

<p>Topic Title: Litter Bugs</p>		
<p>Science:</p> <p>To build upon investigation skills and understanding</p> <ul style="list-style-type: none"> -Making simple predictions -Asking questions, suggest ideas or make predictions that can be tested. -Recognising a fair test -With some support and increasing independence carry out a fair test, explaining why it is fair - Recording observations in simple tables - Making accurate measurements - Use bar graphs, tables and charts to present results <p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Animals Including Humans</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Geography: Country Comparison South America and UK</p> <p>Be able to locate North & South America and countries within them.</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures/temperatures in different locations</p> <p>To begin to identify and describe how places can change</p>	<p>History:</p> <p><i>To investigate and interpret the past:</i></p> <p>Using evidence to ask questions and find answers to questions about the past. (historical timelines, London in the past, key London figures)</p> <p>Using more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Suggesting suitable sources of evidence for historical enquiries.</p> <p><i>To build an overview of world history</i></p> <p>Describing the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><i>To communicate historically</i></p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p>

<p>Art and design: Andy Goldsworthy & Printing Create collages using various skills such as coiling, overlapping to create effect. Develop precise cutting skills. Use mosaic and montage. Use tessellation and other patterns in my collage. Use my cutting skills to produce repeated patterns. Look at mosaic, montage and collage from other cultures.</p> <p>Make my own printing blocks and experiment with different materials. Make a one coloured print. Build up layers of colours to make prints of 2 or more colours. Know how printing is used in the everyday life of designers or artists. Compare the methods and approaches of different designers in their print techniques. Explore printing from other cultures and time periods</p>	<p>Design Technology: To design, make and evaluate recycled fashion Generating ideas and recognising that my designs have to meet a range of different needs.</p> <p>-Thinking ahead about the order of my work, choosing appropriate tools, equipment, materials, components and techniques.</p> <p>-Ordering and clarifying ideas using labelled sketches and models to communicate the details of my designs.</p> <p>Select ingredients for my food product.</p> <p>Work in a safe and hygienic way.</p> <p>Measure out my ingredients by weight or quantity, using scales where appropriate.</p> <p>My food product is presented to impress the intended user.</p> <p>Describe my food product in terms of taste, texture, flavour and relate this to the intended purpose of the food.</p> <p>My product has been cooked or chilled to change the nature of the raw ingredients.</p> <p>Identify where my evaluations have led to improvements in my products.</p>	<p>Computing: Unit 5: We are communicators -Write an email -Understand how to use emails safely -Create a presentation to email -Edit a presentation with a partner Unit 6:We are opinion pollsters Survey an ICT related topic, review and evaluate</p>
<p>French:</p> <p>Unit 6 Les animaux Naming pets</p>	<p>Religious Education: Life Story of Siddhartha Buddhism Talking about other people's views</p>	<p>Music: Charanga Musical Scheme of Work Unit Five – Three Little Birds A unit of work based around the song by Bob Marley.</p>

<p>Asking and talking about pets</p> <p>Unit 7 Quelle Couleur ? Asking and saying what colour things are Expressing likes and dislikes</p>	<p>Use resources to ask and answer questions Discussing our feelings and those of other people Recognising and respecting that everyone is entitled to their own feelings and experiences Start to make links about how feelings and beliefs can affect my behaviour and those of others</p>	<p>Children will learn about pulse, rhythm and pitch through singing, playing a combination of instruments and making their own compositions. Children will listen and appraise music using technical language. Children will keep a steady pulse Children will understand how pitch, rhythm, tempo, pulse and dynamics affect a piece of music. Unit Six – Reflect, Rewind, Replay A summary unit which revisits the learning throughout the year. Children will listen and appraise the history of music, sing, play and improvise on a range of musical instruments.</p>
<p>Physical Education: Athletics: Run at a speed appropriate to the distance I am running Take a running jump Demonstrate a range of throwing actions using a variety of objects Recognise a change in heart rate, temperature and breathing rate</p>	<p>Forest School: Outdoor learning and experiences include: Moulding and Carving Wood Leaf Exploring Pond Dipping Natural Symmetry Sports week</p>	<p>Stunning start: Eco Friendly Day Marvellous middle: Recycled Catwalk Fabulous finish: Trip to Ashdown forest TBC</p>