

	<p>Everyday Materials To distinguish between an object and the material from which it is made. Identify a number of common everyday materials. To identify the properties of everyday materials and group materials by their properties.</p>	<p>Everyday Materials To distinguish between an object and the material from which it is made. Identify a number of common everyday materials. To identify the properties of everyday materials and group materials by their properties.</p>	<p>Plants To identify a number of common trees, wild and garden plants. To make the distinction between evergreen and deciduous trees. Describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Plants To identify a number of common trees, wild and garden plants. To make the distinction between evergreen and deciduous trees. Describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Animals including humans. Identify parts of the body. Identify senses and parts of the body associated with them.</p>	<p>Animals including humans. Identify common animals and compare their structure. Distinguish between animals who are carnivores, herbivores and omnivores.</p>
<p style="text-align: center;"><i>History</i></p> <p><i>Throughout</i> <u><i>Historical Enquiry</i></u></p> <p><i>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</i> <i>Children can:</i></p> <p><i>Observe or handle evidence to ask simple questions about the past;</i></p> <p><i>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</i></p> <p><i>Choose and select evidence and say how it can be used to find out about the past.</i></p>	<p>Knowledge and Understanding of events, people and changes in the past Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. – Our own lives</p> <p>Events beyond living memory that are significant nationally (Bonfire night and Guy Fawkes).</p> <p><u>Historical Interpretation</u> <i>Observe and use pictures and artefacts to find out about the past.</i> In-depth study of Guy Fawkes <i>To distinguish between what is fact and what is fiction.</i> Research and exploration of motives for actions: Guy Fawkes <i>Start to compare two versions of a past event</i></p> <p><u>Chronological Understanding</u> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. Children can: Sequence artefacts and events that are close together in time; Describe memories and changes that have happened in their own lives;</p>	<p>Knowledge and Understanding of events, people and changes in the past The lives of significant individuals in the past who have contributed to national and international achievements. Specific focus on Mary Seacole and/or Florence Nightingale in relation to medicine and women’s rights. Comparison to be made to modern day.</p> <p>In-depth study of influential nurses: Florence Nightingale and Mary Seacole. Study and compare historical medical challenges with challenges faced by nurses of today. (Include and link to 2020 COVID-19 experiences).</p> <p><u>Historical Interpretation</u> Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can: Observe and use pictures, photographs and artefacts to find out about the past; Start to use stories or accounts to distinguish between fact and fiction; Explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p><u>Chronological Understanding</u></p>	<p>Knowledge and Understanding of events, people and changes in the past <i>Identify local and National landmarks/places of significance and famous figures associated with them.</i></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Who would live in a light house? Grace Darling and lifeboats Sea safety</p> <p><u>Historical Interpretation</u> Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can: Observe and use pictures, photographs and artefacts to find out about the past; Start to use stories or accounts to distinguish between fact and fiction; Explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p><u>Chronological Understanding</u> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of</p>			

	<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can: Identify similarities and differences between ways of life in different periods; Know and recount episodes from stories and significant events in history; Understand that there are reasons why people in the past acted as they did;</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. Children can: Sequence artefacts and events that are close together in time; Order dates from earliest to latest on simple timelines; Sequence pictures from different periods; Describe memories and changes that have happened in their own lives;</p> <p><u>Knowledge and understanding of events, people and changes in the past</u></p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can: Recognise some similarities and differences between the past and the present; Identify similarities and differences between ways of life in different periods; Know and recount episodes from stories and significant events in history; Understand that there are reasons why people in the past acted as they did; Describe significant individuals from the past.</p>	<p>time. They should know where the people and events they study fit within a chronological framework. Children can: Describe memories and changes that have happened in their own lives;</p> <p><u>Knowledge and understanding of events, people and changes in the past</u></p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can: Recognise some similarities and differences between the past and the present; Identify similarities and differences between ways of life in different periods; Know and recount episodes from stories and significant events in history; Describe significant individuals from the past.</p>
<p>Geography</p>	<p>Geography of the school Make a simple map Use a simple key Label and use NSEW Physical and human features of the IOW Collect data about how much traffic passes the school Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight Place Knowledge Identify similarities and draw comparisons based on the Human and Physical features of the local and contrasting area. Human and Physical: Use World and regional maps, atlases and globes. Google Earth.</p>	<p>Human and Physical: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; Human and Physical: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;</p>	<p>Locational Knowledge: Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Geographical Skills and Fieldwork Explore oceans of the world using maps and globes. Locational Knowledge: Begin to look at and use World and regional maps, atlases and globes. Google Earth. Place Knowledge: Use World and regional maps, atlases and globes. Google Earth.</p>

