

## History

### Range and depth of knowledge

#### Year 1

Recognise the difference between past and present in their own and others lives.

They know and recount episodes from stories about the past.

#### Year 2

Recognise why people did things, why events happened and what happened as a result.

Identify differences between ways of life at different times

Find out about every day lives of people in time studied.

**Significant Persons: Victorians/ Isambard Brunel**

#### Year 3

Find out about every day lives of people in time studied

Compare with our life today.

Identify reasons for and results of people's actions.

Understand why people may have wanted to do something.

## **Animals, including Humans (YEAR 1)**

AH1 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  
AH2 identify and name a variety of common animals that are carnivores, herbivores and omnivores

AH3 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

AH4 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

## **Living things and their habitats (YEAR 2)**

LH1 explore and compare the differences between things that are living, dead, and things that have never been alive

LH2 identify that most living things live in habitats to which they are suited

LH3 describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

LH4 identify and name a variety of plants and animals in their habitats, including micro-habitats

LH5 describe how animals obtain their food from plants and other animals

LH6 understand a simple food chain, and identify and name different sources of food.

## **Animals including Humans (YEAR 3)**

AH1 identify that animals, including humans, need the right types and amount of nutrition, and that they  
AH2 cannot make their own food; they get nutrition from what they eat

AH3 identify that humans and some animals have skeletons and muscles for support, protection and movement

## **RE — Devon and Torbay Agreed Syllabus 2019**

### **Year 1,2,3**

1.3 Why does Christmas matter to Christians?

1.6 Who is a Muslim and how do they live?

## **French —**

### **Year 3**

Having conversations using animal nouns and colours

# Where in the World

## **Key Questions**

Why did the Industrial age begin/end?

Why are countries different?

How have humans and different countries affected and impacted world changes?

**English Outcomes** – As writers we will explore and write:

- Diary recounts
- Instructions
- Letters and postcards
- Newspaper articles /leaflets
- Poetry
- Stories

## **Computing**

### **Year 1 & 2**

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies

### **Year 3**

Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact

## **Geography**

### **Place knowledge**

#### **Year 1**

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.

#### **Year 2**

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 concentrating on islands and seaside

#### **Year 3**

Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level.

## **DT — Cooking and nutrition**

Use the basic principles of a healthy and varied diet to prepare dishes  
understand where food comes from.

### **Year 1,2,3**

#### **Design**

Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### **Make**

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

#### **Evaluate**

Explore and evaluate a range of existing products evaluate their ideas and products against design criteria

## **Art**

### **Year 1**

Name all the colours, mixing of colours. Find collections of colour, applying colour with a range of tools.

### **Year 2**

Begin to describe colours by objects. Make as many tones of one colour as possible (using white). Darken colours without using black using colour on a large scale.

### **Year 3**

Colour mixing. Make colour wheels. Introduce different types of brushes techniques. Apply colour using dotting, ratching, splashing.