

Geography -Physical and Human features

Can they describe some physical features of their own locality?
Can they explain what makes a locality special?
Can they describe some places which are not near the school?
Can they describe a place outside Europe using geographical words?
Can they describe some of the features associated with an island?
Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?
Can they use maps and atlases appropriately by using contents and indexes?
Can they describe how volcanoes are created?
Can they describe how earthquakes are created?
Can they confidently describe physical features in a locality?
Can they locate the Mediterranean and explain why it is a popular holiday destination?
Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?
Can they describe some human features of their own locality, such as the jobs people do?
Can they explain how the jobs people do may be different in different parts of the world?
Do they think that people ever spoil the area? How?
Do they think that people try to make the area better? How?
Can they explain what facilities a town or village might need?
Can they describe how volcanoes have an impact on people's lives?
Can they confidently describe human features in a locality?
Can they explain why a locality has certain human features?
Can they explain why a place is like it is?
Can they explain how the lives of people living in the Mediterranean would be different from their own?

Maths

Multiplication and division

Money

Statistics

Length, Height and Perimeter



English—*Fantasy stories and Stories from other cultures*

*understand different genres of stories

*Read unfamiliar words using graphemes they know.
*Apply phonic knowledge to each piece of writing.
*Answer simple questions from a familiar text.
*Recall events from a piece of text.
*Use adjectives to add description.
*Create expanded noun phrases to add depth.
*Understand the difference in layouts of non fiction and fiction texts.
*Create mysterious and imaginary settings
*Create fantastical characters and settings
*read a variety of texts from other cultures
*Link our stories to History

Science

Year 2—Use of everyday materials & Changing materials

Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching)
Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam)
Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses?
Can they explain how things move on different surfaces?
Can they describe the simple physical properties of a variety of everyday materials?
Can they compare and group together a variety of materials based on their simple physical properties?

Year 3—Light and Plants

Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)?
Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)?
Can they explain how they vary from plant to plant?
Can they investigate the way in which water is transported within plants?
Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?
Can they classify a range of common plants according to many criteria (environment found, size, climate required, etc.)?
Can they recognise that they need light in order to see things?
Can they recognise that dark is the absence of light?
Can they notice that light is reflected from surfaces?
Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes?
Can they recognise that shadows are formed when the light from a light source is blocked by a solid object?
Can they find patterns in the way that the size of shadows change?
Can they explain why lights need to be bright or dimmer according to need?
Can they explain the difference between transparent, translucent and opaque?
Can they explain why lights need to be bright or dimmer according to need?
Can they make a bulb go on and off?
Can they say what happens to the electricity when more batteries are added?
Can they explain why their shadow changes when the light source is moved closer or further from the object?



Art

*Andy Warhol
*Pop Art Portraits
Pattern and texture

Music

Musical—
Greatest show-
man

Charanga Spring 1& 2

RE

Similarities in different religions.

Computing

Can they predict the outcomes of a set of instructions?
Can they use right angle turns?
Can they use the repeat commands?
Can they test and amend a set of instructions?



P.E.

*Ball skills using
balance and coordination.*

History -*Rosa Parks & Emily Davison*

Can they find out something about the past by talking to an older person?
Can they answer questions by using a specific source, such as an information book?
Can they research the life of a famous Briton from the past using different resources to help them?
Can they research about a famous event that happens in Britain and why it has been happening for some time?
Can they say at least two ways they can find out about the past, for example using books and the internet?
Can they explain why eye-witness accounts may vary?