Diligence in presentation of work will encourage children to take ownership of their learning.</p>	<p>Communication- explain working out and methods of thinking clearly. Diligence in presentation of work will encourage children to take ownership of their learning.</p>	<p>Communication- explain working out and methods of thinking clearly. Diligence in presentation of work will encourage children to take ownership of their learning.</p>

<p>Science</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> ▪ Children identify and name common animals, fish, amphibians, reptiles, birds and mammals ▪ Children identify and name carnivores, herbivores and omnivores ▪ Children describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals) ▪ Children notice that animals, including humans, have offspring which grow into adults ▪ Children recognise growth from baby to toddler, child, teenager and adult 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> ▪ Children explore and compare the difference between things that are living, dead or have never been alive ▪ Children identify that most living things live in habitats for which they are suited and describe how different habitats provide basic needs of different plants and animals ▪ Children name and identify plants and animals in familiar habitats 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> ▪ Children compare animals in familiar habitats with animals found in less familiar habitats ▪ Children describe how animal obtain their food and begin to understand and describe food chains 	<p>Plants</p> <ul style="list-style-type: none"> ▪ Children identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ▪ Children identify and describe the basic structure of a variety of common flowering plants, including trees ▪ Children find out and describe how plants need water, light and a suitable temperature to stay healthy 	<p>Materials</p> <ul style="list-style-type: none"> ▪ Children know similarities and differences in relation to materials. ▪ Children distinguish between an object and the material from which it is made ▪ Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ▪ Children describe the simple physical properties of a variety of everyday materials ▪ Children compare and group together a variety of everyday materials, based on their simple physical properties. 	<p>Uses of everyday materials</p> <ul style="list-style-type: none"> ▪ Children identify and compare the use of a variety of everyday materials including wood, paper, metal, glass, brick, rock, cardboard and plastic ▪ Children find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, stretching or weaving
<p>West Ashton Characteristics</p>	<p>Problem Solving: finding new ways to answer questions, developing different approaches when problems arise. Teamwork: taking account of others when approaching a task.</p>	<p>Problem Solving: finding new ways to answer questions, developing different approaches when problems arise. Teamwork: taking account of others when approaching a task.</p>	<p>Problem Solving: finding new ways to answer questions, developing different approaches when problems arise. Teamwork: taking account of others when approaching a task.</p>	<p>Problem Solving: finding new ways to answer questions, developing different approaches when problems arise. Teamwork: taking account of others when approaching a task.</p>	<p>Problem Solving: finding new ways to answer questions, developing different approaches when problems arise. Teamwork: taking account of others when approaching a task.</p>	<p>Problem Solving: finding new ways to answer questions, developing different approaches when problems arise. Teamwork: taking account of others when approaching a task.</p>

