

## Spring Term – Ourselves and The Wider World

<p>Science Living Things and their Habitats – Indian Animals. Plants</p>	<p>Geography (Friday) India</p>	<p>History (English) The Great Fire of London</p>	<p>Art India</p>	<p>Music Recorders</p>	<p>P.E. Get Set 4 PE Indoor – Yoga And Gymnastics Outdoor – Target Games and Invasion</p>	<p>R.E. Christianity Islam</p>	<p>RSHE Jigsaw – Dreams and Goals Jigsaw – Healthy Me</p>	<p>Computing Teach Computing Project Evolve</p>
<p><u>NC Coverage</u> <b>Living Things and their Habitats</b> - 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 microhabitats - 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.</p>	<p><u>NC Coverage</u> Name and locate the world's seven continents and five oceans Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting Non European country.  <b>Continents and Oceans</b> Naming all continents and oceans. <b>India</b> Know the main differences between a place in England and that of a place in a non-European country. Aerial photographs of both countries to compare.</p>	<p><u>NC Coverage</u> Learn about events beyond living memory that are significant nationally or globally significant historical events, people and places in their own locality  <b>The Great Fire of London</b> Where is London and when did the fire happen? Why did the Gof spread so quickly? Discuss the reliability of photos/diaries/stories. How do you know a fact is true? What is a reliable source? Who was Samuel Pepys and why was he important? How did they try and put out the fire and what would they have done today? How did artists portray it ? (Text - Toby</p>	<p><u>NC Coverage</u> 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.  <b>Indian Art</b> Exploring, comparing, looking at colours used. Discussing our opinions, preferences and reasons.</p>	<p><u>NC Coverage</u> Play tuned and untuned instruments musically  Listen with concentration and understanding to a range of high-quality live and recorded music <b>Recorders</b> Learning to play a tuned instrument.  <b>Musical appreciation</b> Listen to different forms of music and discuss our opinions.</p>	<p><u>NC Coverage</u>  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.  Participate in team games, developing simple tactics for attacking and defending.</p>	<p><b>Why Do Christians Call Jesus Saviour?</b>  What do we mean by a 'rescue'? How did Jesus 'rescue' people? How did Jesus rescue Zacchaeus? Is there a rescue at Easter? What do we need in our Easter Garden as symbols of 'Salvation'?</p> <p><b>What is Important for Muslim Families?</b>  What is a family and what could they enjoy doing together? How do we show what's important to us?  What do many Muslim families do and why?  Who do Muslims believe Muhammad (PBUH) is?  How can we tell if something is important for a Muslim family?  What is important for Muslim families?</p>	<p><b>Dreams and Goals</b> I can choose a realistic goal and think about how to achieve it. I carry on trying (persevering) even when I find tasks difficult. I can recognise who I work well with and who it is more difficult for me to work with. I can work well in a group to create an end product. I can explain some of the ways I worked well in my group to create the end product. I know how to share success with other people.  <b>Healthy Me</b> I know what I need to keep my body healthy. I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I understand how medicines work in my body and how important it is to use them safely. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I can make some healthy snacks and explain why they are good for my body. I understand which foods to eat to give my body energy.</p>	<p><u>NC Coverage</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content  <b>Teach Computing</b> Programming A – Robot Algorithms.  Data and Information – Pictograms.  <b>Project Evolve</b> E-safety</p>

<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- Observe and describe how seeds and bulbs grow into mature plants</li> <li>- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>		<p>and The Great Fire of London)          Look at a famous painting depicting the GFofL. What is happening?          Explain that we are going to be learning about the GFofLondon.          London Past and Present: Compare photographs of present -day London to the London that existed before 1666. What's the same, what's different?          The Events of the Great Fire:          Sequence events.          Place on a time - line.          What Happened After the Great Fire? :          how was London changed and rebuilt after the Great Fire?          What have we learned about the Great Fire?          Create a newspaper</p>						
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