

Subject	Key Learning
R.E God the Father Family and Community Sacraments of initiation Creation/Stewardship (Harvest)	<p>Children will learn: We love and look after each other because we are all brothers and sisters/Loving each other makes us strong. What it means to belong to a church/family and find out about early Christian community/family reflect on this. Baptism About objects you might see in church and learn religious terms for them e.g. candles statues pews tabernacle sanctuary lamp etc.</p> <p>Learn how people pray in church and that The Church is a place of reflection and peace. Learn to be a gardener of God looking after the world he has created. Celebrate the Harvest</p>
History	<p>Chronology</p> <p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between past and present. ▪ Identifying some similarities and differences between their own present and aspects of the past. ▪ Placing a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between present and past in their own and other people's lives. ▪ Identifying some similarities and differences between ways of life in different periods. ▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). <p>Events, People and Changes</p> <p>To tell the difference between past and present in their own and other people's lives by:</p> <ul style="list-style-type: none"> ▪ Using and making simple comparisons to parts of stories, and features of events. ▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. ▪ Use simple stories and other sources to show that they know and understand key features of events. <p>Communication</p> <ul style="list-style-type: none"> ▪ To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). ▪ Understand historical concepts and use them to make simple connections and draw contrasts. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> ▪ Use sources to answer simple questions about the past. ▪ Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources.

	<ul style="list-style-type: none"> ▪ Identify some of the basic ways the past can be represented. To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).
<p>Geography</p>	<p>Place Knowledge</p> <ul style="list-style-type: none"> ▪ Small area of the United Kingdom. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> ▪ Use basic geographical vocabulary to refer to key physical features and key human features. <p>Mapping</p> <ul style="list-style-type: none"> ▪ Use a range of maps (including picture maps) at different scales. ▪ Use vocabulary such as bigger/smaller, near/far. ▪ Know that maps give information about places in the world (where/what?). ▪ Locate land and sea on maps. ▪ Use large scale maps and aerial photos of the school and local area. ▪ Recognise simple features on maps e.g. buildings, roads and fields. ▪ Recognise landmarks and basic human features on aerial photos. ▪ Know that symbols mean something on maps. <p>Fieldwork</p> <ul style="list-style-type: none"> ▪ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. ▪ Use cameras and audio equipment to record geographical features, Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. <p>Enquiry and Investigation</p> <ul style="list-style-type: none"> ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' ▪ Investigate through observation and description. <p>Communication</p> <ul style="list-style-type: none"> ▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ▪ Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. ▪ Use basic geographical vocabulary from the PoS. <p>Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.</p> <p>ICT/Technology</p> <ul style="list-style-type: none"> ▪ Use simple electronic globes/maps. ▪ Do simple searches within specific geographic software. ▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. <p>Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc</p>

<p>Art</p>	<p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. <p>Drawing Skills</p> <ul style="list-style-type: none"> ▪ Record and explore ideas from first hand observations. ▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. ▪ Control the types of marks made with the range of media. ▪ Name, match and draw lines/marks from observations. ▪ Invent new lines. ▪ Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. ▪ Investigate textures by describing, naming, rubbing, copying. <p>Evaluating</p> <ul style="list-style-type: none"> ▪ Review what they and others have done and say what they think and feel about it. ▪ Identify what they might change in their current work or develop in future work.
<p>PE</p>	<ul style="list-style-type: none"> ▪ 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.
<p>ICT</p>	<ul style="list-style-type: none"> ▪ Use technology with purpose to create, store, organise, retrieve and manipulate digital content. ▪ Learn to make a range of simple digital assets such as presentations, movies, audio files and graphs. ▪ Navigate the web and carry out simple searches using suitable search engines and begin to understand that not everything on the internet is true. ▪ Use simple simulations and understand how they work.
<p>PSHE</p>	<ul style="list-style-type: none"> ▪ Begin to understand about being safe. ▪ Have an awareness of which adults they can trust and who to go to for help if they feel unsafe.