

YB	4 weeks	4 weeks	3 weeks	2 weeks	2 weeks
<b>Autumn</b>					
<b>Learning Challenge</b>	<b>Time Travellers</b>	<b>Wonderful World</b>			<b>Christmas</b>
<b>Class 2</b>	<b>HISTORY</b> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally.</li> </ul>	<b>SCIENCE</b> <ul style="list-style-type: none"> <li>Animals Inc Humans</li> <li>Living things &amp; Habitats</li> <li>Seasonal change</li> </ul>	<b>RE</b> <ul style="list-style-type: none"> <li>1.7 What does it mean to belong to a faith community?</li> <li>UC 1.1 What do Christians believe God is like?</li> </ul>	<b>ART</b> Artists, craft makers and designers.	<b>DT</b> Explore and use mechanisms.

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<b>Autumn</b>						
<b>Learning Challenge</b>	<b>Time Travellers</b>	<b>Wonderful World</b>				<b>Christmas</b>
<b>Class 3</b>	<b>HISTORY</b> <ul style="list-style-type: none"> <li>Ancient Greece</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Locational knowledge; position and significance of latitude, longitude, Equator etc.</li> </ul>	<b>ART</b> <ul style="list-style-type: none"> <li>Clay</li> <li>Paint</li> </ul>	<b>RE</b> <ul style="list-style-type: none"> <li>UC L2.1 What do Christians learn from the Creation story?</li> <li>UC L2.2 What is it like for someone to follow God?</li> </ul>	<b>SCIENCE</b> <ul style="list-style-type: none"> <li>Rocks</li> <li>Sound</li> </ul>	<b>DT</b> Design, make, evaluate

YB Autumn	3 weeks	2 weeks	3 weeks	3 weeks	4 weeks
<b>Learning Challenge</b>	<b>Time Travellers</b>	<b>Wonderful World</b>			
<b>Class 4</b>	<p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>Mayan civilisations.</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Locational knowledge; position and significance of latitude, longitude, Equator etc.</li> </ul>	<p><b>ART</b></p> <ul style="list-style-type: none"> <li>Clay</li> <li>Paint</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>Design, make, evaluate</li> </ul>	<p><b>RE</b></p> <ul style="list-style-type: none"> <li>UC U2.1 What does it mean if Christians believe God is holy and loving?</li> <li>UC U2.3 Why do Christians believe Jesus was the Messiah?</li> </ul>	<p><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li>Earth and Space</li> <li>Living things in their habitats.</li> </ul>

YB Autumn	Class 2	Class 3	Class 4
<b>Units</b>			
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• My healthy lifestyle</li> <li>• Keeping myself safe</li> </ul>	My healthy lifestyle -Keeping myself safe	<ul style="list-style-type: none"> <li>• Moving on.</li> <li>• Me and my future.</li> </ul>
<b>Units</b>			
<b>PE</b>	<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop flexibility, strength, technique, control and balance (through gymnastics).</li> <li>-Use running, jumping, throwing and catching in isolation and in combination.</li> <li>-Play competitive games, modified where appropriate (for example, basketball, football, netball or hockey) and apply basic principles suitable for attacking &amp; defending.</li> <li>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> </ul>
<b>Swimming</b>			
<b>Units</b>			
<b>ICT</b>	<ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>• Recognise common uses of information technology beyond school</li> <li>• 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.</li> </ul>	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. <ul style="list-style-type: none"> <li>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>-Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and debug simple programs.</li> <li>• Use logical reasoning to predict the behaviour of simple programmes.</li> <li>• 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.</li> </ul>
<b>Units</b>			
<b>Music</b>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression..</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>