

**Area of learning: Science**  
**Animals and Habitats**

To sort animals into groups – habitats/movement/food etc

To identify different animals life cycles, compare 2 or more, butterfly/tadpole/elephant etc.

To identify how food chains work.

To look at variation and sort animals into different groups.

To identify and compare different habitats, and which animals are suited to which habitat, for example, on the seashore, in woodland, in the ocean, in the rainforest.

To see how different animals are suited to different locations and temperatures.

To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

To identify and name a variety of common animals that are carnivores, herbivores and omnivores

To notice that animals, including humans, have offspring which grow into adults

Recognise the stages of growth in animals.

To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

**Area of learning: History and Geography**

To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

To 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

**Area of learning: Computing**

**We are painters**

Use the web safely to find ideas for an illustration

Select and use appropriate painting tools to create and change images on the computer

Understand how this use of ICT differs from using paint and paper

Create an illustration for a particular purpose

Know how to save, retrieve and change their own work

Reflect on their own work and act on feedback received

**We are collectors**

Find and use pictures on the web

Know what to do if they encounter pictures that cause concern

Group images into more than two groups according to clear rules

Sort (order) images according to criteria

Ask and answer yes/no (binary) questions about their images



**Area of learning: Music**

**Feeling the Pulse- Exploring pulse and rhythm**

To use their voices expressively and creatively by singing songs and speaking chants and rhymes.

To play tuned and untuned instruments musically.

To listen with concentration and understanding to a range of high-quality live and recorded Music.

Music.

To experiment with, create, select and combine sounds using the inter-related dimensions of music.

**Area of learning: Art**

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.

To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Area of learning: PSHE****Relationships:**

Working and playing together

British Values – speaking and listening – being respectful.

Respecting differences

Understanding feelings – understanding that people’s bodies and feelings can be hurt

**Living in the wider world:**

Animal welfare – know how to look after animals and that different animals have different needs

Looking after the environment

**Area of learning: RE**

Was it always easy for Jesus to show friendship? Identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.

Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday.

Learning that Jesus is special to Christians and how his welcome shows this.

**Area of learning: DT – Food Technology****Fruit Salad****Design**

To design purposeful, functional, appealing products for themselves and other users based on design criteria

To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

**Make**

To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, and finishing]

To select from and use a wide range of ingredients, according to their characteristics

**Evaluate**

To explore and evaluate a range of existing products. To evaluate their ideas and products against design criteria

**Area of learning: P.E.**

To 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

To participate in team games, developing simple tactics for attacking and defending

To perform dances using simple movement patterns.