

Science

I know that animals belong to one of the following groups -, fish, birds, mammals, reptiles and amphibians

I can name some common animals that belong in these groups – goldfish and sharks, robins and penguins, dogs and elephants, crocodiles and tortoises, frogs and newts.

I know that animals are either carnivores, herbivores and omnivores

Art

I can name some artists, and make observations about their work – (Jeff Koons)

I can use shapes to represent a design (both 2D and 3D)

I can use techniques such as *rolling and cutting*.

I know that a 3D object has height, width and depth.

Computing

I know how information technology is used at home and school

I can use technology purposefully to create digital content.

I can save my work and then open it from its saved location.
I can use different tools to create digital art. E.g size of brush, fill and shapes

I know that my work can be saved as a file.

I know how to locate my work and edit it.

PSHE

I know the difference between being healthy and unhealthy.

I know some ways to keep healthy.

I know how to make healthy lifestyle choices.

I know how to keep myself clean and healthy.

I know that germs cause disease / illness.

I know that all household products, including medicines, can be harmful if not used properly.

I know that medicines can help me if I feel poorly.

I know how to keep safe when crossing the road.

I know about people who can keep me safe.

Physical Education - Gymnastics

I can link balances and movements in different ways to suit different activities

I know that a sequence means linking actions together

I can establish sequences of balances and movements which have a clear beginning, middle and ending

Design and Technology

I know what a structure is

I know (from previous learning) how to use a wide range of construction materials, equipment and techniques to build structures.

I know what construction material is appropriate for my product.

I know what makes a freestanding structure stronger, stiffer and more stable.

I can assemble, join and combine materials using joining techniques - *tab, stick, tape, butt joint, dowel joint*

Step into Spring!

Skills and knowledge

Music –Charanga unit – Learning to Listen

I can name different musical instruments.

(percussion instruments; *Maracas, Clapping Sticks, Cymbals, Drum, Triangle, Tambourine and Xylophone.* - untuned)

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

Religious Education

I know the story of creation from Genesis 1:1–2:3

I know that 'Creation' is the beginning of the 'big story' of the Bible

I know that God created the world in seven days

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

I can make a connection between the Christian and Jewish creation stories

Geography

I can describe seasonal and locational weather changes

I know that the 4 seasons are Summer, Autumn, Winter and Spring

I can name different types of weather – rain, sun, wind, cloud, snow, hail, storm

I know that different places have different weather e.g. in the UK the further North you go the colder it gets

Science

Understanding why an animal belongs to a particular group based on criteria e.g. all mammals have hair and have live babies, all birds lays eggs and have wings.

Naming common animals and sorting them into their groups after discussion.

Understanding the vocabulary of carnivores, herbivores and omnivores (meat eaters, eats plants or both)

Identifying and grouping animals using a Venn diagram based on what they eat e.g. sheep and horses are herbivores, lions and sharks are carnivores and pigs and humans are omnivores.

Physical Education

Learn ways of travelling (sliding, log roll, tuck roll, hopping, jumping, skipping, bear crawl)

Learn gymnastic shapes (star, tuck, pike, straight, straddle, dish, arch, front support, back support)

Learn gymnastic balances (standing/ kneeling/ sitting/ supported)

Create a sequence using at least 1 shape, balance and way of travelling

Design and Technology

Research other types of animal shelters

Create a simple design

Choose materials and resources to create shelter e.g. wood and cardboard

Art

Using the internet to research different animal sculptures – small and large scale.

Create our own animal sculpture in the style of Jeff Koon's Balloon dogs using clay

Step into Spring!

Activities

Music

Charanga unit – Learning to Listen

Name percussion instruments; **Maracas, Clapping Sticks (Claves), Cymbals, Drum, Triangle, Tambourine and Xylophone** and explore the different sounds they make (pitch).

Play a rhythm copy me game to introduce the children to rhythmic patterns. (BBC Bring the Noise)

Computing

Walk around school taking pictures of different ICT we use.

Home learning – draw or upload pictures of ICT you use at home.

Creating our own digital paintings using different techniques using Pic Collage and Cbeebies Get Creative.

PSHE

Sing if you're healthy and you know it.

Discuss the different ways we stay healthy (hydration, diet, exercise, sleep)

Record healthy choices in partners *"I choose to eat vegetables as they are good for me."*

Safe/unsafe items game and identifying where items should be kept. (including medicine)

Game to raise awareness of where is safe when outside then teaching steps children must take to cross a road.

Religious Education

Reading the Creation story, and recalling the events of each day

Talking about ways that Christians can show their thanks to God

Creating a class slideshow to show the story.

Geography

Talking about and identifying the symbols for different types of weather

Recalling the 4 seasons, and talking about what types of weather we may see in each season.

Using Google Maps on I Pads to look at the most Northerly point of the UK (Dunne Head) and the most Southerly point of the UK (Lizard Point)

Researching, recording and comparing the temperature, rainfall and wind speed in these 2 places for 2 weeks. What do we notice? Why do you think this?