

	Autumn	Spring	Summer
<b>English</b>	RWI	RWI	RWI
<b>Maths</b>	Numbers to 20 Addition and Subtraction within 10 2D and 3D shapes	Numbers to 50 Addition and Subtraction within 20 Length and Height Weight and Volume	Numbers to 100 Multiplication Division Halves and Quarters Position and Direction Time Money
<b>Science</b>	<p><b>Chemistry:</b> Materials <b>Everyday materials -</b> What is a material? What type of material is this...? What are the properties of this material? Why might this material have been chosen to make this object? What are natural materials? What are manmade materials? Will this object float or sink? What are absorbent materials? What are non-absorbent materials?</p> <p><b>Physics:</b> Earth science <b>Seasons -</b> How many seasons are there? What are the 4 seasons? What is the weather like in autumn? What is the weather like in winter? What are the days like in winter? What is the weather like in spring? What is the weather like in summer?</p>	<p><b>Physics:</b> Earth science <b>Earth and space -</b></p> <p><b>Biology:</b> Plants <b>Plants -</b> What is this variety of plant? How do you plant a seed? What is the same and different between these 2 flowering plants? What are the names of the different parts of this plant? What are the names of the parts of a tree? How could we group these plants according to their features? What is a deciduous tree? How does a deciduous tree change through the year? What is an evergreen tree? How are plants a source of food?</p>	<p><b>Biology:</b> Animals including humans <b>Body parts and senses -</b> What is the name of this body part? Where is our ...? What do our eyes do? What are the names of the different parts of the eye? What does this part of the eye do? What do our ears do? What is sound made up of? What are the 5 senses? Which sense does our tongue have? Why is our sense of taste important? What sense does our skin have? What sense does our nose have? How does our sense of smell help to keep us safe?</p> <p><b>Biology:</b> Animals including humans <b>Animals -</b> What is the name of this animal? What are the 5 different groups of animals? What type of animal is this? How do we know this is a - amphibian, reptile, bird, fish, mammal? What does this animal eat? What is a herbivore / carnivore / omnivore? What would a pet need?</p>
<b>History</b>	<p><b>Significant Places:</b> Castles To find out about Norman Motte and Bailey castles. To discover the structure of a medieval castle. To find out who lived in a medieval castle. To learn about the Tower of London and its history.</p>	<p><b>Local History:</b> The Great Fire of London vs The Great Fire of Tuxford To understand how the Great Fire of London started, how it spread and how it was put out. To research the Great Fire of Tuxford in 1701. To compare the two fires in terms of magnitude and long-term effects.</p>	<p><b>Significant People:</b> Mary Seacole, Florence Nightingale, James McCune Smith and John Snow/ History of medicine to the NHS today To find out about the key events in Mary Seacole and Florence Nightingales lives. To explore the similarities between Florence Nightingale and Mary Seacole. To look at the discovery of John Snow and how he used science to help people. To look at how James McCune Smith's life would have been different if he had been born today. To find out what the NHS is, creating a timeline of what the NHS has done and how it has changed over the years. To name some NHS services.</p>
<b>Geography</b>	<p><b>Our Local Area – Why is Tuxford Primary Academy a necessity in our local area?</b> Understand the differences between rural and urban areas and know what type of settlement I live in. To know what a map and a plan is. To know the features of our school grounds and local area. Recognise the symbols used on an Ordnance Survey map. To be able to create a map of my local area</p>	<p><b>Seasons- (ongoing throughout the year)</b> To be able to order the months of the year and seasons To understand the differences between the seasons and their weathers Identify the types of weather we have in the United Kingdom To understand the impact the weather has on our activities. To know how the weather affects different jobs.</p>	<p><b>Geography of the British Isles</b> To know and be able to locate the four countries of the UK. Identify the four capital cities and surrounding seas of the UK. To know the differences between human and physical features. To know the name and be able to locate seas around UK and major coastal towns of the UK To be able to compare physical and human features of seaside locations with Retford</p>
<b>Religious Education</b>	<p><b>Who celebrates what and why? Christians and Jewish people</b> Why is Christmas important to Christians?</p>	<p><b>How do we show that we care for others and why does it matter?</b> <b>Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives?</b> What do eggs have to do with Easter?</p>	<p><b>In what ways are churches and synagogues important to believers? Celebration, community; signs and symbols</b></p>

