

How do we get there? Topic Overview 2024-2025

	Kingfishers	Woodpeckers	Robins
Computing	<p><b>Coding</b></p> <ul style="list-style-type: none"> <li>• I can predict the behaviour of simple programs (Y1)</li> <li>• I can understand what algorithms are and how they are implemented on digital devices (Y1)</li> <li>• I can use logical reasoning to predict the behaviour of simple programs (Y2)</li> <li>• I can create simple programs (Y2)</li> <li>• I can create and debug simple programs(Y2)</li> <li>• I can debug simple programs by using logical reasoning to predict the actions instructed by the code (Y2)</li> <li>• I can understand that programs execute by following precise and unambiguous instructions (Y2)</li> </ul>	<p><b>Coding</b></p> <ul style="list-style-type: none"> <li>• I can predict the behaviour of simple programs (Y1)</li> <li>• I can understand what algorithms are and how they are implemented on digital devices (Y1)</li> <li>• I can use logical reasoning to predict the behaviour of simple programs (Y2)</li> <li>• I can create simple programs (Y2)</li> <li>• I can create and debug simple programs(Y2)</li> <li>• I can debug simple programs by using logical reasoning to predict the actions instructed by the code (Y2)</li> <li>• I can understand that programs execute by following precise and unambiguous instructions (Y2)</li> </ul>	<p><b>Coding</b></p> <ul style="list-style-type: none"> <li>• I can predict the behaviour of simple programs (Y1)</li> <li>• I can understand what algorithms are and how they are implemented on digital devices (Y1)</li> <li>• I can use logical reasoning to predict the behaviour of simple programs (Y2)</li> <li>• I can create simple programs (Y2)</li> <li>• I can create and debug simple programs(Y2)</li> <li>• I can debug simple programs by using logical reasoning to predict the actions instructed by the code (Y2)</li> <li>• I can understand that programs execute by following precise and unambiguous instructions (Y2)</li> </ul>
History	<p>understand changes within living memory</p> <ul style="list-style-type: none"> <li>• recognise similarities and differences between ways of life in different periods</li> <li>• understand that transport has changed over time and is still changing and developing. Begin to develop an understanding of the chronology of transport inventions</li> <li>• begin to have an idea of past, present and future especially in relation to transport</li> <li>• develop an awareness of the past and use appropriate vocabulary</li> <li>• understand some of the ways in which we can obtain information about the past</li> </ul>	<p>understand changes within living memory</p> <ul style="list-style-type: none"> <li>• recognise similarities and differences between ways of life in different periods</li> <li>• understand that transport has changed over time and is still changing and developing. Begin to develop an understanding of the chronology of transport inventions</li> <li>• begin to have an idea of past, present and future especially in relation to transport</li> <li>• develop an awareness of the past and use appropriate vocabulary</li> <li>• understand some of the ways in which we can obtain information about the past</li> </ul>	<p>understand changes within living memory</p> <ul style="list-style-type: none"> <li>• recognise similarities and differences between ways of life in different periods</li> <li>• understand that transport has changed over time and is still changing and developing. Begin to develop an understanding of the chronology of transport inventions</li> <li>• begin to have an idea of past, present and future especially in relation to transport</li> <li>• develop an awareness of the past and use appropriate vocabulary</li> <li>• understand some of the ways in which we can obtain information about the past</li> </ul>

