

SUMMER TERM

A

SCIENCE - Animals including humans

- 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 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.
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (1)
- Notice that animals, including humans, have offspring which grow into adults (2)
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (2)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (2)

HISTORY

GEOGRAPHY

Geographical skills and fieldwork

- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

COMPUTING

Espresso Coding 1b, 2b

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Puppet Pals

MUSIC

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

RE - Teachings and Authority.

- How and why are some stories and books sacred and important. (Judaism and other religions.)

ART & DESIGN

- 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.

P.E.

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

DESIGN & TECHNOLOGY

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 (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.

PSHE

- Relationships
- Changes

Ongoing Learning Objectives

SCIENCE - Seasonal Changes

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

ICT

- 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.