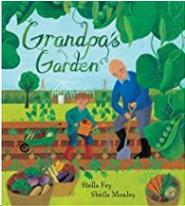


Subject	Learning
English Cross Curricular	<ul style="list-style-type: none"> Explanation text of science investigation.
Class Texts	<ul style="list-style-type: none"> 'Grandpa's Garden' by Stella Fry and Sheila Moxley 
Mathematics Cross Curricular	<ul style="list-style-type: none"> Grouping and sorting animals. Use of branching diagrams to identify creatures.
History	Covered in depth in other topics.
Geography	<ul style="list-style-type: none"> Investigate habitats around the world and how different plants and animals are suited to living in them. Fieldwork skills - bug hunt in school grounds and tallying bugs that are found. Simple mapping skills using digital maps.
Art	<ul style="list-style-type: none"> Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings – nature rubbings in different habitats.
RE	<ul style="list-style-type: none"> Easter Day (Christianity): What happens in the Easter story? How do Christians celebrate Easter? What does the Easter story teach us?
Science	<ul style="list-style-type: none"> Understand that animals, including humans, have offspring which grow into adults – adult animals and their babies. Describe the basic needs of animals, including humans, for survival (water, food and air). Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Observe and describe how seeds and bulbs grow into mature plants – grow daffodil bulbs and measure growth.
Working Scientifically	<ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum. What do plants need to grow well? Use simple equipment to observe closely including changes over time – observing the growth of cress over time in different conditions using rulers. Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways. Perform simple comparative tests growing cress in different conditions.

	<ul style="list-style-type: none"> Identify, group and classify – naming fruits and grouping according to the climate in which they grow linked to making fruit kebabs. Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns. Gather and record data to help in answering questions including from secondary sources of information.
PE	Ball games (throwing and catching) <ul style="list-style-type: none"> To learn skills for playing striking and fielding games. To position the body to strike a ball. To develop catching skills. To throw a ball for distance. To practice throwing skills in a circuit. To play a game fairly and in a sporting manner. To use fielding skills to play a game.
PE with Premier Sports	Animal dance <ul style="list-style-type: none"> To dance imaginatively. To copy and remember actions. To change rhythm, speed, level and direction. To repeat and explore actions in order to dance with control and co-ordination. To make a sequence by linking sections together. To link some movement to show a mood or feeling. To talk about what is different between what they did and what someone else did. To evaluate their dance to say how they would improve.
Computing	<ul style="list-style-type: none"> Use technology safely and keep personal information private. Sort and classify a group of objects by answering questions. Collect data using tick charts or tally charts. Use simple charting software to produce pictograms and other basic charts. Take, edit and enhance photographs – cross curricular with Art & Design – to change photographic images on a computer. Record information on a digital map.
Music	<ul style="list-style-type: none"> Build an understanding of the pulse and internalise it when listening to a piece of music. Use tuned and untuned classroom percussion to play accompaniments and tunes. Experiment with, create, select and combine sounds using the inter-related dimensions of music.
PSHE and RSE	<ul style="list-style-type: none"> Aspirational goals. Persistence and overcoming frustrations - SEAL. Going for Goals – SEAL.
LORIC	<ul style="list-style-type: none"> PiXL LORIC – Resilience: Can I understand the meaning of the term perseverance? I am beginning to realise that sometimes I will need to ask for help when I learn a new skill. I am beginning to continue with an activity/challenge even though it is challenging.
DT	Taught in depth in other topics. <ul style="list-style-type: none"> Understand that all food has to be farmed, grown or caught.
Sustainability	<ul style="list-style-type: none"> Recycling. Single use plastic and reducing use of such materials.
British Values	<ul style="list-style-type: none"> Mutual respect for and tolerance of those with different faiths and beliefs when learning about Easter.

SMSC	<ul style="list-style-type: none"> • Morals around being kind to all creatures, especially when we are disturbing them in their habitats. • Preserving the planet – STEM week.
Themed Weeks	<ul style="list-style-type: none"> • STEM Week – plastics and recycling.
Learning Outside The Classroom	<ul style="list-style-type: none"> • Bug hunts in school grounds - microhabitats in sensory garden and conservation area.