Subject	Spring 1A Earth and Space	
	KS1	KS2
Geography	**Earth from space photos – geographical vocabulary; Biomes** 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. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	**Biomes / Climate Zones** Y3/Y4 Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts. Y5/Y6 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Deepen an understanding of the interaction between physical and human processes eg The child can explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future.
History	N/A	N/A
Science	**Earth and Space**	**Earth and Space** Y5/Y6 Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky **Biomes** Y3/Y4 Recognise that environments can change and that this can sometimes pose dangers to living things
Art	**Exploring Media** experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks draw lines and shapes from observations using different surfaces invent lines and shapes in drawing investigate tone by drawing light/dark lines, patterns and shapes investigate pattern and texture by describing, naming, rubbing and copying use key vocab to demo knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space name the primary and secondary colours experiment with different brushes (including brushstrokes) and other painting tools	**Exploring Media** experiment with showing line, tone and texture with different hardness of pencils use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing use key vocab to demo knowledge and understanding: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline use varied brush techniques to create shapes, textures, patterns and lines mix colours effectively using the correct language, e.g. tint, shade, primary and secondary create different textures and effects with paint use key vocab to demo knowledge and understanding: colour, foreground, middle ground, background, abstract, sweep, dab, bold brushstroke, blend, mix, line, tone, fresco

	mix primary colours to make secondary colours add white and black to alter tints and shades use key vocab to demo knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours	
DT	**Rockets** understand and follow simple design criteria begin to select from a range of hand tools and equipment select from a range of materials, textiles and components according to their characteristics with help, measure and mark out cut, shape and score materials with some accuracy assemble, join and combine materials, components begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations talk about their design ideas and what they are making as they work, start to identify strengths and possible changes they might make to refine their existing design evaluate their products and ideas against their simple design criteria	**Rockets** when designing, explore different initial ideas before coming up with a final design when planning, start to explain their choice of materials and components including function and aesthetics test ideas out through using prototypes develop and follow simple design criteria cut, shape and score materials with some degree of accuracy assemble, join and combine material and components with some degree of accuracy demonstrate how to measure, cut, shape and join fabric with some accuracy consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product; evaluate their product against their original design criteria
PE	**Dance / Core Skills** Children will focus on spatial awareness and being able to move confidently and safely in their own and general space whilst exploring basic agility, balance and coordination skills. They create and repeat a variety of short dances inspired by a range of stimuli. To explore, remember, repeat and link a range of actions with coordination and control. Children compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings. They work individually, in pairs, small groups and as a whole class. They will develop an awareness of different dances through a choice of themes.	**Dance / Core Skills** Children perform dances focusing on creating, adapting and linking a range of dance actions. They will begin to demonstrate an awareness of the expressive qualities of dance. These are inspired by a range of stimuli. Children focus on creating characters and narrative through movement and gesture. Children will use movement to explore and communicate ideas and issues, and their own feelings and thoughts. They will perform dances using a range of movement patterns.

Music	**Singing – Using voices expressively** 2020 – Joint working with Lees Hill	**Singing – Using voices expressively** 2020 – Joint working with Lees Hill
Computing	**N/A**	**N/A**