

# SPRING TERM

## Space

### SCIENCE - Living things and their habitats and Animals including Humans

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely, using simple equipment.
- Identifying and classifying.
- Use observations and ideas to suggest answers to questions.
- To gather and record data to help in answering questions.
- Explore and compare the differences between things that are living, dead, and things that have never been alive
- 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 other
- 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.
- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### HISTORY

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life and in different periods. They will use a wide vocabulary of everyday historical terms and will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

- Learn about changes within living memory - Moon landing.
- To learn about significant people - Neil Armstrong, Buzz Aldrin and Tim Peake.

### GEOGRAPHY

#### Geographical skills and fieldwork

##### Human and Physical Geography

Use basic geographical vocab to refer to: **Key physical features:** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. **Key human features:** city, town, village, factory, farm, house, office, port, harbour and shop.

#### Locational knowledge

- Use simple compass directions (North, South, East and West) and locational and

directional language to describe the location of features and routes on a map.

- Use aerial photographs and world atlases to identify different countries.
- Identify hot and cold places in the world.
- Understand geographical similarities and differences through studying a small area of Hong Kong and Norfolk.
- Name and locate the world's seven continents.

## COMPUTING

### Twinkl Plan it Computing program and Code for Life - Rapid Router.

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

## Music

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Perform, listen to and review music across a range of historical periods.
- Play tuned and untuned instruments musically.

## Religious Education

- Why do people have different views about the idea of God?
- What is it like to be part of a religious family?

## ART & DESIGN

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Alien's Underpants
- Marble Planet painting
- Drawing/painting planets

## Physical Education

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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
- Participate in team games, developing simple tactics for attacking and defending

- Perform dances using simple movement patterns.

### GetSet4PE program.

- Dance
- Gymnastics

### DESIGN & TECHNOLOGY

- Easter crafts and cooking
- Planet models
- Rocket models
- Aliens

### Cooking and nutrition

- Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.
- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from.

### DESIGN

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate, information and communication technology.

### MAKE

- Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing).
- Explore and use mechanisms in their structures.
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

### EVALUATE

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

## Ongoing Learning Objectives

### ICT

- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.