	<p>Using their senses, exploring and investigating their immediate, environment measuring, sorting and observing. Drawing and discussion.</p> <p>Geographical skills and fieldwork: Use simple fieldwork and observational skills to study the geography of Shalfleet School and the grounds including the key human and physical features of the surrounding environment.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>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.</p> <p>Geographical skills and fieldwork Look at and use world maps, atlases and globes to identify the associated studied areas.</p> <p>Use a compass to identify direction.</p> <p>Begin to use locational and directional language to describe the features and routes on a map.</p> <p>Discuss basic human and physical features.</p> <p>Devise a simple map including a basic key.</p> <p>Fieldwork Begin to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making basic judgement and conclusions. In the following areas Traffic, Litter, Land Use, Weather and Vegetation.</p>			<p>Identify similarities and draw comparisons based on the Human and Physical features of the local and contrasting area.</p> <p>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</p> <p>Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Geographical skills and fieldwork: Look at and use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Human and Physical: Use World and regional maps, atlases and globes. Google Earth.</p> <p>Using their senses, exploring and investigating their immediate, environment measuring, sorting and observing. Drawing and discussion.</p>		
Art	<p><u>Sculpture, collage, sketching.</u></p> <p>Andy Goldsworthy</p> <p>Nature art.</p>	<p><u>Painting/Printing</u></p> <p>firework art.</p> <p>Kandinsky artwork.</p>	<p><u>Textiles</u></p> <p>Make a paper lantern using weaving techniques.</p>		Drawing sea animals	Clay lighthouses. Weather and lighthouse art.
Design and Technology	<p>Design a rocket. What it will look like when it explodes?</p> <p>Design, build and evaluate Father Christmas' sleigh</p>		<p>Healthy food plates.</p> <p>Make bowls and food.</p>		Junk modelling – ocean rubbish	Design and build a lighthouse and evaluate.
Music	<p>Clapping songs-play and clap Aye Diddle Diddle</p> <p>The sailor went to sea sea</p> <p>Alley alley O</p>	<p>Firework sounds</p> <p>Create a firework display by sound only</p> <p>Bangs, whistles,</p>	To clap out rhythms that use different durations	Sea Shanties – To sing familiar songs, rhymes and chants using expression	Carisbrooke Castle travelling minstrel musicians. Instrument making workshop.	Isle of Wight artists. To listen to a variety of live and recorded music.

	Lost and found music Music from the past	To play untuned instruments Drums, tambourines, maracas, rain sticks, blocks, castanets.	To sing familiar songs, rhymes and chants using expression To listen to local musicians and their music inspired by locality. Visitors: Paul Armfield & others tbc.		To compose simple songs of celebration To sing familiar songs, rhymes and chants using expression	Music with space and exploration theme: Holst Bowie & other contemporary artists
Computing	See Federation plan	See Federation plan	See Federation plan	See Federation plan	See Federation plan	See Federation plan
PE	Multi skills Team Games	Games Dance	Games Athletics	Athletics Multi skills Gymnastics	Athletics Multi skills Sports Day	Athletics Team Games
RE	Thanking Harvest and Sukkot	Journey's end Nativities Journey	Remembering	Welcoming Palm Sunday	Authority Key events in Jesus' death	Special Special places
SMSC/PSHE	See separate plans from LM/JM	See separate plans from LM/JM	See separate plans from LM/JM	See separate plans from LM/JM	See separate plans from LM/JM	See separate plans from LM/JM
Forest School	See separate plans from DG	See separate plans from DG	See separate plans from DG	See separate plans from DG	See separate plans from DG	See separate plans from DG
Trips/Events/Visitors/Risk Day	Visit to Cove Class - Yarmouth School	Christmas Service Christmas Carols to parents? Christingle		Visit from a Nurse or Midwife	Blue Reef Sea life Centre	