

SUMMER TERM – OUR LOCAL ENVIRONMENT (ECONOMIC WELL-BEING)

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| STEP 1 | COMMUNICATION AND LANGUAGE | PSHE | PHYSICAL DEVELOPMENT | UNDERSTANDING OF THE WORLD | LITERACY | MATHS | EXPRESSIVE ARTS AND DESIGN | | |
| | -I know the meaning of attention. -I can pay attention to what others say and respond appropriately while engaged in another activity. | -I know the meaning of routine. -I can adjust my behaviour to different situations and can take changes to routine in my stride. | -I know what good health is. -I can talk about ways to keep myself healthy and safe. | -I know about the similarities and differences in relation to places, objects, materials and living things. -I can organise things into categories using similarities and differences as my criteria. | -I can read simple text about my local area. -I can demonstrate understanding when talking with others about what I have read. | -I know what doubling, halving and sharing means. -I can solve problems, including doubling, halving and sharing. | -I can name different materials, tools and techniques. -I can name different colours, designs, textures forms and functions. -I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | | |
| STEP 2 | PSHE | PHYSICAL DEVELOPMENT | CREATIVE ARTS | DESIGN AND TECHNOLOGY | HUMANITIES | SCIENCE | COMPUTING/E- SAFETY | RE/SMSC | |
| | -I know who can help me. -I can describe ways that people help care for me. | -I can name different team games. -I can take part in team games. | -I can name some of the inter-related dimensions of music (pitch, tempo, dynamics) -I can use these when experimenting with creating, selecting and combining sounds. -I can name a range of materials that can be used to create art work. -I can use a range of materials creatively to design and make products. | -I can list a range of existing products. -I can explore and evaluate a range of existing products. | -I can name the compass directions. -I know what directional words are for example 'near and far' -I can use simple compass directions. -I can use directional language to describe the location of features and routes on a map. -I know about the significance of individuals from the past who have contributed to the history of the local area including LS Lowry and Emily Davison. -I can compare the aspects of life in different periods | -I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. -I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | -I can name some simple programs. -I can use logical reasoning to predict the behaviour of simple programs. | -I know that there are a wide range of cultural influences that have shaped my own heritage and that of others. -I can name different cultural events that have affected my local environment. -I know what the word 'Moral' means to me. -I can make choices that show a positive moral purpose. | |
| STEP 3 | PSHE | PHYSICAL DEVELOPMENT | CREATIVE ARTS | DESIGN AND TECHNOLOGY | HUMANITIES | SCIENCE | COMPUTING/E- SAFETY | RE/SMSC | LANGUAGES |
| | -I can name different emotions including sad, lonely and scared. -I can name feelings associated with safety, happiness, being relaxed and knowing that someone cares about me. -I can describe how I feel in different situations. | -I can name the skills that I need to take part in outdoor and adventurous activities. -I can take part in outdoor and adventurous challenges. | -I can name the lines on which musical notes are recorded as 'staff' -I can use and understand staff and other musical notations. -I can name great artists and architects that have influenced the local area. | -I can say what the difference is between a savoury and sweet dish. -I know what a simple circuit is and the products that can be used in them, for example switches, bulbs, buzzers and motors. -I can make a variety of savoury dishes. | Children know the impact of Romans on the culture of the local area and the history of the area. Children can name local places that were impacted on by the Roman invasion. Children know the eight points of the compass, four and six-figure grid references, symbols | -I can name plants that grow from seed and ones that grow from bulbs. -I know that plants need water, light and suitable temperature to grow and stay healthy. -I can observe and describe how seeds and bulbs grow into mature plants. | -I can select, use and combine a variety of software to accomplish my goal, including collecting, analysing and presenting information. -I can use different types of software. | -I can identify religious symbols in different forms of art and communication. -I can identify religious artefacts and how they are involved in daily practices and rituals. -I can draw different symbols using different medium. | -I know the French words for some local features. -I can listen to a sentence describing a local feature. |

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| | -I can describe how I will keep myself safe online. | | -I can recreate a piece of work of an artist or architect that has influenced the local area. | -I can design a simple circuit that might include a switch etc. | and key when using a map. Children can use a key to locate different features on an Ordnance Survey Map. | | | -I can use my imagination and creativity in my learning. | |
| STEP 4 | EMPLOYMENT | | INDEPENDENT LIVING | | COMMUNITY INCLUSION | | | HEALTH | |
| | -I know what a micro-enterprise is. -I am part of the development or continued expansion of a micro-enterprise. | | -I know what consent and best interest means to me. -I will be able to describe what consent means and share this with others. | | -I can follow a timetable, using this information when planning a journey on public transport. -I am able to manage my time appropriately with this increasing in the length of time I can work independently. | | | -I will know who I can speak to about my mental health. -I can describe the kinds of help that are available to me regarding my mental health. | |