



<p><b>SCIENCE - plants / Seasonal Changes - spring summer</b></p> <p>plants</p> <ul style="list-style-type: none"> <li>□ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>□ identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p>Working scientifically</p> <ul style="list-style-type: none"> <li>□ asking simple questions and recognising that they can be answered in different ways</li> <li>□ observing closely, using simple equipment</li> <li>□ performing simple tests</li> <li>□ identifying and classifying</li> <li>□ using their observations and ideas to suggest answers to questions</li> <li>□ gathering and recording data to help in answering questions.</li> </ul> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>*observe changes across the four seasons</li> <li>*observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<p><b>ART - Nature Sculptures</b></p> <p>To learnt to use a range of materials creatively to design and make products</p> <p>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 work</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>
<p><b>SEAL / P.S.H.E. - Relationships</b></p> <p>1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; 1b) to share their opinions on things that matter to them and explain their views; 1c) to recognise, name and deal with feelings in a positive way; 1d) to think about themselves, learn from their experiences and recognise what they are good at; 4c) to identify and respect the differences and similarities between people; 4d) that family and friends should care for each other; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help; 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; 4g) where individuals, families and groups can get help and support.</p>	<p><b>P.E. - Games</b></p> <ul style="list-style-type: none"> <li>□ participate in team games, developing simple tactics for attacking and defending</li> </ul>



<p><b>R..E.</b></p> <p>1.3 Stories of Jesus - Christianity</p>	<p><b>GEOGRAPHY - Wonderful Weather</b></p> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>□ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>□ use basic geographical vocabulary to refer to:             <ul style="list-style-type: none"> <li>□ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>□ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>
<p><b>MUSIC</b></p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> <li>□ play tuned and untuned instruments musically</li> <li>□ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>□ experiment with, create, select and combine sounds using the inter-</li> </ul>	<p><b>Computing - Programming with Scratch Jr</b></p> <ul style="list-style-type: none"> <li>□ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>□ create and debug simple programs</li> <li>□ use logical reasoning to predict the behaviour of simple programs</li> <li>□ use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>□ recognise common uses of information technology beyond school</li> <li>□ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>

related dimensions of  
music.