Subject	Key Learning
Religious Education	**The Mass –** children will learn about the events of the mass and their importance. They will focus on the readings and why we should listen carefully to them, the offertory where we offer gifts to god and know that at the consecration the bread and wine are changed into Jesus. They will know about some religious signs and symbols
Science	**Plants: Plant Growth** ▪ 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 *(and how changing these affects the plant)*. ▪ Plants are living and eventually die. **Note:** Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them. **Health: How We Grow and Stay Healthy** ▪ Describe the importance for humans of eating the right amounts of different types of food. **Pupils Might Work Scientifically** ▪ By **observing** and **recording**, with some accuracy, the growth of a variety of plants as they **change over time** from a seed or bulb. ▪ By **observing** similar plants at **different stages** of growth. ▪ By **setting up a comparative test** to show that plants need light and water to stay healthy. ▪ By **observing, through video or first-hand observation** and **measurement**, how humans grow. ▪ By **recording** their findings using charts. ▪ By **asking questions** about what humans need to stay healthy. ▪ By **suggesting ways to find answers to their questions**.
Design and technology	**Evaluation of Existing Products** ▪ Explore existing products and investigate how they have been made. ▪ Decide how existing products do/do not achieve their purpose. **Focused Tasks: Food** ▪ Develop a food vocabulary using taste, smell, texture and feel. ▪ Group familiar food products e.g. fruit and vegetables. ▪ Explain where food comes from. ▪ Cut, peel, grate, chop a range of ingredients. ▪ Work safely and hygienically. ▪ Understand the need for a variety of foods in a diet. ▪ Measure and weigh food items, non statutory measures e.g. spoons, cups. **Design** ▪ Use pictures and words to convey what they want to design/make. ▪ Propose more than one idea for their product. ▪ Select appropriate technique explaining: First… Next… Last… ▪ Select pictures to help develop ideas. ▪ Use drawings to record ideas as they are developed. ▪ Add notes to drawings to help explanations. ▪ Describe their drawings of ideas and intentions. **Make** ▪ Discuss their work as it progresses. ▪ Select ingredients (materials) from a limited range that will meet the design criteria. ▪ Select and name the tools needed to work the ingredients (materials). ▪ Explain what they are making. ▪ Explain which ingredients (materials) they are using and why.

	▪ Name the tools they are using. ▪ **Evaluation (of their Finished Product)** ▪ Note changes made during the making process as annotation to plans/drawings. ▪ Talk about their design as they develop and identify good and bad points. ▪ Say what they like and do not like about items they have made and attempt to say why. ▪ Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user. be what they need to do next.
Art and Design	**Exploring and Developing Ideas** ▪ Record and explore ideas from first hand observations. ▪ Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. ▪ Record and explore ideas from first hand observations. **Drawing Skills** ▪ 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. ▪ Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. **Painting** ▪ Use a variety of tools and techniques including different brush sizes and types. ▪ Mix and match colours to artefacts and objects. ▪ Work on different scales. ▪ Name different types of paint and their properties *e.g. watercolour, ready mix.* ▪ Identify primary and secondary colours by name. **Printing** ▪ Build repeating patterns and recognise pattern in the environment. ▪ Create simple printing blocks with press print. ▪ Design more repetitive patterns. **Evaluating** ▪ Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work.
Computing	**Data handling** **Skills** ▪ Develop classification skills by carrying out sorting activities. ▪ Use simple graphing software to produce pictograms and other basic tables, charts or graphs. ▪ Use graphing software to enter data and change a graph type, e.g. pictogram to bar chart. ▪ Interpret the graphs, discuss the information contained and answer simple questions. ▪ Sort and classify a group of items by asking simple yes / no questions. This may take place away from the computer, e.g. a 'Guess Who' game. ▪ Use a branching database program to sort and identify items. ▪ Use basic search tools in a prepared database to answer simple questions e.g. how many children have brown hair? **Knowledge and Understanding** ▪ Understand that IT can be used to sort items and information. ▪ Understand that IT can be used to create and display charts and graphs. ▪ Understand that IT can be used to add to and change charts and graphs quite easily. ▪ Begin to understand that unless data has been entered accurately it cannot be used to provide correct answers to questions.

PE	Athletics- Master basic movements including running, jumping, throwing and catching. To develop balance, agility and coordination and begin to apply in a range of activities. To develop ways to travel, balance, jump and roll. To link actions into a simple sequence.