



This topic is designed to develop the children's awareness of the natural world, but with a particular focus on plant life and preparing them to understand about their relationship to animals. They will be looking out for the animals in and around our garden allotment and school grounds and studying a range of non-fiction texts about minibeasts; learning about the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and their own locality; develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world.

A study of the natural world from plant life and animals to continents and oceans

## SUBJECT AREAS

### SCIENCE

- To ask simple questions based on a situation
- Select appropriate equipment to test things out
- To observe closely, using simple equipment
- To perform simple tests
- To observe and measure changes over time
- To compare and contrast differences
- To gather and record data to help in answering questions
- Explore and create diagrams, drawings and physical models
- To use pictograms and simple tables
- To describe and explain what has happened or been observed
- To use their observations and ideas to suggest answers to questions
- To analyse by comparing numerical data
- To ask new simple questions from looking at answers
- To suggest improvements to tests
- To evaluate the effectiveness of observations
- To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees in nature walks
- Identify and describe the basic structure of a variety of common flowering plants, including trees
- 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

### GEOGRAPHY

- To answer some questions using different resources, such as books, world maps, the internet and atlases
- To use 4 point compass directions and the language of North, South, East and West to describe a location
- To name and locate the continents and oceans of the world.
- To locate the continent we live in and describe some of the key features.
- To understand the location of hot and cold countries around the world.
- To explain the main features of a hot and cold place
- To find the longest and shortest route using a map
- To understand how a journey can be made around the world.
- To observe aerial photographs.

<b>COMPUTING</b>	<ul style="list-style-type: none"> <li>• To create and manipulate text.</li> <li>• To become more familiar with using a keyboard and mouse to enter and remove text.</li> <li>• To develop their ability to find and use the keys on a keyboard in order to create digital content.</li> <li>• How to change the look of their text, justifying their reason for making these changes.</li> <li>• Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.</li> <li>• Use technology safely and respectfully, keeping personal information private.</li> </ul>
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<b>MUSIC</b>	<ul style="list-style-type: none"> <li>• Sing with a sense of awareness of pulse and control of rhythm.</li> <li>• Recognise phrase length and know when to breathe</li> <li>• Follow pitch movements with their hands and use high low and middle voices</li> <li>• Respond physically when composing music</li> <li>• Respond physically when appraising music, identify well-defined musical features</li> <li>• Accompanying a chant or song by clapping the pulse</li> <li>• Play and sing a phrase from dot notation</li> <li>• Recognise the need for performance and audiences</li> <li>• Perform together and follow instructions that combine the musical element</li> </ul>
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<b>PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"> <li>• To describe how my body feels before, during and after an activity</li> <li>• To show how to exercise safely</li> <li>• To understand why being active is good for them</li> <li>• To be discussed in all physical lessons.</li> <li>• To copy and repeat actions and skills</li> <li>• To move with control and care</li> <li>• To repeat and explore actions with control and coordination</li> <li>• To catch with both hands developing hand-eye coordination</li> <li>• To kick and control a ball in different ways</li> <li>• To hit a ball with a bat or racquet</li> <li>• To throw a ball in different ways</li> <li>• To pass and receive a ball in different ways with increasing control</li> <li>• To decide where the best place to be is during a game</li> <li>• To participate and use simple tactics in a game</li> <li>• To follow rules of a variety of simple team games</li> </ul>
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<b>DESIGN TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• To explain what the product is for, and how it will work</li> <li>• Use pictures and words to plan</li> <li>• To have own ideas and plan what to do next</li> <li>• To work in a safe and hygienic manner</li> <li>• To make suggestions as to what I need to do next</li> <li>• Understand which tools they are using and why</li> <li>• To choose suitable materials and explain choices depending on characteristics.</li> <li>• To think of interesting ways to decorate food</li> <li>• To cut, peel and grate safely, with support</li> <li>• To talk about my work, linking it to what I was asked to do</li> <li>• To talk about things that other people have made</li> <li>• To describe what went well, thinking about design criteria</li> <li>• To talk about what I would do differently if I were to do it again and why</li> <li>• To evaluate how good existing products are</li> </ul>
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<b>RELIGIOUS EDUCATION</b>	<ul style="list-style-type: none"> <li>• To identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives</li> <li>• To begin to name the different beliefs and practices of Christianity and at least one other religion (Sikhism)</li> <li>• To respond to some of the religious and moral stories from the bible and at least one other religious text, special book other than Christianity</li> <li>• Pupils begin to use key words/vocabulary related to Christianity and at least one other religion</li> <li>• To ask or respond to questions about what individuals and faith communities do</li> <li>• To talk about and find meanings behind different beliefs and practices</li> <li>• To suggest meanings of some religious and moral stories</li> <li>• To reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness</li> <li>• To reflect on how spiritual and moral values relate to their own behaviour</li> <li>• To recognise that religious teachings and ideas make a difference to individuals, families and the local community</li> </ul>
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