

GEOGRAPHY

- Use basic geographical vocabulary to describe their local area in terms of physical and human features. (Coast, forest, sea, valley, soil, village, town, house, farm etc)
- Use maps, atlases and globes to identify the local area and fictional places (e.g. 100-Acre Wood)
- Look for geographical similarities and differences between their local area and fieldwork location.
- Use simple observational skills to study the geography of school and the surrounding environment.

SCIENCE

- sort some plants by size
- sort some animals by body covering, eg, scales, fur and skin
- sort some plants by those that can be eaten and those that cannot
- sort some animals on a simple branching diagram
- sort living things into groups and say why they sorted them in that way
- compare how plants grow in different conditions by making measurements
- identify and compare a variety of wild and garden plants including trees, and animals found in different habitats and microhabitats
- collect weather data about a local habitat and use it to explain the plants and animals will find there.
- explain how animals get their food and draw a simple food chain.
- classify living things into groups according to a range of criteria have been given.

ART – Knowledge, Skills & Understanding.

Observational drawings (caterpillar)/Naff show/puppet designs.

- use a view finder to focus on a specific area of an artefact before drawing it?
- draw lines of different thickness, using 2 different grades of pencil?
- Draw using pencils & crayons?
- say how other artists have used colour, pattern and shape? (The Very Hungry Caterpillar.)
- create a piece of work in response to another artist's work?
- set out their ideas, using 'annotation' in their sketch books? (puppet designs).

History...

Chronological Understanding

- tell me about things that happened when they were little?
- explain how they have changed since they were born?
- use words and phrases like: before I was born, when I was younger? When mummy and daddy were little?
- sequence events about their own life?
- used words past and present correctly?

Historical enquiry

- find out something about the past by talking to an older person?
- answer questions by using a specific source, such as information book?

**BIG, BIGGER,
BIGGEST**

Year 1/2

ICT - Data Retrieving & Organising (photos, sounds, graphs, etc)

- enter information into a template to make a graph.
- talk about the results shown on a graph.
- I can use the shape tools to draw

DT - Puppets

Explore puppets.

Make own 'animal' puppet (sock, finger, hand)

Design and Technology

Developing, Planning and Communicating Ideas.

- Think of some ideas of their own and plan what to do next.
- Explain what they want to do next.
- Choose the best tools and materials and say why these are the best.
- Describe their design by using pictures, diagrams, models and words.

Working with tools, equipment, materials and components to make quality products.

- Explain what they are making and which tools they are using.
- Join things (materials/components) together in different ways.
- Textiles
- Describe how different textiles feel.
- Make a product from textile by gluing.
- Join textiles together to make something.
- Cut textiles.
- Explain why they chose a certain textile.

Construction.

- Talk to others about how they want to construct their model.
- Develop own ideas from a starting point.
- Select appropriate resources and tools and make sensible choices as to which materials they will need.
- Make simple plans (eg drawings)

Evaluating processes and products.

- Describe what went well and how their model works.
- Talk about their own work and things other people have done.
- How would they improve their puppet next time?

RE - Living

What are the Big Questions?

- Talk about a special time in the life of a believer.
- I can share my thoughts and feelings about special times in my life.
- I can identify some religious artefacts and say how they are used.
- I can create something to show what I believe and say what it means.