



Science: Animals including Humans (Spring 1)

Key Skills/knowledge:
 ✓ be able to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
 ✓ be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores.
 ✓ be able to describe and compare the structure of a variety of animals.
 ✓ be able to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

- Key Vocabulary:**
- Head
 - Ears
 - Neck
 - Knee
 - Eyes
 - Stomach
 - Foot
 - Mouth
 - Hands
 - Arms
 - Elbows
 - Toes
 - Fingers
 - Leg

Let's think like scientists

What do all these animals have in common?



Clue- Think about their diet

Quick teaser – Can you identify and name these different plants?



Science: Plants (Spring 2)
Key Skills/knowledge:
 ✓ Find out how different seeds grow.
 ✓ Observe seeds over time.
 ✓ Identify different plants in the environment.
 ✓ Identify and classify different parts of a plant.
 ✓ Identify and observe different leaves over a longer amount of time.

- Key Vocabulary:**
- Plant
 - flower
 - leaves
 - stem
 - roots
 - seed
 - Snowy
 - Day length
 - Sunrise
 - Sunset
 - Monsoon

Computing: Creating Media – Digital Painting
Key Skills/knowledge:
 ✓ can explain what different freehand tools do
 ✓ can use the shape and line tools.
 ✓ can make careful choices when painting a digital picture
Key Vocabulary: keyboard, mouse, paint, draw, tool, shape, colour.

Try at home and add to Seesaw

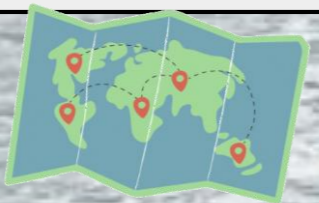
Key trips/ events
Trip to the beach – exploring different features at the beach and enjoying a day by the sea which fits into our holidays and pirates topics!
Pirate day – come to school dressed up as a pirate!
Great Explorer Day – come dressed as an explorer and enjoy a range of explorer challenges!

Key Books this term:

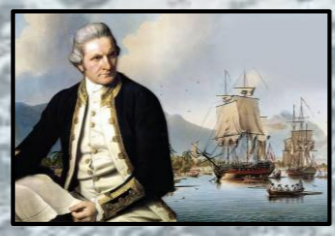


Paired Reading: Various Phonics stage books
Key Skills/knowledge:
 ✓ Make predictions about a text
 ✓ Join in discussions about a text, take turns and listen to what others say
 ✓ Predict what might happen on the basis of what has been read so far
 ✓ Discuss the significance of titles and events

Geography: Around the World
Key Skills/knowledge:
 ✓ To name and locate the seven continents of the world
 ✓ To describe Geographical features of focus countries
 ✓ To identify focus countries on a world map
 ✓ To identify countries within each continent
Key vocabulary:
 Continent, Asia, North America, South America, Antarctica, Africa, Europe, Australia, rural, urban, landmark, Kenya, Brazil, USA, France,



Can you find out why these people from History were significant ?



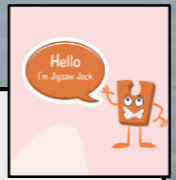
Captain James Cook



Amelia Earhart

History: Intrepid Explorers
Key Skills/knowledge:
 ✓ give a number of valid reasons why the explorer is significant
 ✓ demonstrate an understanding of the term 'significance'
 ✓ give a valid reason why one aspect of an explorer's life is particularly important
 ✓ Begin to make connections between the achievements of one explorer with those of another explorer from a different time period.
Key Vocabulary: explorer, discover, desert, navigation, pirate, hero, equipment, astronaut, space, memorial, achievement, significant

PSHE/RSE:
Jigsaw: Dreams and Goals (Spring 1)
 Aspirations, how to achieve goals and understanding the emotions that go with this.
Key Vocabulary: success, process, teamwork, celebrate, challenge, obstacle, overcome, achieve, dreams, goal, proud.
Jigsaw: Healthy Me (Spring 2)
 Being and keeping safe and healthy
Key Vocabulary: healthy, unhealthy, balanced, exercise, sleep, clean, hygienic, safe, safety, body parts



Physical Education: Games – Striking and Field

Key Skills/knowledge:

- ✓ playing outdoor/indoor games within a team
- ✓ understanding rules and how to work as part of a team
- ✓ warm up the body and use different muscle groups

Religious Education: Christianity – Prayer and worship

Why do Christians pray to God and worship him?

