

History		Geography		Art		Design and Technology	
Areas to be covered throughout the year: Changes in Britain from the Stone Age to the Iron Age. The Roman Empire and its impact on Britain.		Areas to be covered throughout the year: similarities and differences between a UK region and Sicily. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.		Areas to be covered throughout the year: Drawing Painting 3D Form Printing Pattern/Collage Textiles Photography		Areas to be covered throughout the year: Design/Make/Evaluate Cooking and nutrition Structures	
WALTs	Not achieved by	WALTs	Not achieved by	WALTs	Not achieved by	WALTs	Not achieved by
Use some dates and historical terms when ordering events and objects.		build on prior knowledge of UK regions by using maps to locate countries of Europe.		Drawing - Draw familiar things from different viewpoints.		Use research to develop design criteria for a product aimed at a particular group	
Demonstrate awareness that the past can be divided into different periods of time.		match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc)		Paint - Explore the effects of adding texture to paint e.g. water, glue, sand, sawdust.		Plan a sequence of actions to make a product	
Explore trends and changes over time.		use the language of 'north', 'south', 'east', 'west' to relate countries to each other.		3D Form - Begin to look at colour and pattern in 3D structures and apply this knowledge to their own work.		Plan the stages of the making process	
Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.		draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption.		Printing - Use relief printing to represent the natural environment.		Investigate and analyse a range of existing products	
Describe some aspects of the Roman Empire and recognise its impact on Britain.		analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.		Pattern/Collage - Create a pattern using the natural environment or townscape as a stimulus.		Evaluate products against design criteria	
Demonstrate knowledge of aspects of history significant in their locality.		locate places in the world where volcanoes occur.		Textiles - Experiment by stitching and cutting threads and fibres, using simple stitches and long needles.		Consider the views of others when evaluating the product	
Use sources to address historically valid questions.		understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.		Photography - Collect relevant photographs for a theme or project.		Understand the principles of a healthy and varied diet (Use Eatwell plate)	
Recognise that our knowledge of the past is constructed from different sources of evidence.		use maps to locate the Equator, the Tropics of Cancer and Capricorn.				Prepare and cook a variety of savoury dishes, following the recipe	
Recognise that different versions of past events may exist.		ask and answer questions about the effects of volcanoes.				Explore seasonality of vegetables and fruit	
Describe some of the ways the past can be represented.		build on prior knowledge of UK regions by using maps to locate countries of Europe.				Study where some fruit and vegetables are grown	
Discuss some historical events, issues, connections and changes.		match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc)				Create shell or frame structures	
Select and organise historical information to present in a range of ways.						Strengthen frame with diagonal struts	
Use relevant historical terms and vocabulary linked to chronology.						Join materials appropriately (tape, glue, glue gun)	
						Measure and mark a square section cutting dowel accurately	
Greater Depth	Achieved by	Greater Depth	Achieved by	Greater Depth	Achieved by	Greater Depth	Achieved by
Use some dates and historical terms when ordering events and objects and say why those details are significant.				Use a range of media to represent different viewpoints/angles of the same object or image.		Choose materials according to their functional properties	
Use more than one source to provide evidence when answering historically valid questions.				Create a powerpoint/presentation of images with a focus on contrasting texture.		Explore the journey of some fruit and vegetables	
Use historical terms and vocabulary linked to chronology when explaining historical events, issues, connections or changes.							

Computing		RE		MFL		PSHCE	
Areas to be covered throughout the year:		Areas to be covered throughout the year: Key Question. Who should we follow? Christianity, Hinduism, Islam and Judaism		Areas to be covered throughout the year: Family members Animals (pets, farm, wildlife - England and the world) Numbers 0-30 Alphabet		Areas to be covered throughout the year:	
WALTs	Not achieved by	WALTs	Not achieved by	WALTs	Not achieved by	WALTs	Not achieved by
		Use a developing religious vocabulary to describe some key features of religions.		listen for and id specific words and phrases.			
		Ask significant questions about religions and beliefs.		listen for sounds, rhyme and rhythm.			
		Recognise similarities and differences between key features of religions.		recite a short, familiar rhyme.			
		Identify significant figures or teachings that people believe in and follow.		ask questions using language modelled.			
		Identify the impact religion has on believers' lives.		answer questions using language modelled.			
		Describe some links between stories of founders and leaders and the beliefs and teachings of a religion.		read and understand a range of familiar written words.			
		Make links between beliefs, including religious stories and sacred texts.		read and understand a range of familiar written phrases.			
		Identify what influences me.		read some familiar words and phrases aloud and pronounce them accurately.			
		Compare my and other people's ideas about questions that are difficult to answer		write simple words and phrases using a model.			
		Make links between values and commitments, and my own attitudes and behaviour.		begin to write some words from memory.			
		Ask important questions about religion and beliefs.		know some aspects of everyday life in France			
Greater Depth	Achieved by	Greater Depth	Achieved by	Greater Depth	Achieved by	Greater Depth	Achieved by
		analyse the similarities and difference between faith communities.		id difference in phoneme/grapheme correspondence between English and French			
		summarise he impact religion has on believers' lives.		use practised language in new contexts.			
				compare aspects of everyday life in England/France			