

Subject	Key Learning
RE	<p>The children will know; Jesus rose from the dead and still lives with us. Jesus told the disciples that He would go back to Heaven but promised that the Holy Spirit would come. Jesus returned to heaven and promised to return again and this gives hope. The story of the coming of the Holy Spirit on the Apostles and that the Holy Spirit is promised to us.</p>
Science	<p><b>Living Things and Their Habitats</b></p> <ul style="list-style-type: none"> <li>▪ Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>▪ 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.</li> <li>▪ Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>▪ 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.</li> <li>▪ Different kinds of plants and animals live in different kinds of places.</li> <li>▪ There are different kinds of habitat near school which need to be cared for</li> <li>▪ Habitats provide the preferred conditions for the animals/plants that live there (compare local habitats and less familiar examples).</li> <li>▪ Observe living things in their habitats during different seasonal changes</li> </ul> <p><b>Animals - Animal Survival and Growth</b></p> <ul style="list-style-type: none"> <li>▪ Notice that animals have offspring which grow into adults.</li> <li>▪ Find out about and describe the basic needs of animals for survival (water, food and air).</li> </ul>
Geography	<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>▪ Identify seasonal and daily weather patterns in the United Kingdom</li> <li>▪ Use basic geographical vocabulary to refer to key <b>physical</b> features including season and weather.</li> </ul> <p><b>Enquiry and Investigation</b></p> <ul style="list-style-type: none"> <li>▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment <i>e.g. 'What is the weather like here?'</i></li> <li>▪ Investigate through observation and description.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</li> </ul> <p>Use maps and other images to talk about everyday life <i>e.g. where we live etc.</i></p> <p><b>Use of ICT/technology</b></p> <ul style="list-style-type: none"> <li>▪ Use simple electronic globes/maps <i>e.g. Google Earth, Barefoot Atlas app.</i></li> <li>▪ Add simple labels to a digital map <i>e.g. Digimap for Schools.</i></li> <li>▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</li> </ul>

<p><b>Art and Design</b></p>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>▪ Use a variety of tools and techniques including different brush sizes and types.</li> <li>▪ Mix and match colours to artefacts and objects.</li> <li>▪ Work on different scales.</li> <li>▪ Name different types of paint and their properties e.g. watercolour, ready mix.</li> <li>▪ Identify primary and secondary colours by name.</li> <li>▪ Mix primary shades and tones.</li> <li>▪ Mix secondary colours.</li> </ul> <p><b>Evaluating and Developing Work</b></p> <ul style="list-style-type: none"> <li>▪ Review what they and others have done and say what they think and feel about it.</li> </ul> <p>Identify what they might change in their current work or develop in future work.</p>
<p><b>PE</b></p>	<p><b>Fundamental Movement Skills</b></p>
<p><b>Computing</b></p>	<p>Understand that animation is a sequence of still images.</p> <ul style="list-style-type: none"> <li>▪ Know how to take images appropriately and responsibly.</li> <li>▪ Understand how the mood of a piece can easily be changed through use of text, graphics and sound.</li> <li>▪ Begin to understand that images, sounds and text can be subject to copyright.</li> <li>▪ Start to understand that content needs to be changed according to the audience.</li> <li>▪ Understand the importance that files need to be organised and named appropriately and accurately.</li> </ul> <p>Know what the term multimedia means.</p> <ul style="list-style-type: none"> <li>▪ Use technology safely.</li> <li>▪ Keep personal information safe.</li> <li>▪ Use technology respectfully.</li> <li>▪ Recognise situations involving content and contact that are not safe (e.g. in emails, text messages, videos) and know where to go for help.</li> <li>▪ Minimise screen; turn off the monitor, or use back buttons to return to the home page if anything inappropriate appears on the screen.</li> </ul> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Know what it means to use technology safely.</li> <li>▪ Understand what is meant by personal information.</li> <li>▪ Understand how to keep personal information safe online.</li> <li>▪ Know the rules for keeping safe online.</li> <li>▪ Understand that personal information, e.g. email address, usernames, passwords, home address or telephone number should not be shared, either online or offline, without a trusted adult's permission.</li> <li>▪ Know that they should not ask to meet anybody from the online world in the offline world.</li> <li>▪ Know and abide by the school's rules for keeping safe online (age appropriate).</li> <li>▪ Understand that technology should be used respectfully.</li> </ul> <p>Know where to go for help and support when they have concerns</p>