

Science	<p>Identify and name a variety of common mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Ask simple questions and recognise they can be answered in different ways.</p>	<p>Identify and name a variety of common amphibians</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Use observations and ideas to suggest answers to questions</p>	<p>Identify and name a variety of common reptiles</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Identify and classify</p>	<p>Identify and name a variety of common birds</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Identify and classify</p>	<p>Identify and name a variety of common fish</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Identify and classify</p>	<p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals including pets)</p> <p>Identify and classify</p>
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History	<p>Historical Enquiry Find answers to the past from simple sources of information. Use words and phrases relating to the passing of time. Place known events and objects in chronological order.</p>					
	<p>Animals from the past What questions do we have? How can we answer them?</p>	<p>Finding out about animals from the past. Answering our questions.</p>	<p>Finding out about animals from the past. Answering our questions.</p>	<p>Finding out about the past – How did we answer our questions?</p>	<p>Placing events in order Creating a time line.</p>	<p>Sharing what we have learnt.</p>
Geog	<p>Taught before ½ term</p>					
DT	<p>Create simple designs. Use pictures and words to describe. Use a range of tools and equipment to preform practical tasks. Ask questions about existing products and those they have made. Build structures exploring how they can be made stronger, stiffer and more stable.</p>					

		Looking at bridges	Designing a bridge for the 3 Goats	Making bridges	Evaluate and improve bridges	Evaluate and ask questions.
Art	Taught before ½ term					
MFL	Listen attentively to spoken language and show understanding by joining in and responding. Describe people, places, things and actions in speech.	Weather	Size and pets	Pets	Numbers to 20	Colours, pets and numbers.
Music	Charanga – Round and Round. Listening and appraising and exploring pulse, rhythm and pitch.					
PE- Outside Friday	Skills Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	L.O: I can catch a bean bag.	L.O: I can catch a small ball.	L.O: I can jump for distance or height.	L.O: I can throw underarm using the correct technique.	L.O: I can throw overarm using the correct technique.
PE – Inside Thursday	Gymnastics L.O: I can travel at different speeds and levels.	L.O: I can travel at different speeds and levels.	L.O: I can perform a starting and ending shape.	L.O: I can link 2 actions with a movement.	No indoor PE this week due to trip on Tuesday.	L.O: I can link 2 actions with a movement.

Computing	Coding Intro to algorithms.	L.O: I can instruct Beebot and Daisy Dinosaur to perform simple algorithms on an I-pad.	L.O: I can instruct Beebot and Daisy Dinosaur to perform simple algorithms on an I-pad.	L.O: I can programme a Beebot to follow instructions and draw a picture.	L.O: I can programme a Beebot to move around an obstacle course.	Beebot activities and games.
RE		Christianity – prayer and worship Engage with the concept of being thankful.	Enquire into what there is to find out about prayer and worship.	Explore what and how and why Christians pray and what worship means.	Evaluate our RE learning about prayer and worship.	Express our RE learning so it can be shared with others.
PSHE	Ongoing - feelings and emotions wall and what makes a good friend.					