

## 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. Percy the Park Keeper's park.)
- 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

- Point out differences between living things and non-living things
- Identify and name a range of common plants and trees
- Recognise deciduous and evergreen trees
- Describe the parts of a plant (roots, stem, leaves, flowers)
- Describe what plants need to survive
- Describe how seeds and bulbs grow into plants
- Describe what a plant needs to grow and stay healthy
- Explain that plants grow and reproduce
- Describe what plants need to survive and link it to where they are found
- Explain that plants grow and reproduce in different ways
- Match certain living things to the habitats they are found in
- Explain the differences between living and non-living things
- Describe some of the life processes common to plants and animals, including humans
- Decide whether something is living, dead or non-living
- Describe how a habitat provides for the basic needs of things living there
- Describe a range of different habitats
- Describe how plants and animals are suited to their habitat

## ICT

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

- Enter information into a template to make a graph
- I can talk about the results shown on a graph
- I can experiment with text, images and animation to make a simple slide show

# ROOTING AROUND

Year1/2

## ART - Knowledge, Skills and Understanding.

Veg printing/clay mini beasts/ Naff show.

- Print with sponges, veg & fruit?
- Print onto paper & textiles.
- Create a repeating pattern?
- Link colours to natural & man-made objects?
- Make a clay mini beast & join parts together?
- Create a piece of work in response to another artist's work?
- Begin to demonstrate their ideas through photos & in their sketch books?
- Set out their ideas using annotation in their sketch books & keep notes as to how they have changed their work?

Make soup based on story 'stone soup'. Explore 'bugs' design own bug and make out of clay. Create habitats for their bug using leaves and bark etc.

## Design and Technology

### Developing, planning and communicating ideas

- Think of ideas, talk about and plan what to do next.
- Describe their dish by using pictures, diagrams and words.

### Cooking and nutrition

- Cut food safely.
- Wash their hands and make sure that surfaces are clean.
- Explain and apply what it means to be hygienic.
- Describe the smell, texture and colour of foods.
- Think of interesting ways to decorate and present their food.
- Think about how food is grown.
- Consider a healthy diet.

### Evaluating processes and products

- Talk about their own work and things that other people have done.
- Say what went well with their work.
- If they did it again what would they want to improve?

## RE - New beginnings

How can we keep the world special?

- Recall a faith story about new life.
- Retell a creation story.
- Compare two different creation stories saying what is the same/different.
- Understand that we all have a part to play in keeping the world a special place.
- Say how the actions of faith groups today may affect the future of the world.