

<p style="text-align: center;"><b><u>Events</u></b></p> <p style="text-align: center;">-</p>	<p style="text-align: center;"><b><u>RE &amp; Values</u></b></p> <p style="text-align: center;"><b><u>RE:</u></b></p> <p style="text-align: center;"><b><u>Values:</u></b></p>	<p style="text-align: right;"><b><u>Topic: Changes</u></b></p> <p><b><u>Geography:</u></b></p> <ul style="list-style-type: none"> <li>- Use simple fieldwork and observational skills to study the geography of their school and its grounds.</li> </ul> <p><b><u>Art and Design:</u></b></p> <p><b><u>Textiles:</u></b></p> <ul style="list-style-type: none"> <li>- Match and sort fabrics and threads for colour, texture, length, size and shape</li> <li>- Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</li> <li>- Cut and shape fabric using scissors/snips</li> <li>- Apply shapes with glue or by stitching</li> <li>- Apply decoration using beads, buttons, feathers etc</li> <li>- Create cords and plaits for decoration</li> <li>- Colour</li> <li>- Apply colour with printing, dipping, fabric crayons</li> <li>- Create and use dyes i.e. onion skins, tea, coffee</li> <li>- Texture</li> <li>- Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</li> </ul> <p><b><u>Design and technology:</u></b></p> <p><b><u>Sheet materials:</u></b></p> <ul style="list-style-type: none"> <li>- Fold, tear and cut paper and card</li> <li>- Roll paper to create tubes</li> <li>- Cut along lines, straight and curved</li> <li>- Curl paper</li> <li>- Use hole punch</li> <li>- Insert paper fasteners for card linkages</li> </ul> <p><b><u>Music:</u></b></p> <p><b><u>Creating and developing musical ideas (composing)</u></b></p> <ul style="list-style-type: none"> <li>- Make a sequence of long and short sounds with help (duration).</li> <li>- Clap longer rhythms with help.</li> <li>- Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound– smooth, crisp, scratchy, rattling, tinkling etc.– timbre).</li> </ul>
<p style="text-align: center;"><b><u>Computing: Visual Information (taught across the Summer Term):</u></b></p> <ul style="list-style-type: none"> <li>- To understand that information exists in many different forms.</li> <li>- To understand that information in graphs can be simpler to understand than written text.</li> <li>- To understand that the tools within graphing software can be used to present detailed information clearly.</li> <li>- To understand that mistakes are easy to make when gathering and recording information.</li> <li>- To understand that technology can sense conditions around us.</li> <li>- To understand technology can record changes in conditions around us and we can use this to make general statements.</li> <li>- To understand objects can be sorted according to a property.</li> <li>- To understand that yes/no questions can provide useful information and can help us make decisions.</li> <li>- To understand that branching databases can be used to organise objects and to identify them using yes/no questions.</li> <li>- To understand computers use repeated processes to sort objects.</li> <li>- To talk about the choices they made. Revisit and refine their work.</li> <li>- To log on to the school system and save, locate and edit work using their own space; understand how and when to print.</li> <li>- To ask permission before taking or using images of others.</li> <li>- To use technology safely and increasingly respectfully, knowing how to respond if anything they access makes them feel uncomfortable or worried.</li> </ul>		

## PE

### Athletics

- Can run at different speeds.
- Can jump from a standing position
- Performs a variety of throws with basic control.



### Science:

#### In the garden:

- make observations of plants, including flowers and vegetables they have planted
- identify the leaf, root, stem and flower of a plant
- identify the trunk, branch, roots and leaves of a tree
- know that plants produce seeds
- identify differences between plants
- compare and contrast different plants
- sequence pictures of how plants changes over time

#### Different Animals:

- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- name and locate the basic parts of the human body
- draw and label a simple body outline
- describe differences between the different animal groups (e.g. birds have feathers but mammals have fur)
- identify and name a selection of animals
- identify and sort animals into different groups
- name the different groups of animals
- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- make observations of animals
- know that animals eat different types of food
- identify the food of some common animals
- recall and use the words: carnivore, herbivore and omnivore
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- group animals that belong to: carnivores, herbivores and omnivores
- use their observations to point out differences between humans and other animals and between animals and non-living things

#### Working Scientifically:

- with guidance, begins to notice changes, patterns (i.e. cause and effect) and relationships (i.e. how one variable affects another)
- talks about what they have found out and how they found it out
- uses their observations and ideas to suggest answers to questions
- uses comparative language to describe changes, patterns and relationships
- with support, suggests whether or not what happened was what they expected with support, suggests different ways they could have done things
- uses simple observable features to compare objects, materials and living things
- identifies and classifies (decides how to sort and group objects)