

Subject	Key Learning
<p>R.E God the Father</p>	<p>Themes: The Dignity of the Human Person</p> <p>Family and Community</p> <p>Sacraments of initiation</p> <p>(The Kingdom of God) Creation/Stewardship (Harvest)</p> <p>Children will learn: We are all different and amazing/God loves us all equally. We are all part of a community/We look after and care for each other</p> <p>Signs and symbols of baptism.</p> <p>What it means to belong to a church family reflect on what we do together in Church the responses for the readings at Mass. Learn interdependence with God's creation Making good choices Know that God made us but the first people made some wrong choices</p>
<p>Science Animals</p>	<ul style="list-style-type: none"> ▪ Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. ▪ Identify and name a variety of common animals that are carnivores, herbivores and omnivores. ▪ Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets). ▪ Find out and describe how animals look different to one another. ▪ Group together animals according to their different features. ▪ Recognise similarities between animals: <ul style="list-style-type: none"> - structure: head, body, way of moving, senses, body covering, tail. ▪ Animals have senses to explore the world around them and to help them to survive. ▪ Recognise that animals need to be treated with care and sensitivity to keep them alive and healthy. ▪ Animals are alive; they move, feed, grow, use their senses and reproduce.
<p>Geography</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> ▪ Name and locate the world's the seven continents and five oceans. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> ▪ Identify seasonal and daily weather patterns in the United Kingdom. ▪ Identify the location of hot and cold areas of the world in relation to

	<p>the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ▪ Key physical features, including: land, sea, ocean, season and weather. ▪ Key human features, including: city, town, village. ▪ Use a range of maps and globes (including picture maps) at different scales. ▪ Know that maps give information about places in the world (where/what?). ▪ Locate land and sea on maps. <p>Enquiry and Investigation</p> <ul style="list-style-type: none"> ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world. ▪ Recognise differences between their own and others' lives. <p>Communication</p> <ul style="list-style-type: none"> ▪ Speak and write about, draw, observe and describe simple geographical concepts. ▪ Use basic geographical vocabulary. <p>Use of ICT/Technology</p> <ul style="list-style-type: none"> ▪ Use simple electronic globes/maps. ▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.
Art and Design	<p>Drawing</p> <ul style="list-style-type: none"> ▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. ▪ Control the types of marks made with the range of media. ▪ Observe and draw shapes from observations. ▪ Invent new shapes (e.g. icebergs). ▪ Investigate tone by drawing light/dark lines, light/dark shapes. <p>3-d Clay</p> <ul style="list-style-type: none"> ▪ Manipulate malleable materials in a variety of ways including rolling and kneading. ▪ Manipulate malleable materials to make a sculpture. ▪ Change the surface of a malleable material. ▪ Understand the safety and basic care of materials and tools. <p>Painting</p> <ul style="list-style-type: none"> ▪ Use a variety different brush sizes and types. ▪ Mix and match colours to objects. ▪ Work on different scales. ▪ Name different types of paint and their properties; e.g. watercolours/ready mix. ▪ Identify primary and secondary colours by name. ▪ Mix primary shades and tones.

	<p>Evaluating</p> <ul style="list-style-type: none"> ▪ 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.
<p>Computing</p>	<p>Create, manage and manipulate digital content Text and images</p> <p>Skills</p> <ul style="list-style-type: none"> ▪ On a range of devices: <ul style="list-style-type: none"> - Develop correct use of the keyboard (e.g. spacebar, backspace, delete, shift (not caps lock) and enter keys). - Add captions to photos and graphics. - Select text appropriately e.g. highlighting or clicking text to select. - Make simple changes to text e.g. colour, style and size. - Select text from word lists (if necessary). - Select appropriate images to add to work. - Word process short texts directly onto the computer (i.e. do not just copy up handwritten work). - Navigate round text in a variety of ways e.g. mouse, arrow keys, touch, when editing work. ▪ Save and store work in an appropriate area, and be able to print, retrieve and amend it. ▪ Begin to add different forms of media together e.g. text and images in blogs or word processing documents. ▪ Talk about their use of graphics package and their choice of tools. <p>Knowledge</p> <ul style="list-style-type: none"> ▪ Know that text can be different colours, sizes and styles and that these can easily be changed. ▪ Know that technology can be used to communicate ideas in different ways, e.g. text, images, tables and sound. ▪ Understand there are a variety of tools in graphics packages, each fulfilling a different purpose. ▪ Know the importance of giving an appropriate name to files. ▪ Know that files can be stored in folders and how the structure of the directory is ordered. ▪ Understand that files can be retrieved from their location and edited. ▪ Understand the differences between a graphics package and paper based art activities. <p>Digital literacy - eSafety opportunity</p> <p>Skills</p> <ul style="list-style-type: none"> ▪ Use technology safely. ▪ Minimise screen, turn off the monitor, or use back buttons to return to the home page if anything inappropriate appears on the screen. ▪ Recognise situations involving content and contact that are not

safe, (e.g. in emails, text messages, videos) and know where to go for help.

Knowledge

- Know what it means to use technology safely.
- Know where to go for help and support when they have concerns about content they have seen on the internet or other technologies.
- Know where to go for help and support when they have concerns about contact on the internet or other technologies.