

DT:

Focus on EVALUATION

Explore and evaluate a range of existing products.

Evaluate their ideas and product against design criteria.

Design and make a kite to fly on school grounds.

Science (1<sup>st</sup> half term)

Habitats: pond life (including tadpole / frog life cycle)

- 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

Art and Design

Use a range of materials creatively to design and make products. (Shoe box habitats)

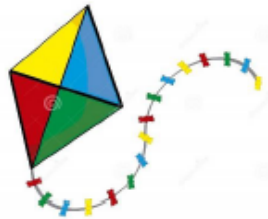
Science

Seasonal changes  
Observe changes over the four seasons.  
Observe and describe the weather associated with the seasons.

## TERM 6: Land, Air and Sea

Geography

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



Computing

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.



History

- 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. Mary Seacole and/or Florence Nightingale and Edith Cavell.



RE

What can we find out about Hindu beliefs?

Introducing Hindu beliefs about God, worship (including in home and at the mandir)

Belief, Expressions of Belief

PHSCE

- Keeping ourselves and others safe

Heartstart – basic lifesaving looking at risks, safety and emergency situations.

## TERM 6: Non-Theme Land, Air and Sea

Physical Education

1. Dance
2. Athletics

Pupils should be taught to:

- ♣ master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities
- ♣ perform dances using simple movement patterns

MUSIC- Composing  
Experiment with, create select and combine sounds using the inter-related dimensions of music.

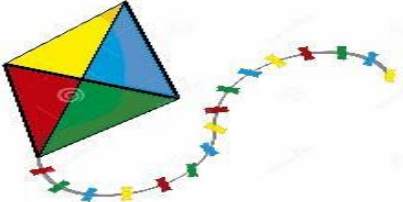
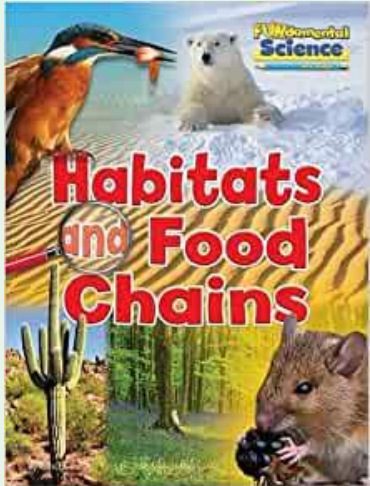
TVMS- Charanga- Freestyle Dinosaurs!

Computing

Book Creator  
Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

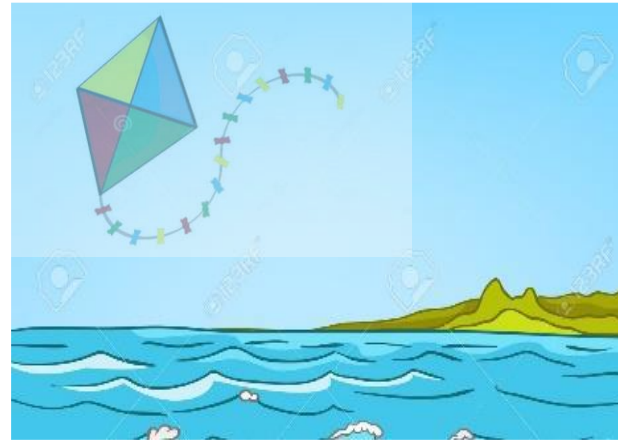


# Year 1/2 Term 5 : Land, Air and Sea- Theme

Vocabulary		Knowledge		Exciting Books
<b>Woodland</b>		I can match animals to their habitats.		
<b>Ponds</b>	<b>sea</b>	I can name different sorts of habitats around the world.		
<b>rainforest</b>		I can name some different sources of food for animals.	<b>Objectives – Science and Geography</b>	
<b>Desert</b>				
<b>Species</b>		I know how animals find their food.	Science Habitats: pond life (including tadpole / frog life cycle)	<b>Assessment</b>
<b>microhabitats</b>			<ul style="list-style-type: none"> <li>• 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</li> <li>• identify and name a variety of plants and animals in their habitats, including micro-habitats</li> </ul>	
<b>Aerial</b>		I can name the human and physical features in school grounds.	Seasonal changes Observe changes over the four seasons.	I can understand what a habitat is and that it provides the animal with food, water and shelter.
<b>map</b>	<b>Human</b>		Observe and describe the weather associated with the seasons.	
<b>Human / physical features</b>		I know how to recognise a building on a map.	Geography Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	I am able to recognise the human and physical features in school grounds.
<b>key</b>				
<b>Symbol</b>		I know how to represent a field on a map		
<b>Fieldwork</b>		I know what an aerial view looks like.		
<b>Grounds</b>				
<b>View</b>		I know how to create a simple key.		
<b>Environment</b>		I know what things look like from above.		
<b>local</b>				

# Year 1/2 Term 5 : Land, Air and Sea- Theme

Vocabulary	Knowledge and Skills
<b>chronology</b>	I know Florence Nightingale and Mary Seacole were a nurses in the Crimean War.
<b>Significant</b>	I can identify some changes Florence and Mary made with the treatment of soldiers.
<b>Nursing</b>	I know about the role of woman in Victorian times.
<b>Improve</b>	I can talk about the differences and similarities in the lives of Florence Nightingale / Mary Seacole and Edith Cavel.
<b>Crimean</b>	
<b>Achievement</b>	I have an understanding of the chronology of the historical periods in which Florence Nightingale / Mary Seacole and Edith Cavel lived.
<b>First World War</b>	
<b>Hero</b>	I can recall some key facts about the experiences of Florence Nightingale / Mary Seacole and Edith Cavel.
<b>Instruments</b>	I can make sounds and recognise they give a message.
<b>Percussion</b>	I know the names of classroom instruments.
<b>Sound</b>	I know how to create and chose sounds in response to a given stimulus.
<b>Beaters</b>	
<b>Together</b>	I know how sounds can be changed.
<b>project</b>	I know how to work collaboratively in a small group.