<p>RE</p>	<p>Understanding Christianity: CREATION Who made the world?</p> <ul style="list-style-type: none"> • Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. Pupils can identify the sequence of the creation story and know the importance Christians attach to a day of rest. • Pupils know that Christians believe that God has a unique relationship with human beings as their creator and sustainer. They know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this. • Pupils know that Christians believe they should care for the world because it belongs to God. They can give an example. 	<p>Understanding Christianity: INCARNATION Why does Christmas matter to Christians?</p> <ul style="list-style-type: none"> • Pupils know that Christians celebrate Jesus’ birth; Advent for Christians is a time for getting ready for Jesus’ coming. • Pupils know that Christians believe that Jesus is God. They know the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger. Angels appeared to the shepherds. The wise men brought gifts. • The Bible points out that his birth showed that he was extraordinary (e.g. he is worshipped as a king in Matthew) and that he came to bring good news (e.g. to the poor in Luke) • Pupils can talk about examples of how this theme has been explore in art and music (including hymns) by Christians. 	<p>Discovery RE: ISLAM: Prayer</p> <ul style="list-style-type: none"> • I can remember some things about Muslim prayer • I can say why praying five times daily may help Muslim people • I can begin to use the correct words to describe how Muslims pray • I can start to think about how praying five times a day may help in some ways more than others • I can describe the Muslim prayer routine and the importance of the routine for Muslims • I can describe three ways Muslims may be helped in their everyday life by praying five times daily, and begin to explain my reasons 	<p>Understanding Christianity: GOD – What do Christians believe God is like?</p> <ul style="list-style-type: none"> • I can say what I believe happens to you when you die and tell you how I remember people close to me. • I can recall what Christians believe happened on Easter Sunday. • I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion. 	<p>Discovery R.E: JUDAISM: The Covenant</p> <ul style="list-style-type: none"> • I can talk about my friends and why I like them. • I can remember a story about Jesus showing friendship and talk about it. • I can say how Jesus tried to be a good friend. 	<p>Discovery RE:ISLAM: Hijj</p> <ul style="list-style-type: none"> • I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. • I can use the right names for things that are special to Jewish people during Shabbat and explain why. • I can start to make a connection between being Jewish and decisions about behaviour.
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History		<p>Florence Nightingale and Edith Cavell</p> <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and the lives of family members. • Children talk about the lives of significant individuals in the past who have contributed to national and international achievements • Children compare aspects of life in different time periods 		<p>The Great Fire of London</p> <ul style="list-style-type: none"> • Children learn about events that are beyond living memory that are significant nationally • Children use appropriate vocabulary and ask questions about The Great Fire of London 		<p>Art Attack – Van Gogh and Banksy</p> <ul style="list-style-type: none"> • Children learn about the lives of significant individuals in the past who have contributed to national and international achievements • Children learn about historical people in their own locality
West Ashton Characteristics		<p>Learning/Communication: take interest in own learning by asking questions and noticing patterns. Find things out at home that help learning in school. Use clear communication of questions, answers and ideas</p>		<p>Learning/Communication: take interest in own learning by asking questions and noticing patterns. Find things out at home that help learning in school. Use clear communication of questions, answers and ideas.</p>		<p>Learning/Communication: take interest in own learning by asking questions and noticing patterns. Find things out at home that help learning in school. Use clear communication of questions, answers and ideas</p>

<p>Geography</p>	<p>Creating treasure maps</p> <ul style="list-style-type: none"> • Children use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map • Children devise simple maps and construct basic symbols in a key 		<p>Water around the world</p> <ul style="list-style-type: none"> ▪ Children name and locate the seven continents and five oceans ▪ Children understand geographical similarities and differences through studying a small area of the UK and a contrasting non-European country ▪ Children use basic geographical vocabulary to refer to physical and human features including beach, coast, cliff, sea, ocean, harbour, and port 		<p>Love where you live – Our local environment</p> <ul style="list-style-type: none"> • Children use simple fieldwork and observational skills to study the geography of their school and it's grounds and the key physical and human features of its surrounding environment • Children use simple fieldwork and observational skills to study the geography of the school 	
<p>West Ashton Characteristics</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say.</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say.</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say.</p>			

<p>Art and Design</p>	<p>Creating a large pirate ship</p> <ul style="list-style-type: none"> Children use a range of materials creatively to design and make products Children use drawing, painting and sculpture to develop and share their ideas Children develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Children learn about the work of a range of artists, craft makers and designers and identify similarities and differences 	<p>Florence Nightingale</p> <ul style="list-style-type: none"> Children use a range of materials creatively to design and make products Children use drawing, painting and sculpture to develop and share their ideas Children develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Children learn about the work of a range of artists, craft makers and designers and identify similarities and differences 	<p>Creating water pictures</p> <ul style="list-style-type: none"> Children use drawing, painting and sculpture to develop and share their ideas Children develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Children learn about the work of a range of artists, craft makers and designers and identify similarities and differences 	<p>The Great Fire of London</p> <ul style="list-style-type: none"> Children use a range of materials creatively to design and make products Children use drawing, painting and sculpture to develop and share their ideas Children develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Children learn about the work of a range of artists, craft makers and designers and identify similarities and differences 	<p>Love where you live – painting the Wiltshire white horses</p> <ul style="list-style-type: none"> Children use a range of materials creatively to design and make products Children use drawing, painting and sculpture to develop and share their ideas Children develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Children learn about the work of a range of artists, craft makers and designers and identify similarities and differences 	<p>Art Attack – large scale artwork</p> <ul style="list-style-type: none"> Children use a range of materials creatively to design and make products Children use drawing, painting and sculpture to develop and share their ideas Children develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Children learn about the work of a range of artists, craft makers and designers and identify similarities and differences
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Design Technology	Creating a pirate ship together	Creating an animal tile on clay	Designing a water wheel	Making a plant pot using modroc	Love where you live – food from local farm shops		
	Design	Design	Design	Design			
	<ul style="list-style-type: none"> ▪ Children 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 	<ul style="list-style-type: none"> ▪ Children 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 	<ul style="list-style-type: none"> ▪ Children 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 	<ul style="list-style-type: none"> ▪ Children 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 	<ul style="list-style-type: none"> ▪ Children use the basic principles of a healthy and varied diet to prepare dishes ▪ Children understand where food comes from 		
	Make	Make	Make	Make			
	<ul style="list-style-type: none"> ▪ 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, including construction materials, according to their characteristics 	<ul style="list-style-type: none"> ▪ 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, including construction materials, according to their characteristics 	<ul style="list-style-type: none"> ▪ 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, including construction materials, according to their characteristics 	<ul style="list-style-type: none"> ▪ 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, including construction materials, according to their characteristics 			
	Evaluate	Evaluate	Evaluate	Evaluate	Evaluate		
<ul style="list-style-type: none"> ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria 				
Technical Knowledge	Technical Knowledge	Technical Knowledge	Technical Knowledge	Technical Knowledge			
explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.			

	Pirates!	Florence Nightingale	Water	The Great Fire of London	Love where you live	Art Attack
Computing	<ul style="list-style-type: none"> ▪ Children 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 ▪ Children understand how to use technology safely and respectfully. They keep personal information private and understand where to go for help if necessary 	<ul style="list-style-type: none"> ▪ Children 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 ▪ Children understand how to use technology safely and respectfully. They keep personal information private and understand where to go for help if necessary 	<ul style="list-style-type: none"> ▪ Children 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 Children understand how to use technology safely and respectfully. They keep personal information private and understand where to go for help if necessary 	<ul style="list-style-type: none"> ▪ Children 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 ▪ Children understand how to use technology safely and respectfully. They keep personal information private and understand where to go for help if necessary 	<ul style="list-style-type: none"> ▪ Children 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 ▪ Children understand how to use technology safely and respectfully. They keep personal information private and understand where to go for help if necessary 	<ul style="list-style-type: none"> ▪ Children 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 ▪ Children understand how to use technology safely and respectfully. They keep personal information private and understand where to go for help if necessary

<p>Music</p>	<p>Playing recorders Children play tuned instruments musically and experiment with creating and combining sounds</p>	<p>Christmas songs and Nativity Children use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Playing recorders Children play tuned instruments musically and experiment with creating and combining sounds</p>	<p>Songs about The Great Fire of London Children use their voices expressively and creatively by singing songs and speaking chants and rhymes (BBC radio for schools)</p>	<p>Playing recorders Children play tuned instruments musically and experiment with creating and combining sounds</p>	
<p>Modern Foreign Language</p>			<p>Greetings Recognise and use greetings; say please and thank you; understand when to use “tu” and “vous”. Sing a French song and say a French greeting.</p>	<p>Colours and Numbers Recognise and use the words for colours; recognise and use words for numbers</p>		
<p>PE</p>	<p>Pirates! Fundamental movement skills Dance</p>	<p>Florence Nightingale Fundamental movement skills Gym</p>	<p>Water Fundamental movement skills Dance</p>	<p>The Great Fire of London Fundamental movement skills Gym</p>	<p>Love where you live Fundamental movement skills Athletics</p>	<p>Art Attack Fundamental movement skills Athletics</p>

PSHE	Pirates!	Florence Nightingale	Water	The Great Fire of London	Love where you live	Art Attack
	<ul style="list-style-type: none"> Children identify and respect the differences and similarities between people (<i>British Values</i>) Children understand that they belong to various groups and communities such as family and school Children understand what improves and harms their local, natural and built environments and about some of the ways people look after them 	<ul style="list-style-type: none"> Children understand rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT) 	<ul style="list-style-type: none"> Children know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving Children understand about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices 	<ul style="list-style-type: none"> Children know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them Children can identify their special people (family, friends, carers), what makes them special and how special people should care for one another 	<ul style="list-style-type: none"> Children understand a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. Children recognise what they like and dislike, how to make real informed choices that improve their physical health, to recognise that choices have good and not so good consequences. Children know the importance of and how to maintain personal hygiene. Children know how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others. 	<ul style="list-style-type: none"> Children know about the process of growing from young to old and how people’s needs change. Children understand about growing and changing and new opportunities and responsibilities the increasing independence may bring. Children can say the names for the main parts of the body (including external genitalia), the similarities and differences between boys and girls.