<p><b>Art and Design</b></p>	<p><b>Sculptures &amp; Collages (Living Things)</b>          Making Skills: Etching patterns into clay          Knowledge of Artists: Louise Bourgeois - 'Maman' Sculpture</p> <p><b>Painting - Colour Mixing</b>          Making Skills: Developing colour mixing skill and control with painting          Knowledge of Artists: Georgia O'Keefe, Henri Rousseau</p> <p><b>Design - Lego Printing</b>          Making Skills: 2D artwork using printing methods          Formal Elements: Line, shape, form, colour and pattern</p>	<p><b>Formal Elements – Shape, Line, Colour</b>          Making Skills: Colour, line, texture          Formal Elements: Creating abstract forms and pictures to express ideas and feelings          Knowledge of Artists: Van Gogh – Starry Night, Beatriz Milhazes, Bridget Riley, David Hockney, Vija Celmins, Jasper Johns.</p> <p><b>Drawing - Experimenting with Media</b>  <b>Making Skills:</b> Drawing using 2D shapes  <b>Formal Elements:</b> shape, form, pattern  <b>Knowledge of Artists:</b> Kandinsky</p>	<p><b>Landscapes Using Different Media</b>          Making Skills: Creating textures and mixing colours          Formal Elements: Making colours lighter or darker. Line          Knowledge of Artists: Similarities and differences between Renoir, Sorolla and Peder Severin Kroyer</p> <p><b>Craft - Foam Printing</b>  <b>Making skills:</b> Using materials and printmaking techniques  <b>Formal elements:</b> Colour, shape, form and pattern</p>
<p><b>Music</b></p>	<p><b>Focus</b>  <b>1. Composers and specific pieces of music</b>          Danse Macabre by Camille Saint-Saens          Children will learn and perform songs related to the body, be introduced to classroom percussion instruments and listen for key features in the music.</p> <p><b>2. Naming classroom percussion instruments</b>          Children will begin to recognise the names and sound of instruments and know how to play them correctly.</p> <p><b>Listening</b>  <i>Danse Macabre;</i>          -move responsively to the music          -Recognise &amp; play a steady beat          -Recognise that some beats have accents (stress)          Listen carefully &amp; recall short rhythmic &amp; melodic patterns</p> <p><b>Vocal skills practised through songs:</b>          Take part in singing songs, following the tune (melody) well          -Use my voice to good effect          -Perform with others' taking instruction from instructions          -Make &amp; control long &amp; short sounds using voices</p> <p><b>Composing</b>          Class skeleton piece (based on Danse Macabre)</p> <p><b>Skills practised:</b>          Order my sounds to create an effect          -Create short musical patterns          -Create short rhythmic phrases          -Show control when playing musical instruments so that they sound as they should</p>	<p><b>Focus</b>  <b>1. Space themed music.</b>          Children will learn and perform songs related to space. They will listen to various clips of classical music, learning to recognise specific elements of music (e.g. loud/quiet). They will then practise performing these in their space themed compositions.</p> <p><b>2. Specific instruments</b>  <b>Trumpet, flute</b> – recognising what they look like, their sound and (in its simplest terms) how they are played.</p> <p><b>Listening</b>  <i>Space themed music.</i>          -Recognise short &amp; long sounds          -Discriminate between fast &amp; slow          -Discriminate between obvious differences in pitch: high &amp; low          -Discriminate between loud &amp; quiet</p> <p><b>Composing</b>          Space pieces – rocket lift off, floating in space, twinkling stars,</p> <p><b>Skills practised:</b>          -Make &amp; control long &amp; short sounds / loud &amp; quiet</p>	<p><b>Focus</b>  <b>1. Composers and specific pieces of music</b>          Carnival of the Animals – Camille Saint-Saens          Children will describe the music using vocabulary they were introduced to in the spring term, such as loud/quiet. They will then practise performing these in their 'Sea Music' themed composition.          They will also be introduced to phrasing through the Kookaburra song.</p> <p><b>2. Specific instruments</b>  <b>Violin, drums (timpani)</b> – recognising what they look like, their sound and (in its simplest terms) how they are played. (<i>Where possible, actual instruments and players should be used rather than just recordings</i>)</p> <p><b>Listening</b>  <i>Carnival of the animals</i>          - Describing music in terms of long/short, fast/slow, high/low, loud/quiet  <i>Kookaburra</i>          - Recognise that some phrases are the same, some different.</p> <p><b>Vocal skills practised through songs:</b>          Sing accompanied &amp; in unison</p> <p><b>Composing</b>          Sea music – class composition – waves, sea creatures. Using pictures to create a structure of the piece to follow (graphic score).</p> <p><b>Skills practised:</b>          - Refining skills from autumn and spring term.          - Using phrases in the composition.</p>
<p><b>Design &amp; Technology</b></p>	<p><b>Food:</b> Fruit and Vegetables  <i>Make:</i>          • Use chopping skills safely to make a fruit salad/ smoothie  <i>Technical Knowledge:</i>          • Understanding the difference between fruits and vegetables          • Describing and grouping fruits by texture and taste</p> <p><b>Structures:</b> Constructing a Windmill  <i>Make:</i>          • Make stable structures from card, tape and glue          • Follow instructions to cut and assemble the supporting structure of a windmill          • Make functioning turbines and axles which are assembled into a main supporting structure  <i>Technical Knowledge:</i>          • Describing the purpose of structures, including windmills          • Learning how to turn 2D nets into 3D structures          • Learning that the shape of materials can be changed to improve the strength and stiffness of structures          • Understanding that windmill turbines use wind to turn and make the machines inside work          • Understanding that axles are used in structures and mechanisms to make parts turn in a circle</p>	<p><b>Mechanisms:</b> Making a Moving Story Book  <i>Make:</i>          • Follow a design to create moving models that use levers and sliders  <b>Technical Knowledge:</b>          • Learning that levers and sliders are mechanisms and can make things move          • Identifying whether a mechanism is a lever or slider and determining what movement the mechanism will make          • Using the vocabulary: up, down, left, right, vertical and horizontal to describe movement</p>	<p><b>Mechanisms:</b> Wheels and Axles  <i>Make:</i>          • Adapting mechanisms on a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move  <i>Technical Knowledge:</i>          • Identifying what mechanism makes a toy or vehicle roll forwards          • Learning that for a wheel to move it must be attached to an axle</p> <p><b>Textiles:</b> Puppets  <i>Make a puppet by:</i>          • Use cutting skills safely to cut fabric neatly with scissors          • Using joining methods to decorate a puppet          • Sequencing steps for construction  <i>Technical Knowledge:</i>          • Learning different ways in which to join fabrics together: pinning, stapling, gluing</p>

