

Our World Topic Overview 2024-2025

	Kingfishers	Woodpeckers	Robins
Computing	<p><b>Word processing</b></p> <ul style="list-style-type: none"> <li>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a word processing application to type a simple sentence.</li> <li>- I can type on a keyboard.</li> <li>- I can type symbols and save files.</li> <li>- I can edit text.</li> <li>- I can use a keyboard.</li> <li>- I can select and format text.</li> <li>- I can format the font.</li> </ul>	<p><b>Word processing</b></p> <ul style="list-style-type: none"> <li>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a word processing application to type a simple sentence.</li> <li>- I can type on a keyboard.</li> <li>- I can type symbols and save files.</li> <li>- I can edit text.</li> <li>- I can use a keyboard.</li> <li>- I can select and format text.</li> <li>- I can format the font.</li> </ul>	<p><b>Word processing</b></p> <ul style="list-style-type: none"> <li>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a word processing application to type a simple sentence.</li> <li>- I can type on a keyboard.</li> <li>- I can type symbols and save files.</li> <li>- I can edit text.</li> <li>- I can use a keyboard.</li> <li>- I can select and format text.</li> <li>- I can format the font.</li> </ul>
History	Geography Focus	Geography Focus	Geography Focus
Geography	<ul style="list-style-type: none"> <li>• Identify and locate characteristic of the UK on a map</li> <li>• Identify Human and physical features</li> <li>• Locate human and physical features on a world map</li> <li>• Explain the difference between oceans and seas</li> <li>• Name and locate the five oceans on a world map</li> <li>• Use an aerial photograph to draw a simple sketch map</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and locate characteristic of the UK on a map</li> <li>• Identify Human and physical features</li> <li>• Locate human and physical features on a world map</li> <li>• Explain the difference between oceans and seas</li> <li>• Name and locate the five oceans on a world map</li> <li>• Use an aerial photograph to draw a simple sketch map</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and locate characteristic of the UK on a map</li> <li>• Identify Human and physical features</li> <li>• Locate human and physical features on a world map</li> <li>• Explain the difference between oceans and seas</li> <li>• Name and locate the five oceans on a world map</li> <li>• Use an aerial photograph to draw a simple sketch map</li> </ul>
Art	<ul style="list-style-type: none"> <li>• Use a range of materials</li> <li>• Use drawing, painting and sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of materials</li> <li>• Use drawing, painting and sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of materials</li> <li>• Use drawing, painting and sculpture</li> </ul>

Our World Topic Overview 2024-2025

	<ul style="list-style-type: none"> <li>• Develop techniques of colour, pattern, texture, line, shape, form and space</li> <li>• Use artwork to record ideas, observations and experience</li> </ul>	<ul style="list-style-type: none"> <li>• Develop techniques of colour, pattern, texture, line, shape, form and space</li> <li>• Use artwork to record ideas, observations and experience</li> </ul>	<ul style="list-style-type: none"> <li>• Develop techniques of colour, pattern, texture, line, shape, form and space</li> <li>• Use artwork to record ideas, observations and experience</li> </ul>
Design and Technology	Art Focus	Art Focus	Art Focus
Science	Animals including humans Naming body parts y1 Health and growing Grouping and Habitats Y2	Animals including humans Naming body parts y1 Health and growing Grouping and Habitats Y2	Animals including humans Naming body parts y1 Health and growing Grouping and Habitats Y2
PSHEE	Relationship	Relationships	Relationships
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</li> </ul> <p>Year One</p> <ul style="list-style-type: none"> <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> </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</li> </ul> <p>Year One</p> <ul style="list-style-type: none"> <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> </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</li> </ul> <p>Year One</p> <ul style="list-style-type: none"> <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> </ul>

Our World Topic Overview 2024-2025

	<ul style="list-style-type: none"> <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>• 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 style="text-align: center;">Year Two</p> <ul style="list-style-type: none"> <li>• Develop their control of pitch and duration when singing with accompaniments.</li> <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>• 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 style="text-align: center;">Year Two</p> <ul style="list-style-type: none"> <li>• Develop their control of pitch and duration when singing with accompaniments.</li> <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>
--	---	--	--