Science	Design and Technology	RE
Science **Everyday Materials** * distinguish between an object and the material from which it is made * identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock * describe the simple physical properties of a variety of everyday materials * compare and group together a variety of everyday materials on the basis of their simple physical properties **Working scientifically** * identifying and classifying * using their observations and ideas to suggest answers to questions	**Design and Technology** **Design** * purposeful, functional, appealing products for themselves and other users based on design criteria * generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology **Make** * select form and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) * select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** * Evaluate their and products against design criteria **Technical vocabulary** * Build structures, exploring how they ca be made stronger, stiffer and more stable	**RE** **Living difference iii** **Concept - change** * **Communicate** – children can talk about their own responses to their experiences of the concepts explored * **Apply** – They can identify how their responses relate to events in their own lives * **Enquire** – They can identify and talk about key concepts explored that are common to all people * **Contextualise** – They can recognise that the concept is expressed in the way of life of the people studied * **Evaluate** – They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised
Geography **Geographical skills and fieldwork** * use simple compass directions (North, South, East and West) and locational and directional language (for example near, far, left, right) to describe the location of features and routes on a map * 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	**Computing** * use technology safely and respectfully, keeping personal information private. Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**Music** Focus on contrasting musical elements * use their voices expressively and creatively by singing songs and speaking chants and rhymes * listen with concentration and understanding to a range of high quality live and recorded music * experiment with create, select and combine sounds using inter-related dimensions of music
PSHE **Safety passport** scissor safety, e safety, pants rule **SEAL** New beginnings **RSE**	**PE 1** **Core skills** * master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	**PE 2** **Personal skills (footwork and coordination)** * master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities