

OVERVIEW OF TERMLY OBJECTIVES AND SUGGESTED ACTIVITIES

Year Group:	Primrose	Term:	Autumn
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SCIENCE	ART	DESIGN AND TECHNOLOGY
Pupils should be taught: - 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. - Identify that humans and some other animals have skeletons and muscles for support, protection and movement. - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	Pupils should be taught: - use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Pupils should be taught: - Understand and apply the principles of a healthy and varied diet - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Activities	Activities	Activities
<u>Skeletons, Movement, Nutrition and Diet, Sustainability: Food Waste</u> - Name and identify bones in a skeleton. - Explore how muscles work and identify types of joint. - Compare skeletons and diets in/for a range of animals. - Understand the different food groups and create healthy meals. - Find ways to reduce food waste. <u>Rocks</u> - Identify, group and test different rocks using a fair test.	<u>Monochromatic</u> - Use lines and shapes to create decorative patterns - Experiment with arranging and layering black and white shapes to make a monochromatic collage - Learn from the work of designers and develop this technique by creating patterns inspired by geometric and organic shapes - Create a decorative pattern inspired by celebrations and mehndi designs - Reflect on own artwork and evaluate how effectively pattern, space and design was used	<u>Cooking</u> Children to cook a variety of sweet and savoury foods

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MUSIC	COMPUTING	PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION including RELATIONSHIPS EDUCATION	ONLINE SAFETY Complementing subjects: Relationships Education and Computing
Pupils should be taught: - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Listen with attention to detail and recall sounds with increasing aural memory - Use and understand staff and other musical notations - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Develop an understanding of the history of music	Pupils should be taught: - Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Pupils should be taught: - Describe how they feel using appropriate vocabulary, recognising what different emotions might look and feel like - Describe their own qualities and strengths and recognise something they want to get better at - Identify the qualities of a good friend. - Identify different family types and how families care for each other. - Recognise and name a wider range of emotions and feelings. - Begin to recognise how others are feeling through facial expressions and body language. - Begin to notice when they or others might need help with their feelings from a trusted adult. - Identify a trusted adult to talk to if needed - Begin to express why they are feeling a certain way	- Online Relationships: Use the internet with adult support to communicate with people I know - Managing Online Information: Give simple examples of how to find information using digital technologies
Activities	Activities	Activities	Activities
Singing assemblies <u>Mountains</u> Create a soundscape.	<u>Programming: Sequencing Sounds</u> Create a program following a design in Scratch.	<u>Connecting with others</u> - Write a class charter. - Understand and explore consent.	- To understand different types of bullying - Create a poster to raise awareness of online bullying

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- Create sound effects to go with a story. - Adding rhythm using untuned percussion instruments. <u>Ballads</u> - Look at the story behind the song. Write and perform a ballad.	- Create a sequence of connected commands. - Make a project involving making an instrument.	- Explore how families love and support each other. - Help resolve problems in scenarios involving friends. - Begin to understand the impact of bullying using role play. - Develop effective listening and communication skills.	Discuss boundaries