

Science

Identify and name a variety of common animals including, fish, amphibians, mammals, reptiles and birds.

Identify and name some common animals that are carnivores, herbivores and omnivores.

Identify name, draw and label the basic parts of the human body and say which body part is associated with each sense.

Physical Education

I can link skills and actions in different ways to suit different activities.

I can establish sequences of actions and skills which have a clear beginning, middle and ending.

Design and Technology

I can make a design through talking and drawing,

I can explore and use mechanisms (for example, levers, **sliders**, wheels and axles).

I can name and use a variety of tools and equipment to perform practical tasks: cutting, shaping, joining and finishing).

I can talk about a product I have made, saying what does/ does not work well.

Art

I can name some artists, and make observations about their work.

I know the names of techniques that I can use in my artwork e.g **shading**.

I can name and use a variety of tools

I can talk about what I like and dislike about a piece of art.

Computing

I can recognise common uses of information technology in the home and school environment.

I can use technology purposefully to create digital content.

Step into Spring!

Skills

Music

Charanga unit – Round and Round

I can understand that rhythm describes the mixture of long and short sounds, which are performed on top of the pulse.

I can understand that tempo describes how fast or slow the music is.

I can name different musical instruments.

I can identify and play notes; C, D, E, F, G and A

History

I recognise the difference between past and present.

I use artefacts, pictures, stories, the Internet and databases to investigate the past.

I can use sources to answer simple questions.

I can talk, draw and write about the past.

Religious Education

I can retell the story of creation from Genesis 1:1–2:3 simply

I can recognise that 'Creation' is the beginning of the 'big story' of the Bible

I can say what the story tells Christians about God, Creation and the world.

I can give at least one example of what Christians do to say 'thank you' to God for Creation

I can think, talk and ask questions about living in an amazing world.

I can give a reason for the ideas I have and the connections I make between the Jewish/Christian Creation story and the world I live in.

Geography

I can use locational and directional language to describe the location of features and routes.

I can observe and record information about the local area e.g. how many bus stops are there close to the school.

Science

To identify and name basic body parts and senses

To learn about different animal life cycles

To learn about herbivores, omnivores and carnivores

Art and Design

To learn the skill of shading and apply to a final piece of artwork based on one of the animals we have learnt about in Science.

Computing

To create our own digital artwork using different paint apps.

Physical Education

To create our own class dance, inspired by Spring with a specialist dance teacher.

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Design and Technology

To design and make a moving picture of a tractor using a slider mechanism.

Step into Spring!

Activities

Music

Charanga unit – Round and Round

To listen and appraise music using appropriate musical terminology – pulse and pitch.

To identify and discuss rhythm in songs and repeat clapping rhythms.

To use the 'Boomwhackers' to identify and play a range of musical notes.

Religious Education

To learn about the Christian beliefs of how the world began and how Christians thank God for this.

To link to prior learning in Geography about how we can take care of the world we live in.

Geography

Walking around the local area recording physical and human features that we can see

History

To compare different ways of travelling, now and in the past.