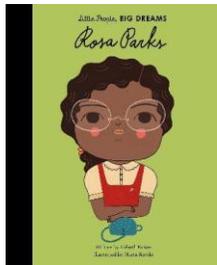


<p><b><u>History</u></b>  <b><i>How have toys changed?</i></b>  Knowledge:</p> <ul style="list-style-type: none"> <li>• Discuss their favourite toy using language related to the past.</li> <li>• Ask questions about toys in the past.</li> <li>• Make comparisons between toys in the past and present.</li> <li>• Sequence artefacts from different periods of time.</li> <li>• Identify changes between teddy bears today and those from 100 years ago.</li> <li>• Describe how toys have changed over time.</li> </ul>	<p><b><u>Science</u></b>  <b><i>Seasons</i></b>  Knowledge:</p> <ul style="list-style-type: none"> <li>• Observe changes across the 4 seasons</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b><i>Plants</i></b>  Knowledge:</p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<p><b><u>Geography</u></b>  <b><i>What is the weather like in the UK?</i></b>  Knowledge:</p> <ul style="list-style-type: none"> <li>• Name and locate the four countries on a map of the UK.</li> <li>• Identify the country they live in.</li> <li>• Identify the four seasons and the current season and describe some seasonal changes.</li> <li>• Identify the four compass directions.</li> <li>• Identify that the arrow on a compass always shows north.</li> <li>• Use the compass directions to describe the location of features.</li> <li>• Observe and describe daily weather patterns.</li> <li>• Suggest appropriate clothing and activities for each season.</li> </ul>
<p><b><u>Computing</u></b>  <b>Video Creation</b></p> <ul style="list-style-type: none"> <li>• Creating our own video.</li> </ul>	<p style="text-align: center;"><b>Rosa Parks</b>  <b>Spring Curriculum</b></p> 	<p><b><u>Music</u></b>  <b><i>In the Groove!</i></b></p> <ul style="list-style-type: none"> <li>• Listen and appraise</li> <li>• Performance</li> </ul>

<p><b><u>PSHE</u></b>  <b><i>Morris the Mankiest Monster</i></b></p> <ul style="list-style-type: none"> <li>• I can tell you how some diseases are spread and can be controlled.</li> <li>• I can tell you the importance of personal hygiene.</li> <li>• I can tell you the importance of brushing my teeth in the morning and evening.</li> <li>• I can describe the right choices to make to live a healthy lifestyle e.g. healthy food, rest, exercise, brushing teeth, water.</li> <li>• I can tell you the consequences of not making the right choices to live a healthy lifestyle. e.g. I will feel unwell, tired, lack of vitamins</li> </ul> <p><b><i>Look Up</i></b></p> <ul style="list-style-type: none"> <li>• I can tell you what makes me individual. I can tell you what my strengths are.</li> <li>• I can teach someone else something I am good at.</li> <li>• I can tell you some of the effects of spending too much time on devices.</li> <li>• I can tell you how to keep safe on the roads.</li> </ul>	<p><b><u>Art</u></b>  <b><i>Monochromatic – What is drawing</i></b></p> <p><b>Practical Knowledge</b> – Pupils will know the definition of line and shape and begin to understand the concept of value, know how to use a pencil and have explored pressure and grip.</p> <p><b>Theoretical Knowledge</b> – Pupils will learn about artists' work worldwide, knowing art can be displayed in galleries.</p> <p><b>Disciplinary Knowledge</b> – Pupils will consider some of the reasons people draw or create art, begin to describe art with appropriate vocabulary, and begin to understand that art can cause an emotional response.</p>	<p><b><u>R.E</u></b>  <b><i>What do religions/worldviews say about our wonderful world?</i></b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Our wonderful world is made up of natural and human made things.</li> <li>• Some people believe that the world was made or created, some people believe it just happened over time.</li> <li>• We can be proud of the things we have created.</li> <li>• Christians and Jews tell the story of Creation from the Bible.</li> <li>• God told the humans to look after the world. This is called stewardship.</li> <li>• There are many similarities in the creation stories.</li> <li>• Humanists believe that living a good life also means we can make a difference to help our wonderful world.</li> </ul>
<p><b><u>P.E</u></b>  <b><i>Dance</i></b></p> <ul style="list-style-type: none"> <li>• Perform dances using simple movement patterns.</li> </ul> <p><b><i>Handball</i></b></p> <ul style="list-style-type: none"> <li>• Participate in team games, developing simple tactics for attacking and defending</li> </ul>	<p><b><u>Design Technology</u></b>  <b><i>Textiles - Puppets</i></b></p> <ul style="list-style-type: none"> <li>• Join fabrics together using pins, staples or glue.</li> <li>• Design a puppet and use a template.</li> <li>• Join their two puppets' faces together as one.</li> <li>• Decorate a puppet to match their design.</li> </ul>	