## Objectives – History and Music

**History**  
Pupils are 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. Mary Seacole and/or Florence Nightingale and Edith Cavel.

**MUSIC- Composing**  
Experiment with, create select and combine sounds using the inter-related dimensions of music.  
**TVMS- Charanga- Freestyle**

## Exciting Books


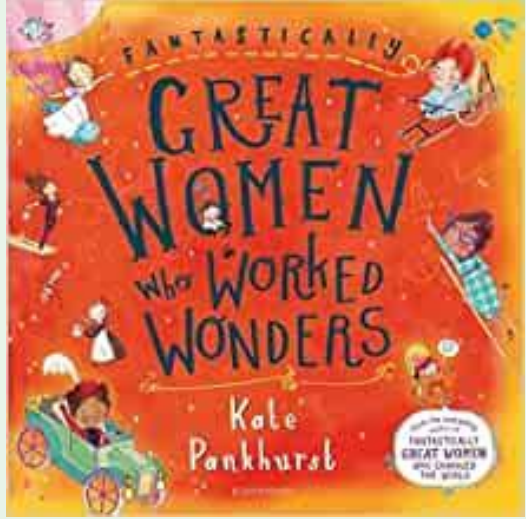


## Assessment

I can recall some key facts about the experiences of Florence Nightingale / Mary Seacole and Edith Cavel.


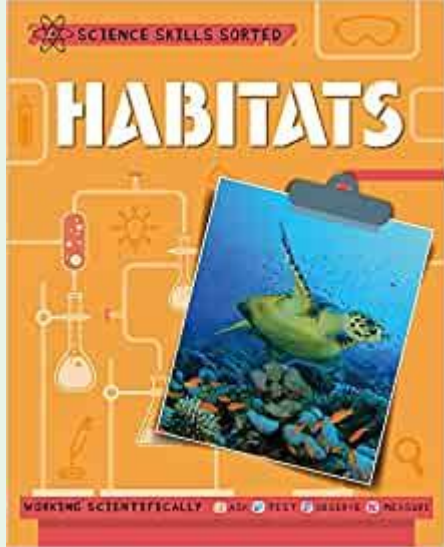
I can make and change sounds in response to a given stimulus and recognise they give a message.

# Year 1/2 Term 5 : Land, Air and Sea– Non Theme

Vocabulary		Knowledge		Exciting Books
<b>worship</b>	<b>shrine</b>	Know that Hindus worship and the Mandir and at home.		
<b>puja</b>	<b>Symbol</b>	Recognise artefacts used in Hindus worship and know how they are used.		
<b>offering</b>	<b>mandir</b>			
<b>Emergency</b>		I know what an emergency is.	<b>Objectives –RE, PHSCE and Computing</b>	<b>Assessment</b>
Medicines		I know who to contact in an emergency.		
Poisons		I understand 'stranger danger'		
<b>Online safety</b>		I know about medicines and poisons and keeping safe.		
<b>Contacts</b>				
<b>Danger</b>		I know how to keep safe online.		
<b>stranger</b>	<b>unsafe</b>			
<b>Non-fiction</b>		I can make a fact file on a non-fiction topic.		
<b>Presentation</b>		I can make a quiz about a class topic.		
<b>audience</b>	<b>topic</b>	I can make a presentation to the class.		
<b>Concept map</b>		I know how to use 2 quiz, 1publish and 2 connect.	<p>RE What can we find out about Hindu beliefs? Introducing Hindu beliefs about God, worship (including in home and at the mandir) <b>Belief, Expressions of Belief</b></p> <p>PHSCE • Keeping ourselves and others safe Heartstart – basic lifesaving looking at risks, safety and emergency situations.</p> <p>Computing Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>I know where and how Hindus worship.</p> <p>I know how to get help in an emergency.</p> <p>I am able to use 2 quiz, 1publish and 2 connect.</p>



# Year 1/2 Term 5: Land, Air and Sea– Non Theme

Vocabulary		Knowledge		Exciting Books
Sculpture		Choose appropriate shapes in their sculpture design		
Materials		I know how to choose the correct materials to complete my design.		
Design		I know what a habitat is.		
texture		I can choose the correct materials to showcase a habitat.	<b>Objectives – Art and Design and Design Technology</b>  <b>Art and Design</b> Use a range of materials creatively to design and make products. (Shoe box habitats)  DT: Focus on EVALUATION Explore and evaluate a range of existing products. Evaluate their ideas and product against design criteria. Design and make a kite to fly on school grounds.	<b>Assessment</b>  I can use a range of materials and textures creatively to design and make a shoe box habitat. I know how to make a kite robust and look aesthetically pleasing.
robust	Colour	I know what kites are used for.		
shape	Frame	I know how to make a simple kite		
wind	gust	I know the best place to launch a kite.		
Template		I know the materials and equipment needed to make a kite.		
launch	Strings	I know how to make a kite look aesthetically pleasing.		
landing	lift	I know how to make a kite robust.		