

Subject	Spring 1B All About Me	
	KS1	KS2
Geography	<p>Countries and capital cities of UK Locate counties and cities of UK; understanding how regions have changed over time Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Countries and capital cities of UK Locate counties and cities of UK; understanding how regions have changed over time Y3/Y4 Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Y5/Y6 Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.</p>
History	<p>Changes within living memory /Family Tree Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time. Identify similarities and differences between ways of life in different periods. Study changes within living memory. Ask and answer questions. Choose & use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms. Understand some of the ways in which they find out about the past and identify different ways in which it is represented</p>	<p>Changes within living memory / Family Tree Y3/Y4 Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms Understand how our knowledge of the past is constructed from a range of sources. Y5/Y6 Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources.</p>
Science	<p>Humans / Health and Nutrition Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Humans / Health and Nutrition Y3/Y4 Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>

	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Identify that humans and some other animals have skeletons and muscles for support, protection and movement Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Y5/Y6 Describe the life process of reproduction in some plants and animals Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans
Art	Self Portraits record and explore ideas from first hand observations ask and answer questions about starting points for their work try different materials and methods to improve describe differences & similarities between different practices & disciplines, making links to own work. use key vocab to demo knowledge and understanding in this strand: portrait / self portrait Experiment with pencil, paint and collage	Self Portraits record & explore ideas from first hand observations question and make observations about starting points, and respond positively to suggestions adapt and refine ideas use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills express an opinion on the work of famous, notable artists and refer to techniques and effect Use pencil, paint, collage
DT	N/A	N/A
PE	Dance 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. Create and repeat a variety of short dances inspired by a range of stimuli. Explore, remember, repeat and link a range of actions with coordination and control.	Dance Perform dances focusing on creating, adapting and linking a range of dance actions. Begin to demonstrate an awareness of the expressive qualities of dance. These are inspired by a range of stimuli. Focus on creating characters and narrative through movement and gesture. 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.

	<p>Compose and perform dance phrases & short dances that express and communicate moods, ideas & feelings. Work individually, in pairs, small groups and as a whole class.</p> <p>Develop an awareness of different dances through a choice of themes.</p>	
Music	N/A	N/A
Computing	<p>Create and debug simple programmes / Beebot</p> <p>Understand how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Create and debug simple programmes / Scratch</p> <p>Y3/Y4 Design, write and debug programs that accomplish specific goals. Solve problems by decomposing them into smaller parts Use sequence, selection and repetition in programs; work with variables. Work with various forms of input and output Use logical reasoning to explain how some simple algorithms work. Use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>Y5 /Y6 Design, write and debug programs that accomplish specific goals Controlling or simulating physical systems. Solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables. Work with various forms of input and output. Use logical reasoning to explain how some simple algorithms work. Use logical reasoning to detect and correct errors in algorithms and programs. Design and create a range of programs, systems and content that accomplish given goals.</p>