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	<ul style="list-style-type: none"> <li>recognise significant historical events (invention of internal combustion engine, invention of space travel, first man in space, moon landings...)</li> <li>go on a trip to visit a museum or ride on historical form of transport</li> <li>understand the different ways in which the past can be represented</li> <li>contribute to the class timeline showing changes in transport within living memory</li> <li>learn about events which were significant nationally or globally</li> <li>know where people and events fit within a chronological framework</li> </ul>	<ul style="list-style-type: none"> <li>recognise significant historical events (invention of internal combustion engine, invention of space travel, first man in space, moon landings...)</li> <li>go on a trip to visit a museum or ride on historical form of transport</li> <li>understand the different ways in which the past can be represented</li> <li>contribute to the class timeline showing changes in transport within living memory</li> <li>learn about events which were significant nationally or globally</li> <li>know where people and events fit within a chronological framework</li> </ul>	<ul style="list-style-type: none"> <li>recognise significant historical events (invention of internal combustion engine, invention of space travel, first man in space, moon landings...)</li> <li>go on a trip to visit a museum or ride on historical form of transport</li> <li>understand the different ways in which the past can be represented</li> <li>contribute to the class timeline showing changes in transport within living memory</li> <li>learn about events which were significant nationally or globally</li> <li>know where people and events fit within a chronological framework</li> </ul>
Geography	History Focus	History Focus	History Focus
Art	DT Focus	DT Focus	DT Focus
Design and Technology	<p><b>Wheels and mechanisms</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment according to their characteristics to perform practical tasks such as cutting, shaping, joining and finishing</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> </ul>	<p><b>Wheels and mechanisms</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment according to their characteristics to perform practical tasks such as cutting, shaping, joining and finishing</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> </ul>	<p><b>Wheels and mechanisms</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment according to their characteristics to perform practical tasks such as cutting, shaping, joining and finishing</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> </ul>

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	<ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT</li> </ul>	<ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT</li> </ul>	<ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT</li> </ul>
Science	<p>Animals including humans Naming body parts y1 Health and growing Grouping and Habitats Y2</p>	<p>Animals including humans Naming body parts y1 Health and growing Grouping and Habitats Y2</p>	<p>Animals including humans Naming body parts y1 Health and growing Grouping and Habitats Y2</p>
PSHEE	<p>Changing me</p>	<p>Changing me</p>	<p>Changing me</p>
music	<ul style="list-style-type: none"> <li>I can sing songs</li> <li>I can play tuned and untuned instruments musically</li> <li>I can listen and understand live and recorded music</li> <li>I can make and combine sounds musically Year One</li> <li>Use their voice in different ways such as speaking, singing and chanting with accompaniment.</li> <li>Develop control and accuracy on tuned and un-tuned percussion and can copy simple rhythm patterns</li> <li>Order sounds within simple structures.</li> <li>Begin to represent sounds with symbols and can recognise some of the musical dimensions.</li> <li>Recognise mood, character and contrast in pieces.</li> </ul>	<ul style="list-style-type: none"> <li>I can sing songs</li> <li>I can play tuned and untuned instruments musically</li> <li>I can listen and understand live and recorded music</li> <li>I can make and combine sounds musically Year One</li> <li>Use their voice in different ways such as speaking, singing and chanting with accompaniment.</li> <li>Develop control and accuracy on tuned and un-tuned percussion and can copy simple rhythm patterns</li> <li>Order sounds within simple structures.</li> <li>Begin to represent sounds with symbols and can recognise some of the musical dimensions.</li> <li>Recognise mood, character and contrast in pieces.</li> </ul> <p>Year Two</p> <ul style="list-style-type: none"> <li>Develop their control of pitch and duration when singing with accompaniments.</li> </ul>	<ul style="list-style-type: none"> <li>I can sing songs</li> <li>I can play tuned and untuned instruments musically</li> <li>I can listen and understand live and recorded music</li> <li>I can make and combine sounds musically Year One</li> <li>Use their voice in different ways such as speaking, singing and chanting with accompaniment.</li> <li>Develop control and accuracy on tuned and un-tuned percussion and can copy simple rhythm patterns</li> <li>Order sounds within simple structures.</li> <li>Begin to represent sounds with symbols and can recognise some of the musical dimensions.</li> <li>Recognise mood, character and contrast in pieces.</li> </ul> <p>Year Two</p> <ul style="list-style-type: none"> <li>Develop their control of pitch and duration when singing with accompaniments.</li> </ul>

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		<ul style="list-style-type: none"><li>• Performs simple patterns and accompaniments on tuned and un-tuned instruments keeping to a steady beat.</li><li>• Respond to graphic notation for pitch, duration and rhythm</li><li>• Recognises changes in mood, character and contrasts in pieces.</li></ul>	<ul style="list-style-type: none"><li>• Performs simple patterns and accompaniments on tuned and un-tuned instruments keeping to a steady beat.</li><li>• Respond to graphic notation for pitch, duration and rhythm</li><li>• Recognises changes in mood, character and contrasts in pieces.</li></ul>
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