

Spring 2

Computing:

As Computer Technologists we will:

Algorithms – Bee-bot:

- Carry out a sequence with a single command, including forwards, backwards and turn.
- Programme the Bee-Bot to get from one point to another along a specific route.
- Make sensible predictions about where a Bee-Bot may stop from a simple set of instructions.

Key Vocabulary:

Algorithm, sequence, single command, forwards, backwards, turn, left, right, route, Bee-Bot, instructions, predictions

Art:

What we should already know:

- Explore painting on different surfaces
- Enjoy experimenting with a variety of tools e.g. sponges, twigs, fingers, feathers

As Artists we will:

- Know that primary colours are red, yellow and blue.
- Know that primary colours can be mixed to make secondary colours and name the secondary colours (orange, purple, green) and how to mix them.
- Mix paint to the appropriate consistency.
- Investigate using a variety of brush sizes.
- Explore how artists use colour to reflect mood.
- Explore the use of line, shape and colour.
- Use overlapping techniques

Key Vocabulary:

Colour: primary, secondary, pure/hue, Shape/Form: circle Pattern: repetition, overlap, abstract art Line: thick, thin, wavy, zigzag, horizontal, vertical, diagonal

Colour: primary, secondary, tints Shape/Form: circle, square, rectangle, triangle, 2D, regular, irregular Pattern: repetition, abstract, overlap



One Earth

Science:

What we should already know:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

As Scientists we will:

Plants:

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals:

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

Seasonal Changes:

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

Key Vocabulary:

Plant, tree, wild, garden, deciduous, evergreen, leaf, stem, flower, roots, energy, growth, habitat, fish, amphibian, reptile, bird, mammal, carnivore, herbivore, omnivore, vertebrate, skeleton, organ, scale, fur, hair, skin, feather, bone, skeleton, live young, egg, cold blooded, warm blooded, pet, teeth, meat, plant, gills, component, energy, growth, structure, trunk, season, autumn, winter, spring, summer, weather, rain, snow, fog, sun, cloud, wind, hail, thunder, lightning, dark, light, day, night, long, short, hot, cold, orbit, energy, freezing, melting, reflection,

Outcome:

We will use our science knowledge to create our own bug friendly garden in our outdoor area. We will also create information posters to be displayed in the garden!

Trip:

We will visit Yorkshire Wildlife Park to broaden our science understanding.

Be Resilient

We will develop our resilience by programming our Bee-Bots correctly using new computing skills to complete set circuits.

Be Creative

We will develop our creativity by exploring different art techniques and mediums to create beautiful finished pieces.

Be World-Wise

We will become more world-wise as we understand the seasonal changes, how this impacts weather and why it is important.