Key Skills/knowledge:

- ✓ engage with the idea of being thankful
- ✓ enquire into what there is to find out about Christian prayer and worship
- ✓ explore what the bible says about Jesus teaching his followers to pray
- ✓ explore prayer and worship in church practice

Key Vocabulary: pray, worship, Jesus, God, thankful teaches, followers, Christian, bible, practice

Mathematics: Number and Place Value to 20

- Children will be provided with regular opportunities to verbally count to 20.
- Children will use concrete resources to help them to see the '10 and a bit' structure of teen numbers.
- Count to and across 100, forwards and backwards, beginning with zero, 1 or any given number.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

Small Steps:

Count within 20

Understand 10

Understand 11, 12 and 13

Understand 14, 15 and 16

Understand 17, 18 and 19

Understand 20

1 more and 1 less

The number line to 20

Estimate on a number line to 20

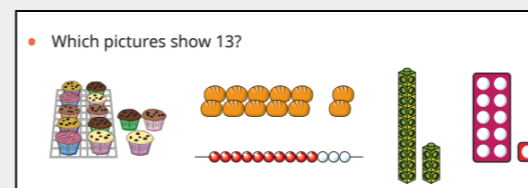
Compare numbers to 20

Order numbers to 20



Have a go at this Topmarks Place Value maths game;

<https://www.topmarks.co.uk/learning-to-count/place-value-basketball>



Art: Drawing

We will be exploring mark making with different medias and surfaces and using our imagination to draw different characters.

Outcome: To work collaboratively to produce a group piece using different medias, textures and tools.

Key Vocabulary: dark, light, thin, thick, curved, zigzag, straight, bold, hard, soft texture, marks

Design Technology: Making Breakfast Pots
We will be researching, designing and making a healthy breakfast to eat.

Outcome: To create our own healthy breakfasts pots to eat.

Key Vocabulary: design, make, evaluate, user, purpose, ideas, design criteria, product, function

Music: In the Groove-6 different styles; Blues, Baroque, Latin, Bhangra Folk and Funk

Key Skills/knowledge:

- ✓ Find the pulse when listening to music
- ✓ Clap to a rhythm
- ✓ Make up own rhythms
- ✓ Rap and sing in groups

Key vocabulary blues, baroque, latin, irish folk, funk, pulse, rhythm, pitch, compose, improvise, perform, groove.

Can you represent the numbers from 11 to 19 with objects in your house, such as pencils, pegs, leg bricks, buttons toy cars?



Can you draw a picture of a tree or house using thick or thin lines then use colouring pencils or crayons to colour it in?



Listen to the Latin style 'Livin La Vida Loca' by Ricky Martin



<https://www.youtube.com/watch?v=jLR4MgGktsQ>

English: Reading/Phonics: Phase 5

We are using the 'Twinkl' Phonics program and continuing with Phase 5. Each day to familiarise ourselves with the sounds we sing the 'Song of Sounds Phase 2' song. Here are some of the graphemes that we will be looking at:

Some of our common exception words:

'aw' and 'au' saying /or/	friend, also, who, why
'oy' and 'oe' saying /oa/	once, please, thought, through
'wh' saying /w/	lived, horse, work, house
'g' saying /j/ 'c' saying /s/	gem, magic, giant, cell, city, face, slice, Monday, Tuesday
'ph' saying /f/	Wednesday, Thursday, because, different
'ea' saying /e/	more, before, any, eye

Sing our Phonics song 'Song of sounds Phase 2'



<https://www.youtube.com/watch?v=6UQHdBMLk-M>

English Writing

Composition

- Orally rehearse what they are going to write using planning structures.
- Writing different text forms for different purposes
- Form a short narrative with support
- Re-read what they have written to check it makes sense
- Become familiar with and re-tell key stories, fairy stories and traditional tales

Spelling

- Make phonetically plausible attempts when writing more complex words
- Make 'best-guess' choices about which grapheme to use
- Increasingly spell common exception words and days of the week correctly
- Introduce adding the suffix -s and -es to create plural nouns
- Introduce the prefix -un

Punctuation

- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences
- With support, join ideas in a sentence using 'and'
- Use capital letters for names and for the personal pronoun I

Handwriting

- Form lower-case and capital letters correctly, starting and finishing in the correct place
- Leave appropriate sized spaces between words

Can you write some questions for a family member using the question mark?



How about writing some exclamation sentences using the exclamation mark - !