

**CURRICULUM MATRIX**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Topic	Walking with Dinosaurs.	A Special Night in History. Horrid Henry Visits. It's Christmas.	Hairy McClary and Friends.	Handa's Surprise.	Flight of the Kite.	Elmer.
History	Not applicable this half term.	Events beyond living memory that are significant nationally or globally.  Guy Fawkes: Houses of Parliament.  Family History: They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  Pupils should be taught about: changes within living memory.	Not applicable this half term.	Not applicable this half term.	Events beyond living memory that are significant nationally or globally [the first aeroplane flight]  The lives of significant individuals in the past who have contributed to national and international achievements.	Not applicable this half term.
Geography	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  Use aerial photographs and	Not applicable this half term.	Hairy Maclary and Friends travel around the UK:  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Identify seasonal and daily weather patterns in the United Kingdom  Use basic	Not applicable this half term.	Begin to: name and locate the world's seven continents and five oceans (linked to history )  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	Not applicable this half term.

	<p>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>Identify seasonal /daily weather UK</p>		<p>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>			
Art and Design	Not applicable this half term.	<p>To use <b>drawing, painting</b> and sculpture to develop and share their ideas, experiences and imagination.</p> <p><b>Painting</b> linked to "Bonfire Night". Using colours: orange/red/brown/blacks.</p> <p>Self-portraits/portraits of family members,</p> <p>To use <b>drawing, painting</b> and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Artists who have painted/drawn portraits: About the work of a range of <b>artists</b>, craft makers and designers, describing the differences and</p>	<p>Make a sculpture of Hairy Maclary and Mog.</p> <p>To use drawing, painting and <b>sculpture</b> to develop and share their ideas, experiences and imagination</p> <p>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.</p>	Not applicable this half term.	Not applicable this half term.	<p>Famous artists: Plants</p> <p>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.</p> <p>Painting: blocks of colour like Elmer: To use drawing, painting and sculpture to develop and</p> <p>Share their ideas, experiences and imagination</p>

		similarities between different practices and disciplines, and making links to their work.				
Science	<p>Animals, including humans:</p> <p>Identify and name a variety of common animals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals.</p> <p>Identify, name, draw and label the basic parts of the human body.</p>	<p>Animals, including humans.</p> <p>Observing closely, using simple equipment.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help in answering questions.</p> <p>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>Animals, including humans:</p> <p>Identify and name a variety of common animals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals.</p>	<p>Food:</p> <p>Different food groups/collecting data.</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help in answering questions.</p>	<p>Materials:</p> <p>Distinguish between an object and what it is made from.</p> <p>Identify and name a variety of everyday materials including: wood, plastic, glass, metal, water, rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants including trees.</p>
Computing	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Research and create digital representation linked to history theme.</p> <p><b>To make a card / calendar</b> using Computing skills:</p> <p>Use technology purposefully to create,</p>	Not applicable this half term.	<p>TV Chefs:</p> <p>Algorithms.</p> <p>Use different features of a video camera.</p> <p>Develop collaboration skills.</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and</p>	<p>Story Tellers:</p> <p>Use sound equipment to record sounds.</p> <p>Develop skills in saving and storing sounds to a computer.</p> <p>Develop collaboration skills.</p> <p>Understand how a talking book differs to a paper based book.</p> <p>Share recordings with an</p>	<p>We are Painters:</p> <p>Use the web safely to find ideas for an illustration.</p> <p>Select and use appropriate painting tools to create and change images on the computer.</p> <p>Understand how the use of ICT paint differs from using paint on</p>

	concerns about content or contact on the internet or other online technologies.	organise, store, manipulate and retrieve digital content		unambiguous instructions	audience.	paper.  Create an illustration for a purpose.
PE	<p>Body Management skills: Balance on 1 foot Balance on different body parts. Different types of rolls. Climb Different types of jumps. Bench walk. Healthy Active Lifestyle: Wake Up, Shake Up: looking at warm ups, aerobics/fitness levels and routines.</p>	<p>Creative Movement: gym Learn to create gymnastic sequences individually, in pairs and as a group. These sequences will involve balances on different body parts, rolls, twists and turns,</p>	<p>Object Control Skills: Underarm throw large/small balls Overarm throw large/small balls Catch a large ball 2 handed strike Foot dribble Kick Children will develop their throwing and catching skills and improve their control of a ball within a range of team games. Children will use large balls and develop their underarm, overarm and chest pass.</p>	<p>Creative Movement: Perform dances using simple movement patterns.</p>	<p>Locomotor Skills: Sprint Hop Gallop Side gallop Jump for height Jump for distance Dance/ Gymnastics : Children to create a movement that combines their previously taught dance and gymnastic skills.</p>	<p>HAL: Athletics: Children will learn how to do various athletic activities such as: Sprinting Hurdles Throwing Jumping</p>
Music	<p>Sing songs from Sing Up / Music Express/other sources linked to dinosaurs. Explore sounds and pitch.  Create and respond to vocal sounds. Explore how to change sounds.</p>	<p>Sing songs from Sing Up / Music Express/other sources linked to Bonfire Night.</p>	<p>Play tuned and untuned instruments musically  Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Play tuned and untuned instruments musically  Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Flight theme: Listen with concentration and understanding to a range of high-quality live and recorded music Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Elephant and Plant theme: Listen with concentration and understanding to a range of high-quality live and recorded music  Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>

	<p>Create body and vocal percussion sounds.</p> <p>Relate pitch to high and low body posture.</p> <p>Contrast high and low sounds when singing.</p> <p>Recognising and performing pitch changes and contrasts.</p>			<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		
Design and Technology	<p>Harry's House: 2 outcomes: Lego House 2D card house with hinges (doors/windows)</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to</p>	Not applicable this half term.	Not applicable this half term.	<p>Healthy Eating:</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p> <p>Outcome linked to computing: make a TV programme about healthy eating:</p> <p>Make a variety of healthy dishes throughout the theme.</p>	<p>Focus is to make a kite:</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from 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</p>	<p>Mechanisms: Levers/Sliders: Make a moving picture of Elmer.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>

	perform practical tasks [for example, cutting, shaping, joining and finishing] Evaluate their ideas and products against design criteria.				Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	
Forest School	Using the Forest School to develop geographical and computing skills.	Using the Forest School to develop “camp fire” skills and activities. Using the Forest School for cooking: marshmallows/jac ket potatoes etc. Food linked to Bonfire Night.  Using the Forest School to enhance both science and art/design skills: To explore the Forest School using our senses. To create self-portraits using natural materials.	Children will use the Forest School to develop their “den building” skills. Building dens and shelters for themselves and other animals.	The Forest School will be used to enhance the children’s knowledge of where food comes from. Children will plant within the Forest school. They will learn what food birds/animals can access within the Forest School.	The Forest School will be used to enhance the children’s kite making skills: Use of natural materials Using the space to make/test / fly kites.	The Forest School will be used to enhance the children’s story telling skills: performing and re-enacting the Elmer stories.