



TOPIC	SCIENCE	HISTORY	MUSIC.	ICT capabilities	Literacy
'Farm to fork'	Plants Animals including humans Uses of everyday materials WORKING SCIENTIFICALLY	<ol style="list-style-type: none"> 1. He/she can use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past. 2. He/she can place events and objects in chronological order. 3. He/she can ask questions about the past. 4. He/she knows some of the ways that we can find out about the past. 5. He/she can answer questions about the past using given sources. 6. He/she can discuss significant events and people beyond their living memory. 7. He/she significant historical events, people and places in their own locality. 	<ol style="list-style-type: none"> 1. He/she can use given symbols to record long and short sounds. 2. He/she can say what they like about and how to improve other's performances. 3. Performing he/she can use: high voice, middle voice, low voice 4. Performing he/she can sing in tune. 5. He/she can make and change sound on an instrument both tuned and untuned creating both long and short sounds. 6. He/she can identify the mood of a piece of music. 7. He/she can explain to another which of two sounds is higher or lower 	Uses of ICT <ol style="list-style-type: none"> 1. recognise common uses of information technology beyond school Digital Images <ol style="list-style-type: none"> 2. use technology purposefully to create, organise, store, manipulate and retrieve digital content Images, video and animation Level 2 Tizzy presentation	NON-FICTION Recount: letters Non chronological report Instructions Persuasive advert or poster
'Life in Liverpool'					
Nativity	DESIGN TECHNOLOGY <ol style="list-style-type: none"> 1. He/she can tell someone about his/her design ideas. 2. He/she can create a drawing of his/her idea and templates for his/her design. 3. He/she can make a mock up of his/her design and discuss it. 4. He/she can find ways to make his/her structures more stable so they are freestanding. e.g. The use of a base, overlapping joints. 5. He/she can say what they like and do not like about existing products. 6. He/she can say how well his/her designs and product met the given design criteria. 7. He/she can name foods from each section of the EatWell plate and understands they should eat at least 5 portions of fruit and veg each day. 8. He/she understands that food comes from plants and animals and has to be farmed, grown or caught. 				NARRATIVE Domestic settings Other Cultures Traditional Tales Action/ Adventure Free Choice
Great Fire of London		GEOGRAPHY <ol style="list-style-type: none"> 1. He/she can draw maps of real life and made up places 2. He/she can create keys for symbols on his/her map. 3. He/she can ask questions about places studied at KS1. 4. He/she can use information books to compare the similarities and differences between places studied at KS1. 5. He/she can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied. 6. He/she can name and locate the world's seven continents and five oceans using globes, maps and atlases. 7. He/she can explain geographical similarities and differences between an area of the UK and a non-European country. 8. He/she can identify hot and cold areas of the world in relation to the Equator and North and South Poles. 9. He/she can use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. 10. He/she can use simple compass directions (LOGO) 	ART <ol style="list-style-type: none"> 1. Ideas he/she can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs. 2. he/she can make a model using natural or man made materials to show a simple idea or using his/her imagination 3. he/she can explain how they are making his/her sculpture. 4. he/she can describe how his/her own work is similar and/or different to the work of well known artists and designers. 5. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	PSHE 1 Social & Behavioural Focus Relationships- Families& friends. 1 week focus on Anti- bullying 2 Personal, Health, Safety & Citizenship Making a Positive Contribution 3. Social & Behavioural Focus Emotional health & well being 4. Personal, Health, Safety & Citizenship Focus Keeping Healthy 5. Social & Behavioural Focus Keeping Safe 6. Personal, Health, Safety & Citizenship Focus SRE	POETRY Poems on a theme Classic Poetry MATHS <i>Possible links not forced</i>

