



Autumn 2 Curriculum Coverage

Subject

Objectives

Subject

Objectives

Science

Working Scientifically

- Ask relevant questions and use different types of scientific enquiries to answer them.
 - Set up simple practical enquiries, comparative and fair tests.
 - Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.
 - Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
 - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
 - Identify differences, similarities or changes related to simple scientific ideas and processes.
 - Use straightforward scientific evidence to answer questions or to support his/her findings.

Forces and Magnets

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
 - Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Use a sketchbook for recording observations, experimenting with techniques or planning out ideas.

Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.

Can create a collage using overlapping and layering. Create printing blocks using relief or impressed techniques.

- Explain what he/she likes or dislikes about their work.
- Compare and recreate form of natural and manmade objects.

Science

Plants and Animals

- Identify that animals, including humans, need the right types and amounts of nutrition, and 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.

Art

DT

Understand that food has to be grown, farmed or caught in Europe and the wider world. Use a wider variety of ingredients and techniques to prepare and combine ingredients safely.

Talk about the different food groups and name food from each group.



Autumn 2 Curriculum Coverage

Subject

Objectives

Computing

- The child can design and write a **program** using a **block language**, without user interaction.
- The child can use **sequence** in **programs**.
- The child can write a **program** to produce **output** on screen.
- The child can explain a simple, sequence- based **algorithm** in their own words.
- The child can use logical reasoning to detect errors in programs.
- To search for information within a single site.

What is the true meaning of Christmas?

To describe their own response to concepts.

To describe examples of how their responses are or can be applied to their own lives and lives of others.

To describe ways in which these concepts are expressed in the context of practices of the religions studied.

To describe the value of concepts to believers and identify and describe an issue raised.

RE

Subject

Objectives

History

- To use an increasing range of common words and phrases relating to the passing of time.
- To ask and answer questions, choosing from a variety of sources to show they know and understand the key features of events.
- To understand how we find out about the past and that events can be presented in different ways.
- To record their ideas about the past in a structured way and use set terminology.
- To use more than one resource to find out about an aspect of the past.

Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others.

Children can make choices about how to develop healthy Lifestyles.

Children can explain how their actions have consequences for themselves and others.

PSHE

MUSIC

- Play and perform in solo and ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression.
- Play and perform in solo and ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression.

PE

- Experiment with actions, dynamics, directions and levels.
- Remember and repeat dance phrases.
- I show patience and support others, listening to them about our work. I am happy to show and tell them about my ideas.
- I can perform and repeat longer sequences with clear shapes and controlled movement.
- I can select and apply a range of skills with good control and consistency.
- I know where I am with my learning and I have begun to challenge myself.



Autumn 2 Curriculum Coverage