

Our Wonderful World

Key Vocabulary:

physical characteristics, vertebrates, backbone, invertebrates, kingdom, fungi, bacteria, single celled organisms, species, similarities, classification key, identify, survive, climate, endangering, offspring, reproduce

Economy, natural resources, energy, minerals, climate zone, biome, vegetation belt, The Water Cycle, precipitation, condensation, evaporation and surface run off

Science:

Habitats

- Identify the seven life processes.
- Recognise that living things can be grouped in a variety of ways.
Discuss criteria for grouping, sorting and classifying and begin to use simple keys
- Explore and use classification keys to help group
Discuss criteria for grouping, sorting and classifying and begin to use simple keys
- Explore and name a variety of living things in their local and wider environment.
Begin to make systematic careful observations and, where appropriate take accurate measurements.
Gather, record and begin to classify and present data in various ways to help answer questions.
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Gather, record, classify and present data in various ways to help answer questions.
- Recognise that environments can change and that this can sometimes pose dangers to living things.
Begin to use straightforward scientific evidence to answer questions or support their findings.
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Key Dates:

Thursday 6th March – World Book Day. Dress up as a character.

Monday 10th March – Science Week

Wednesday 12th March – Class Assembly 2.50pm

Friday 21st March – National Poetry Day



Computing:

Data and Information

- Create questions with yes/no answers
- Identify the attributes needed to collect data about an object
- Create a branching database
- Explain why it is helpful for a database to be well structured
- Plan the structure of a branching database
- Independently create an identification tool

- Explain that data gathered over time can be used to answer questions
- Use a digital device to collect data automatically
- Explain that a data logger collects 'data points' from sensors over time
- Recognise how a computer can help us analyse data
- Identify the data needed to answer questions
- Use data from sensors to answer questions

Music:

Selecting descriptive sounds to accompany a poem.

Creating a musical re-telling of a poem

Singing in two-part harmony.

Accompanying a song with a melodic ostinato.

Exploring timbre to create a descriptive piece of music.

Learning about ternary form.

Singing a song with expression.

Choosing timbre to make an accompaniment.

Combining chants and sound pictures in a class performance in rondo structure.

PE:

Football with Mrs Keane

- Stop the ball with my feet.
- Stop the ball with my feet.
- Pass the ball with the inside of my feet.
- Pass the ball in different ways with increased accuracy.
- Move with the ball.
- Dribble the ball using my feet, both if possible.
- Make a standing tackle.
- Tackle safely and effectively.
- Shoot a stationary football.
- Shoot a football with success.
- Participate in games controlling the ball.
- Use tactics in games.

Basketball with Miss Nairn

- Pass/ send a ball with increasing accuracy.
- Pass and send a ball in different ways and speeds.
- Move with the ball keeping it under control.
- Move with the ball keeping it under control whilst changing direction.
- Pass the ball in different ways.
- Work well as part of a team.
- Move with purpose.
- Find and use space well to keep possession.
- Begin to think about tactics in games.
- Shoot and score with some success.
- Play in small-sided games, employing simple tactics.
- Participate in games recognising good performances.

Art and Design:

Textiles

- Use finishes to edge fabric or add detail, e.g. blanket stitch, cross stitch
- Develop own collage by painting a range of papers with tints/ tones of one colour or patterns.
- Start to combine own and found collage pieces.
- Begin to think critically about how and why art is made.
- Understand that layering fabrics is called applique.
- Using a base, add a range of fabrics using applique and different stitches. (e.g. a sock puppet).
- Consider patterns and textures for effect.
- Observe the technique of felting online. Experiment with the technique if possible
- Use own and found paper collage to produce still life images.
- Add mixed media, e.g. pencil crayon/ water colour.
- Be able to express an opinion about different works of art, craft and design and think critically



Geography:

Human Geography

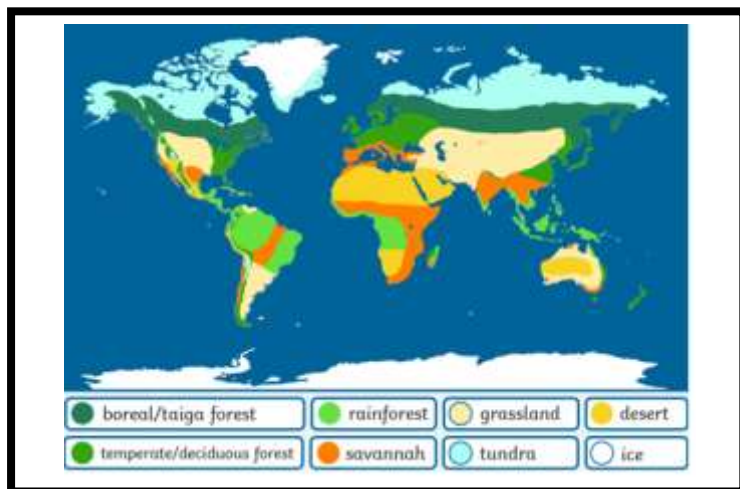
- To describe and understand the distribution of natural resources – energy.
- To describe and understand the distribution of natural resources – food.
- To describe and understand the distribution of natural resources – minerals and water.

Physical Geography

- To understand world biomes.
- To describe and understand vegetation belts.
- To describe and understand world climate zones.
- To describe and understand the water cycle.

Geographical Skills

- Use atlases, maps, globes, satellite images and begin to use digital mapping to locate countries studied.
- Zoom in and out of a digital map
- Accurately use 4-figure grid references to locate features on a map in regions studied.
- Use atlases, maps, globes and begin to use digital mapping to recognise and describe physical features and human features in countries studied
- Find countries and features of countries in an atlas using contents and index



Religious Education:

Expressions of Easter

The Cross - What is the significance of the cross throughout the Easter story?

Recall the key events associated with Holy Week from Palm Sunday to Easter Day. Why is the Friday called 'Good Friday'?

Share through music, songs and dramas.

How do Christians remember and relive the events of Holy Week?

How does Christian music communicate feelings at Easter time?

Contrast this with Jesus' entry to Jerusalem on Palm Sunday.

Focus on different kinds of crosses and the Crucifixion.

How is the Crucifixion of Jesus depicted in works of art?

RSHE:

In our Environment

- Understand the meaning of Danger, Risk, hazard
- Know the good habits for looking after my body
- Know the facts and science relating to allergies, immunisation and vaccinations
- Recognise when I need help, who and how to call for help
- Know some basic First Aid and who to call for help

Fire Safety

- If you spot a fire, know what to do and how to call for help
- Identify fire hazards in my home, school, and environment
- Know what to do when the fire alarm sounds at home

Transport Safety

- Know it is my responsibility to use a car seat, if appropriate, and wear a seat belt
- Know it is my responsibility to behave appropriately when a passenger in a car