	National Curriculum		School Curriculum
	Knowledge	Skills	
Science	**Plants** • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. **Living Things and their habitats** • Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including micro-habitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	**Working Scientifically** • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions.	
History	• Lives of significant individuals who have contributed to national and international achievements (Ibn Battuta – explorer)	• Use a range of common words and phrases relating to the passing of time • Represent the changes over time (eg using time lines) • Talk about the past, changes and significant events and individuals with confidence	
Geography	**Comparison of Catford (town), Whitstable (coast) and Shoreham (country)** • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	**Comparison of Catford (town), Whitstable (coast) and Shoreham (country)** • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Educational Visits to Shoreham (walk) and Whitstable (beach)

	• use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		
Art	**Print Making (The Local Environment)** • Know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.	**Print Making (The Local Environment)** • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space •	
Design & Technology	**Design and make a salad and dip** • Understand where food comes from.	**Design and make a salad and dip** • Use the basic principles of a healthy and varied diet to prepare dishes	• Plan, Make and Evaluate the dish
Computing	• 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	• Developing learners understanding of instructions and sequences. • Incorporating design in programming that not only includes code and algorithms, but also artefacts related to the project, such as artwork. • They will break the task into chunks and create algorithms for each chunk (decomposition) • Learners will also find and fix errors in their algorithms and programs. They will understand this process to be 'debugging'. • Working with block coding to modify create and evaluate designs.	Using instructions and sequences to give command to move a floor robot. Developing and testing mats for a floor robot. Programming with Scratch Junior and developing a quiz using block coding.
R.E.	**Christianity (Weddings)** • Christians celebrate a wedding with their family, friends and the wider Christian community • What happens during a traditional Christian wedding • Symbols of a Christian wedding and their meaning • Understand that a wedding is celebrating the story of a relationship and asking God to bless it.		

	Hinduism 2 (Hindu Beliefs and home) • Understand the importance of 'family' in Hinduism. • Understand the role of a Hindu temple in a Hindu's life. • Understand how important 'home' is as a place of worship to Hindus.		
Music	**Singing** • Sing songs regularly with a pitch range of do-so (5th) with increasing vocal control. • Sing songs with a small pitch range, pitching accurately. • Know the meaning of dynamics and tempo. • Be able to demonstrate these when singing by responding to the music leader's directions and visual symbols (e.g., crescendo, decrescendo, pause).	**Improvising & Composing** • Working with tuned percussion instruments (e.g. boom-whackers) • Experimenting with making sounds • Creating rhythms in a group • Creating a simple melody • Understand the colours represent highs and lows • Begin to recognise the notes by name and colour	
PSHE	**Health** What helps us to grow and stay healthy? How do we recognise our feelings?		
P.E.	**Games, Gymnastics and Dance** • Understand that keeping fit is essential to being healthy.	**Games, Gymnastics and Dance** • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these to a range of activities • Participate in team games, developing simple tactics for attacking and defending • Perform dances using simple movement patterns	• Establish the routine of taking part in every PE lesson and always having a PE kit in school.