

# SPRING TERM

B

## SCIENCE - Animals including humans i

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

## HISTORY

### GEOGRAPHY

#### Locational knowledge

- Name and locate the world's seven continents and five oceans

#### Place knowledge

- 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.

#### Human and Physical Geography

- Use basic geographical vocab to refer to: **Key physical features:** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. **Key human features:** city, town, village, factory, farm,

house, office, port, harbour and shop.

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

#### Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage
- 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

#### COMPUTING

##### Espresso Coding 2b 1a

- 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
- iPads to photograph and video
- Email home

#### 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

### Expression of beliefs.

- Impact of leaders and teachers.
- How and why some people pray and meditate.

## 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.

### Gymnastics. Dance. Games

- 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

### Cooking and nutrition

- Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.
- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from.

## PSHE

- Good to be me

- Going for goals

## 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.