

## Autumn 1 – Africa and BHM

### Historical, Geographical and Social

***E2: To explore how people's ways of life, including their own, change with location and time***

I know that physical and human features influence the way people live their day to day lives in different places around the world.

I know that shared customs, and traditions and beliefs influence the way people live their day to day lives in different places around the world

I can ask and answer questions about life in different parts of the world

***E3: to learn about links between our own locality and other places in the UK and beyond***

I can locate England on a map of the UK and the UK on a map of Europe

I can locate Africa on a map of the World

I can compare my locality to a different locality and describe the differences

I can explain how people travel to different places around the world.

I can locate and name the worlds 7 continents and 5 oceans.

I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

***E4: To find out about the lives of significant people and events from the past and present***

I know some of the key events and information about a significant black person e.g. Mary Seacole and can use a timeline to sequence these.

I can recount events in chronological order

I can use drama and writing to explore and explain what I have learned about Mary Seacole.

***E5: To investigate issues, express views and take part in decision to improve their immediate environment or community***

I can listen carefully and share ideas.

***E6: To use the internet and other digital sources to find out about significant people and events***

I can use the internet, books and school trips to answer my questions

***E7: To learn the importance of rules and to recognise the difference between right and wrong and what is fair and unfair***

I can discuss the importance of a significant person and the challenges they faced

I can talk about the importance of treating people equally despite race, age, sex etc.

### Understanding Physical health and development.

***E1: To work and play independently and in groups***

I can work with others during games and activities,

**E2: to listen to, and show consideration for, other people's views.**

I can listen carefully and share ideas.

**E3: To identify and talk about their own and other's strengths and how to improve**

I can think about my work and how it can be improved. I can talk about other people's work and discuss ways to improve

### **Understanding the Arts**

**E2: to try out a range of tools and techniques with a range of artistic purposes.**

When drawing:

I can use pencils, pastels in my drawings.

I can make a variety of lines of different sizes, thickness and shapes.

When painting:

I can use different sizes of brushes to match the purpose (e.g. add detail, cover a large area of area of my paper or canvass.

**E3: I can use role play and imaginative play to engage and empathise with characters, situations and events form known stories and stories children create together**

I can use drama techniques such as freeze-framing and hot-seating to create an imagined world when learning about Mary Seacole.

I can reflect on what I have learnt about characters through role playing sessions

**E4: to sing songs and play musical instruments with expression and control, listening and observing carefully**

**E5: To listen and observe carefully, taking account of instructions**

I know that songs can be sung with different expression and mood

I know that the sense of occasion affects the performance

I can take part in singing songs following the tune (melody) well.

I perform with others taking instructions from the leader

I can sing along to a music tape or accompaniment, keeping time with the music and other singers

I can sing from memory with accurate pitch

I can maintain a simple part within a group

### **Science and Technological Understanding**

**E13: about the benefits of regular exercise and how their bodies feel when they exercise**

I know that regular exercise improves health, makes you feel good and helps the body to work well
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I can see that different muscles and limbs are working hard and that faces look red after vigorous exercise
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***E7: Why healthy eating and physical activity are beneficial***

I know which foods should be eaten in moderation
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I know I need to eat the recommended amount of fruits and vegetables in a day
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I know I need to participate in half an hour of physical activity a day
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I can make good choices about the foods that I eat, both in and out of school
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I can make choices to be active at playtime to keep myself healthy
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***E15: to make healthy eating choices and prepare simple healthy foods***

I can plan and prepare a healthy snack
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I can recognise healthy food choices
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I can follow basic hygiene rules when preparing food
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I can use kitchen equipment safely when preparing food
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***E16: That some substances can help or harm the body***

I know that medicines can make me better
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I know that medicines not taking correctly can do me harm
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I know that some substances found around the home can be harmful
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I can identify substances that can help or harm me
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***E17: about the simple physical changes to their bodies they have experienced since birth and the similarities and differences between people***

I know how my body has changed since I was born
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I know the basic differences between boys and girls
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***E18: to manage personal hygiene***

I know germs cannot be seen
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I know that I need to bathe regularly
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I know I need to brush teeth twice a day
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I know to wash my hands before eating and after using the toilet
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I can see that different muscles and limbs are working hard and that faces look red after vigorous exercise
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**Discrete:**

**ICT:**

***To learn how to open, write, send and reply to emails as well as to open and listen to audio files on the computer.***

I understand that email can be used to communicate.
I can open, write and send emails.
I can open and listen to audio files on the computer.
I know that I should not open an email from someone I do not know.
I can use appropriate language in emails.
I know the e-safety issues when using email.
I know that information can be found from different sources.
I can place the cursor on the screen to delete and insert text
I can format text using simple formatting, e.g. choice of font style, size and colour.
I am beginning to use the spellchecker.
I can use the shift key for punctuation and symbols.

**PE: Gymnastics/Athletics**

**Physical health and well-being**

***E8: To develop control and coordination of their physical movements***

I can travel confidently on different parts of the body
I can bounce, hop and spring using a variety of take off and landings
I can rotate and twist on different body parts

***E10: To devise and use repeat composition and sequences in physical activities and why they are important***

I can devise a gymnastic routine by combining skills
I can perform a routine with a partner or group
I can adapt work safely from floor to apparatus

Religious Education

**E3: To identify and suggest meanings for religious symbols, using a range of religious and moral words and exploring how they express meaning.**

I can tell a Christian (Sikh, etc.) story and say some things that people believe
I can talk about some of the things that that are the same for different religious people
I can say what some Christian (Muslim, etc) symbols stand for and say what some of the art (music, etc) is about