SPRING - WHERE THE WILD THINGS ARE

	Curriculum Objective	Key Skills	Additional Key Vocabulary
Science	WORKING SCIENTIFICALLY *asking simple questions and recognising that they can be answered in different ways * observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions * gathering and recording data to help in answering questions. ALL LIVING THINGS AND THEIR HABITATS *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 micro-habitats *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. ANIMALS, INCLUDING HUMANS *notice that animals, including humans, have offspring which grow into adults	*Ask simple questions *Recognise that questions can be answered in different ways *Observe closely, using simple equipment *Perform simple tests Identify and classify *Record and communicate their findings in a range of ways and begin to use simple scientific language *Gather and record data to help answer questions *Use their observations and ideas to suggest answers to simple questions	names of) habitats, adapt, environment (names of) micro-habitats investigate living/dead/never been alive, respiration, growth, depend, basic needs, food chain, shelter life cycles, offspring, adults, basic needs, thrive, survive, depend, food chain, healthy
Geography	LOCATION KNOWLEDGE * name and locate the world's seven continents and five oceans HUMAN AND PHYSICAL GEOGRAPHY * identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles * use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	GEOGRAPHICAL ENQUIRY Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places. DIRECTION AND LOCATION Follow directions (as Yr 1 and inc. NSEW)	North, South, East, West, Compass, aerial, map, features key, symbol, fieldwork, human / physical, environment
History	Pupils should be taught about: *the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods *Charles Darwin, Christopher Columbus, Martin Luther King*	HISTORICAL KNOWLEDGE - Can I explain why someone in the past acted in the way they did? HISTORICAL ENQUIRY - Can I answer questions by using a specific source, such as an information book?	
Art & Design	Pupils should be taught to: *to use a range of materials creatively to design and make products *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 * 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.	TEXTILES/COLLAGE Using materials to create and add their own appropriate detail to animal masks 3D ART Building on skills already learned to create collaborative large scale techniques. Using Modroc, wire, recycled plastic bags. DRAWING Multi-media – leave it, come back and add to it using a different media. Individual drawing to collaborative group drawing. Difference between use of real life and cartoon drawing. PAINTING Exploring tone (changing next year to none as this is covered in Reception) Naming different types of paint Natural paints that can be created e.g. dye Making textured paint e.g. adding flour, sand etc to paint Explore using natural materials to create painting implements	
Design Technology	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 such as cutting, shaping, joining and finishing *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 *Wild Rumpus Masks, Wild Thing Sculptures*		
Computing	*use technology purposefully to create, organise, store, manipulate and retrieve digital content * 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. *I can create and debug simple programs *I can use logical reasoning to predict the behaviour of simple programs	I can uses drawing tools. I can create animations. I can change font. I can change size and colour of fonts. I can save work into folders. I can print work. I can use a keyboard to write for different purposes and add picture I can create posters, cards and information I can program a Roamer. I can use Beebot program on iPad	paint, colour, brush, tools, settings, undo, redo, text, image, size, poster launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present, algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, sequence, project, repeat, repeat forever
PE	I can perform dances using simple movement patterns *Dance*	Use a range of vocabulary to describe moods and how dances make them feel. Remember and repeat simple dance phrases. Perform dances using simple movement patterns Evaluate and improve a dance performance by recording and viewing their rehearsals	
Music	I can play tuned and un-tuned instruments musically I can listen with concentration and understanding to a range of high-quality live and recorded music I can experiment with, create, select and combine sounds using the inter-related dimensions of music. I can use my voice expressively and creatively by singing songs and speaking chants and rhymes		
RE	See separate Plan		

PSHE	See separate Plan