

Why do we have special days on the calendar?



SCIENCE- What do plants animals and humans need?

OBJECTIVES

END OF YEAR EXPECTATIONS

- To understand animals and humans.
- To investigate living things.
- To work scientifically.

- Ask simple questions.
- Identify and classify.
- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.
- Use observations and ideas to suggest answers to questions.
- Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Identify how humans resemble their parents in many features.
- Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

HISTORY/GEOGRAPHY-WHY DO WE HAVE SPECIAL DAYS ON THE CALENDAR?

RE - Meanings within Diwali, Hannukkah and Christmas (linked to our topic work)

OBJECTIVES

END OF YEAR EXPECTATIONS

- To investigate and interpret the past
- To communicate historically
- To understand chronology

- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Place events and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives
- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- To find England and London on a map of the UK

OBJECTIVES

END OF YEAR EXPECTATIONS

- To understand beliefs and teachings.
- To understand practices and lifestyles.
- To understand how beliefs are conveyed.
- To reflect.

- Describe some of the main festivals or celebrations of a religion.
- Recognise, name and describe some religious artefacts, places and practices.
- Name some religious symbols.
- Explain the meaning of some religious symbols.

ART – Festival Art (linked to Topic)

PE-Multi-Skills and Playground games

OBJECTIVES

END OF YEAR EXPECTATIONS

- Respond to ideas and starting points.
- Explore ideas.
- Explore different methods and materials as ideas develop.
- Use thick and thin brushes.
- Add white to colours to make tints and black to colours to make tones.
- Draw lines of different sizes and thickness.
- Colour own work neatly following the lines.
- Show pattern and texture by adding dots and lines.
- Show different tones by using coloured pencils.
- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

- To be able to develop ideas and say what they think and feel
- To be able to master different techniques
- To use experiences and ideas as the inspiration for artwork
- To share ideas using drawing, sketching and painting.
- To identify and explore a variety of techniques.
- To learn about the work of a range of artists, artisans and designers.
- identify the successful parts of their work and explain why they think these parts are successful.
- Identify what they might change or improve.

Multi-skills

Playground games

OBJECTIVE:

- To develop practical skills in order to participate, compete and lead a healthy lifestyle.

END OF YEAR EXPECTATIONS:

- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Develop tactics.
- Lead others when appropriate.

OBJECTIVE:

- To develop practical skills in order to participate, compete and lead a healthy lifestyle.

END OF YEAR EXPECTATIONS:

- To develop tactics.

PHSE – Who is special to us?

MUSIC – Rhythm In The Way We Walk and Banana Rap

COMPUTING – Brilliant Beebots and Perfecting Programming

In this unit of work, pupils will learn:

- that family is one of the groups they belong to, as well as, for example, school, friends, clubs
- about the different people in their family / those that love and care for them
- what their family members, or people that are special to them, do to make them feel loved and cared for
- how families are all different but share common features – what is the same and different about them
- about different features of family life, including what families do / enjoy together

We will be following the Charanga music scheme.  
This activity focuses on the concepts of pulse, rhythm and pitch.

OBJECTIVES:

understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions