	National Curriculum		School Curriculum
	Knowledge	Skills	
Science	**Plants** • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. **Living Things and their habitats** • Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including micro-habitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	**Working Scientifically** • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions.	
History			
Geography	**Comparison of Catford, Whitstable <mark>and Hong Kong?</mark>** • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	**Comparison of Catford, Whitstable <mark>and Hong Kong?</mark>** • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	

Art	**Print Making (The Local Environment)** • Know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.	**Print Making (The Local Environment)** • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	
Design & Technology	**Design and make a salad and dip** • Understand where food comes from.	**Design and make a salad and dip** • Use the basic principles of a healthy and varied diet to prepare dishes	• Plan, Make and Evaluate the dish
Computing	**Blogging** • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**Blogging**	
R.E.	**Christianity (Weddings)** • Christians celebrate a wedding with their family, friends and the wider Christian community • What happens during a traditional Christian wedding • Symbols of a Christian wedding and their meaning • Understand that a wedding is celebrating the story of a relationship and asking God to bless it. **Hinduism (Hindu Beliefs and home)** • Understand the importance of 'family' in Hinduism. • Understand the role of a Hindu temple in a Hindu's life. • Understand how important 'home' is as a place of worship to Hindus.		
Music	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Experiment with, create, select and combine sounds suing the inter-related dimensions of music	• Play tuned and un-tuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music	

PSHE	**Me (Myself)**
	• Differences between boys and girls
	    ○ To be able to know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
	• Keeping Healthy
	    ○ To understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
	• How to care for ourselves, personal safety and abuse.
	• Drugs including medicines and Harmful Products.
	    ○ To recognise that household products, including medicines, can be harmful if not used properly		

P.E.	**Games, Gymnastics and Dance** • Understand that keeping fit is essential to being healthy.	**Games, Gymnastics and Dance** • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these to a range of activities • Participate in team games, developing simple tactics for attacking and defending • Perform dances using simple movement patterns	• Establish the routine of taking part in every PE lesson and always having a PE kit in school.
Mandarin	Human Body, Fruit and Vegetables, School Environment		