

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>Electricity</p> <ul style="list-style-type: none"> ▪ Explore and record simple circuits ▪ Compare the way devices work within circuits ▪ Suggest why a bulb might not work in a circuit ▪ Observe and describe similarities and differences between lights ▪ Compare brightness of lights and suggest reasons for differences ▪ Know how to keep safe when using electricity ▪ Know about the sources of electricity and the difference between mains and battery <p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> ▪ 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. ▪ Different kinds of plants and animals live in different kinds of places. ▪ There are different kinds of habitat near school which need to be cared for ▪ Habitats provide the preferred conditions for the animals/plants that live there (compare local habitats and less familiar examples). ▪ Observe living things in their habitats during different seasonal changes <p>Animals - Animal Survival and Growth</p> <ul style="list-style-type: none"> ▪ Notice that animals have offspring which grow into adults. ▪ Find out about and describe the basic needs of animals for survival (water, food and air).
Geography	<p>Locational Knowledge</p> <ul style="list-style-type: none"> ▪ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (<i>e.g. on a weather map</i>). <p>Human and Physical Geography</p> <ul style="list-style-type: none"> ▪ Identify seasonal and daily weather patterns in the United Kingdom ▪ Use basic geographical vocabulary to refer to key physical features including season and weather. <p>Mapping</p> <ul style="list-style-type: none"> ▪ Use a range of maps and globes (including picture maps) at different scales.

	<ul style="list-style-type: none"> ▪ Know that maps give information about places in the world (where/what?). ▪ Begin to realise why maps need a key. <p>Enquiry and Investigation</p> <ul style="list-style-type: none"> ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment <i>e.g. 'What is the weather like here?'</i> ▪ Investigate through observation and description. <p>Communication</p> <ul style="list-style-type: none"> ▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. <p>Use maps and other images to talk about everyday life <i>e.g. where we live etc.</i></p> <p>Use of ICT/technology</p> <ul style="list-style-type: none"> ▪ Use simple electronic globes/maps <i>e.g. Google Earth, Barefoot Atlas app.</i> ▪ Add simple labels to a digital map <i>e.g. Digimap for Schools.</i> ▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.
Art and Design	<p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Record and explore ideas from first hand observations. <p>Drawing</p> <ul style="list-style-type: none"> ▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, charcoal, ballpoints, chalk. ▪ Control the types of marks made with the range of media. ▪ Name, match and draw lines/marks from observations. ▪ Invent new lines. ▪ Draw on different surfaces/scales with a range of media. ▪ Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.