

Theme: A Child Like Me

Class Topic: Fairy Tales

Science: Pupils should be taught-

Working Scientifically:

Sc1/1.2: Observing closely, using simple equipment.

Sc1/1.5: Using their observations and ideas to suggest answers to questions.

Sc1/1.6: Gathering and recording data to help in answering questions.

Year 1:

Sc1/4.1: Seasonal Changes

Sc1/4.1a: Observe changes across the 4 seasons.

Sc1/4.1b: Observe and describe weather associated with the seasons and how day length varies.

Year 2:

Sc2/2.2a: Observe and describe how seeds and

Year 2:

I can use simple equipment to make observations.

I can carry out simple tasks.

I can suggest what I found out.

I can use simple data to answer questions.

I can describe how seeds and bulbs grow into plants.

I can describe what plants need in order to grow and stay healthy.

Year 1:

I can use simple equipment to make observations.

I can carry out simple tasks.

I can suggest what I found out.

I can use simple data to answer questions.

I can observe and comment on changes in the seasons.

I can name the seasons and suggest the type of weather in each season.

Reception:

ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

<p>bulbs grow into mature plants.</p>			
<p>Art and Design: Pupils should be taught - Ar1/1.2: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Ar1/1.3: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Ar1/1.4: About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>I can use charcoal, pencil and pastel to create art. I can mix paint to create all the secondary colours. I can create brown with paint. I can create tints by adding white. I can create tones by adding black. I can create a piece of art in response to the work of another artist.</p>	<p>I can name the primary and secondary colours. I can describe what I can see and give an opinion about the work of an artist.</p>	<p>ELG: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
<p>Computing: Pupils should be taught to- Co2/1.1: Understand what algorithms are; how they</p>	<p>I can use a range of instructions. I can test and amend a set of instructions.</p>	<p>I can create a series of instructions. I can plan a journey for a programmable toy.</p>	<p>ELG: Children recognise that a range of technology is used in places such as homes and schools. They</p>

<p>are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Co2/1.2: Create and debug simple programs.</p> <p>Co2/1.6: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies.</p>	<p>I can find errors and amend.</p> <p>I can write a simple program and test it.</p> <p>I understand that algorithms are used on digital devices.</p> <p>I understand that programs require precise instructions.</p> <p>I use technology respectfully.</p> <p>I know where to go for help if I'm concerned.</p> <p>I know how technology is used in school and outside school.</p>	<p>I can use technology safely.</p> <p>I can keep personal information private.</p>	<p>select and use technology for particular purposes.</p>
<p>Geography: Pupils should be taught to -</p> <p>Ge1/1.3a: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>I can describe a place outside of Europe using geographical words.</p> <p>I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.</p> <p>I can explain the facilities that a village, town and city may need and give reasons.</p>	<p>I can keep a weather chart and answer questions about the weather.</p> <p>I can explain some of the main things that are in hot and cold places.</p> <p>I can explain the clothes that I would wear in hot and cold places.</p>	<p>ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of</p>

<p><i>Ge1/1.3b: Use basic geographical vocabulary to refer to:</i></p> <ul style="list-style-type: none"> i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><i>Ge1/1.4b: 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.</i></p>			<p>animals and plants and explain why some things occur, and talk about changes.</p>
<p>Music: Pupils should be taught to -</p>	<p>I can sing and follow a melody.</p>	<p>I can use my voice to sing and chant.</p>	<p>ELG: Children sing songs, make music and dance, and experiment with ways of</p>

<p>Mu1/1.1: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>I can perform simple patterns and accompaniments keeping a steady pulse.</p>	<p>I can repeat short, rhythmic and melodic patterns. I can follow instructions about when to play and sing.</p>	<p>changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
<p>PE: Pupils should be taught to - PE1/1.1a: 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. PE1/1.1b: Participate in team games, developing simple tactics for attacking and defending.</p>	<p>I can use hitting, kicking and/or rolling in a game. I can describe the best space to be in during a game. I can use one tactic in a game. I can follow rules.</p>	<p>I can throw underarm. I can hit a ball with a bat. I can move and stop safely. I can throw and catch with both hands. I can throw and kick in different ways.</p>	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>