

½ Term 1

Science	Art	DT	Music	History	Geography	PSHE	Computing	RE	PE
Seasonal changes Plants	Andrew Goldsworthy		Reggae (Zoo Time)		Observational field sketches Ariel photos Land uses in Redcar	Keep Moat	We are farmers (simulating plant growth)	Why is Moses important to Jews?	Dance (Unit 1/2) Weather and Seasons Games (Unit 3/4)
Literacy Links									
Cyclical diagrams Plant diaries Explanation texts NCR	Artist profile NCR				Post cards Letters NCR Labelled diagrams				
Numeracy Links									
Plant growth measuring Handling data Capacity					Map work Directional language		Data handling		

½ Term 2

Science	Art	DT	Music	History	Geography	PSHE	Computing	RE	PE
Minibeasts Growth Cyclical diagrams	Clay plant pots Tree rubbings	Bird box Make a garden		Changes in Redcar – local environment		Family life education – births, marriage, death. Sex Education	We are zoologists – bug hunt data	Why is the bible special to Christians? How do Christians celebrate Easter?	Dance (Unit 1/2) Lifecycles Games (Unit 3/4)
Literacy Links									
Cyclical diagrams Mini beast diaries Explanation texts NCR	Instructions	Instructions		NCR					
Numeracy Links									
Handling data Sorting diagrams				Map work Directional language			Data Handling		

Science	Art	DT	Music	History	Geography	PSHE	Computing	RE	PE
<p>Seasonal changes Plants Minibeasts Growth Cyclical diagrams</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees Notice that animals, including humans, have offspring which grow into adults Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	<p>Andrew Goldsworthy Tree rubbings Clay plant pots</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To learn 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 works 	<p>Bird box Make a garden</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Explore and evaluate a range of existing products Build structures, exploring how they can be made stronger, stiffer and more stable Select from and use a range of materials, textiles and ingredients according to their characteristics Select from and use a range of tools and equipment to perform practical tasks (for cutting, joining etc) Evaluate their ideas and products against design criteria 	<p>Reggae (Zoo Time)</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Changes in Redcar – local environment</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate this will be used to reveal aspects of change in national life 	<p>Observational field sketches Ariel photos Land uses in Redcar</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use simple fieldwork and observational skills to study the geography of their school and its grounds and key human and physical features of its surrounding environment Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	<p>Keep Moat</p> <ul style="list-style-type: none"> To know about different types of medicines and that some people need them to live a normal life. To know about personal safety e.g. people have rights over their own bodies and that there are good and bad touches To begin to develop simple skills and practices which will help maintain personal safety. To value one's own body and recognise its uniqueness. 	<p>We are farmers (simulating plant growth) We are zoologists – bug hunt data</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store and manipulate and retrieve digital content Recognise common uses of information technology beyond school Use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> Develop knowledge of Moses as one of the key figures in Judaism. Learn how Moses was chosen to be a leader of the Jews. Talk about the feelings and emotions experienced by Moses when he was called by God to be a leader. Become familiar with aspects and events of Moses' life. Recognise the Torah as a Holy book for Jews. Understand that the Torah teaches Jews how God wants them to live. Talk about own ideas of what 'special' means. Be aware of the Bible as a special book for Christians. Understand the Bible is a sacred/holy book which forms the basis of the Christian Faith. Identify that the Bible is used by Christians in their life and worship. Understand that religious ideas, beliefs and feelings can be expressed through the Bible. Identify the significance of special texts both to themselves and to Christians. Know the Easter story and begin to realise its significance for Christians. Recount the story linked to the festival. Begin to identify and understand the symbolism. Identify ways in which Christians celebrate Easter. Know that Good Friday is the anniversary of the Crucifixion. Show the children a paschal candle and describe how it is used in the Easter vigil. Compare and contrast the church on Good Friday and Easter Sunday and recognise the significance of Easter Sunday. 	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.

