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

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)