

# Science

## *What we should already know:*

Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals

Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

## *As scientists we will:*

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

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name sources of food

Notice that animals, including humans, have offspring which grow into adults

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Identify and name a variety of plants and animals in their habitats, including microhabitats

## *Vocabulary:*

living, sensitive, grow, nutrition, habitat, animal food, sources, food chain, predator, prey, producer, energy, life cycle, consumption, offspring, adult, young, human, water, food, air, exercise, nutrients, nutrition, reproduction, diet, survival

## *Application of knowledge outcome:*

Create a fact sheet about a Polar animal using Microsoft Word

# Protecting Polar Regions

## Geography

### *What we should already know:*

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another

### *As geographers we will:*

Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Use basic geographical vocabulary

Use an infant atlas to locate places.

Use simple compass points and directional language to describe the location of features and routes on a map.

Identify seasonal and daily weather patterns in the United Kingdom.

### *Vocabulary:*

compass point, Earth, North, South, East, West, far, near, left, next to, above, below, right, direction, landscape, atlas, beyond, distance, grid references, position, continent, ocean, equator, sea, country, island, North Pole, South Pole

# Computing

## *What we should already know:*

Open the internet browser.

Use a given webpage to find some facts or an image to answer a specific question.

Switch on a computer and log on and off (with adult support).

Open a program or previously saved work (with adult support) and close a program.

Save a document with an appropriate name (with support).

Print a document (with support).

Type and draw in a document.

Use the computer mouse or trackpad to move, click and drag objects.

## *As information technologists we will:*

Use a safe search engine to find facts and images to answer a specific question,

Identify key words in a question to use in a search engine.

Log on and off safely.

Open and close a program.

Save a document with an appropriate name.

Print a document

Use upper and lower case letters when typing.

Insert images, text boxes and shapes and begin to edit them, e.g. changing colour, including using copy and paste.

## *Vocabulary:*

Search engine, filters, uppercase, lowercase, document, text box, copy, paste, shape, edit, outline,



# Art

## *What we should already know:*

- Use sketch books to gather ideas for art work.
- Experiment with different techniques
- Investigate a range of materials and media and recognise that they have different qualities.
- Experiment with different techniques
- Describe what they think about the work of others

## *As artists we will:*

- Use sketch books to experiment with artistic ideas of their own in sketchbooks.
- Experiment with different techniques and make sensible choices about what to do next to improve
- Deliberately choose to use particular materials, media and techniques for a given purpose
- Develop and exercise some care and control over their art work (*e.g. they do not accept the first mark but seek to refine and improve*)
- Express clear preferences and give some reasons for these (*e.g. "I like that because..."*)
- Develop scale and proportion in art work. Use and understand the term shade (lighten) and tint (darken) when describing tone. Use techniques to show the effects of light on form (reflection/shadow). Name the primary colours and mix a range of secondary colours. Mix paint to the appropriate consistency.

## *Vocabulary:*

- shape, line, texture, colour, scale
- Horizon, Observational, Landscape Portrait tint, tone – light/dark, intensity – strong/weak, shade, hue
- Mood, temperature – warm/cold, Primary colours, Secondary colours

## *Be Creative:*

When we produce our Polar artwork

## *Be Resilient:*

When we sketch accurate drawings of polar bears

## *Be World-Wise:*

When we build our understanding of global warming and it's effect on Polar landscapes and animals.

## *Application of knowledge outcome:*

Create a polar painting by using watercolour paint, using materials on wet paint to add texture and then making and adding our own animal stencil