

Myths and legends

<p>Science</p> <p>Plants</p> <ul style="list-style-type: none"> -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 <p>Living and non -living things</p> <ul style="list-style-type: none"> - Explore and compare the differences between things that are living, dead, and things that have never been - 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 Identify and name a variety of plants and animals in their habitats, including microhabitats -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 <p>Working scientifically</p> <ul style="list-style-type: none"> -Asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment -Identifying and classifying 	<p>Geography</p> <ul style="list-style-type: none"> -Devise a simple map and create a key using basic symbols -Follow a route and directions on a map -Introduce a plan view -Use an atlas to locate places -Find land/sea on globe -Use large scale OS maps -Use a children’s atlas 	<p>History</p>
<p>Art and design</p> <ul style="list-style-type: none"> -To draw and paint a range of artists -To use drawing and painting to develop and share their ideas -Develop a range of techniques using colour, pattern, 	<p>Design Technology</p>	<p>Computing</p> <p>Communication and Collaboration</p> <ul style="list-style-type: none"> -Compare all the different ways that messages can be sent and start to consider their advantages and disadvantages

<p>texture, shape, form and space - Know about works of artists (explore own class)</p>		<p>-Contribute and discuss ideas to compose and respond to class/group/individual e-mails, forums, blogs</p>
<p>French</p>	<p>Religious Education</p>	<p>Music Charanga Musical Scheme of Work To understand the geographical origin of the music and in which era it was composed.</p> <ul style="list-style-type: none"> ● To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch. ● To play the accompanying instrumental parts with or without notated scores (optional). ● To work together in a band/ensemble. ● To develop creativity through improvising and composing within the song. ● To understand and use the first notes of the scale while improvising and composing.
<p>Physical Education -Develop competence to excel in a broad range of physical activities-Are physically active for sustained periods of time -Lead healthy, active lives Indoor – Gum (Unit J) Outdoor – Games (Unit 3, dribbling, kicking and hitting)</p>	<p>Forest School</p>	<p>Stunning start: Robin Hood day Marvellous middle: Fabulous finish: Archery</p>