<p><b>Computing</b></p>	<p><b>Communicating</b>  <i>Exploring the computer:</i> Use word processing software to understand how to enter and edit text, to use a word bank, take a photograph and record a video which includes sound.</p> <p><b>Online Safety: Content</b>          -Know the SMART rules.          -Know what to do if they view content they think is inappropriate or upsetting (school policy) e.g. know how to minimise a screen if they</p> <p><b>Privacy &amp; Security</b>          - Know that passwords are used to protect information, accounts and devices.          - Understand more detailed examples of information that is personal to someone.          - Understand why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p> <p><b>Copyright &amp; Ownership</b>          - Know why work I create using technology belongs to me.          - Be able to save my work under a suitable title / name so that others know it belongs to me.          - Understand that work created by others does not belong to me even if I save a copy</p>	<p><b>Finding Out</b>  <i>How do we use the internet?</i> Understand how people use the internet to help them with their work. To know how to use a search engine and how to use navigation tools to navigate screens and menus.</p> <p><i>Databases:</i> To know how to use ICT to create pictograms and use them to answer simple questions. To know how to input data into a simple database program and use it to answer simple questions.</p> <p><b>Online Safety: Contact</b>          -Know to keep personal information private when communicating online</p> <p><b>Self-image &amp; identity</b>          - Know online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.          - Understand that there may be people online who could make someone feel sad, embarrassed or upset.          -If something happens that makes me feel sad, worried, uncomfortable or frightened be able to give examples of when and how to speak to an adult I can trust and how they can help.</p> <p><b>Online Relationships</b>          - Understand when I should ask permission to do something online and explain why this is important.          - Be able to use the internet with adult support to communicate with people I know (e.g. video call apps or services).          - Know why it is important to be considerate and kind to people online and to respect their choices.          - Understand why things one person finds funny or sad online may not always be seen in the same way by others.</p> <p><b>Online Reputation</b>          - Know that information can stay online and could be copied.          - Understand what information I should not put online without asking a trusted adult first.</p>	<p><b>Computing</b>  <i>Algorithms:</i> To understand what algorithms are and use them to control a programmable toy by giving it an instruction and to predict the behaviour of a simple set of instructions. To be able to write an algorithm refining the instructions to achieve a desired outcome.</p> <p><b>Online Safety: Conduct</b>          -Identify some risks presented by new technologies inside and outside school (e.g. online games, mobile phone texting, cyberbullying).</p> <p><b>Online Bullying</b>          - Understand how to behave online in ways that do not upset others and can give examples</p> <p><b>Managing Online Information</b>          - Know how to find information using digital technologies, e.g. search engines, voice activated searching.          - Understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.          - Know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</p> <p><b>Health, wellbeing &amp; lifestyle</b>          - Understand rules to keep myself safe when using technology both in and beyond the home.</p>
<p><b>PE</b></p>	<p><b>Invasion Games</b>  <b>Yoga</b></p>	<p><b>Gymnastics</b>  <b>Dance – Starry Skies</b></p>	<p><b>Athletics</b>  <b>Multi-Skills</b></p>
<p><b>PSHE</b></p>	<p><b>Relationships:</b>  <b>Families and Friendships</b>  <i>Roles of different people; families; feeling cared for</i>  <b>Safe Relationships</b>          Recognising privacy; staying safe; seeking permission  <b>Respecting Ourselves and Others</b>  <i>How behaviour affects others; being polite and respectful</i></p>	<p><b>Living in the wider world:</b>  <b>Belonging to a Community</b>  <i>What rules are; caring for others' needs; looking after the environment</i>  <b>Media Literacy and Digital Resilience</b>  <i>Using the internet and digital devices; communicating online</i>  <b>Money and Work</b>  <i>Strengths and interests; jobs in the community</i></p>	<p><b>Health and well-being:</b>  <b>Physical Health and Mental Wellbeing</b>  <i>Keeping healthy; food and exercise; hygiene routines; sun safety</i>  <b>Growing and Changing</b>  <i>Recognising what makes them unique and special; feelings; managing when things go wrong</i>  <b>Keeping Safe</b>  <i>How rules and age restrictions help us; keeping safe online</i></p>