

# Summer 1 – Plants and Animals

## Historical, Geographical and Social

***E1 to find out about key human and physical features of their own locality, its location in the UK, and how it has changed over time.***

I can discuss key natural features of my local area
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I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment
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***E3: To learn about links between their locality and other places in the UK and beyond***

I know that countries around the world are home to different plant and animal life
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I can discuss the local wildlife
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***E6: To use the internet and other digital sources to find out about significant people and events***

I can use the internet, books and school trips to answer my questions about living things in the local area
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## Understanding Physical health and development.

### Discrete (see PE and PSHE)

***E1. To work and play independently and in groups***

***E2. To listen to, and show consideration for, other people's views***

I can talk with a partner about ideas of how to solve a problem or challenge set by my teacher
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I can politely explain why I disagree with what someone has said, without getting cross that they have a different opinion to me.
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I can set out my work correctly, following either my teacher's instructions or the way work is generally presented in that subject
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I include others in my games and don't leave others out or stop them from playing with me
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***E4: To know how to keep safe and how and where to get help***

I know that some plants and animals are dangerous
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I understand the importance of washing my hands when touching plants and animals
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I know the names of the emergency services and how to contact them by phone
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## Understanding the Arts

**E1: To explore a wide range of media and materials to create artworks, improvise and model the real world**

**E2: to try out a range of tools and techniques with a range of artistic purposes.**

When drawing:

I can use pencils in my drawings.
I can show patterns patterns and textures in my drawing by adding dots and lines.
I can show different tones using shading
I can make a variety of lines of different sizes, thickness and shapes.

When painting:

I can use different sizes of brushes to match the purpose (e.g. add detail, cover a large area of area of my paper or canvass.
I can mix primary colours to make secondary colours.
I can add white to colours to make tints.
I can add black to colours to make tones.

**E4:To sing songs and play musical instruments with expression and control, listening and observing carefully.**

**E5: To listen and observe carefully, taking account of instructions**

Singing:

I can take part in singing songs, following the tune (melody) well.
I can listen carefully and recall (repeat) a short melodic pattern.
I can sing along to a music tape or accompaniment, keeping time with the music and other singers.

Playing musical instruments:

I can a short musical pattern
I can create and control a sequence of long and short sounds
I can create short rhythmic phrases
I use changes in pitch to communicate ideas.
I can play musical instruments with increasing control (by listening and observing)
I can listen carefully and recall ( repeat) a short rhythmic pattern
I show control when playing musical instruments so that they sound as they should.

Performing to an audience:

I can sing from memory with accurate pitch
I can maintain a simple part within a group
I can play notes on instruments with care so they sound clear.

**E6: To listen and experiment with designs, shapes, colours and sounds, explore and record ideas using ICT where appropriate**

I can collect data and present them in different graphs using RM Starting Graph software
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### **Science and Technological Understanding**

**E1: To explore and observe in order to collect data and describe and compare their observations and findings**

I can explore living things and record my findings
I can observe living things over time and note changes in size, shape and colour etc.
I can use scientific vocabulary to describe living things

I can discuss my findings with others
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***E4: To sort group and identify familiar living things according to observable features***

I can group and sort living things
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I can sort different living things into groups
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***E11: To explore ways of looking after living things and keeping them alive and healthy***

I know that living things grow and reproduce
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I know the basic conditions required for living things to survive (food, water, air, warmth, light)
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I can draw a diagram of a simple life cycle (e.g. butterfly)
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I understand the need to care for living things
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I can name the functions of different parts of the plant
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**Discrete:**

***ICT: To record information using a graphing package, and use the data to answer questions.***

I can enter data into a simple graphing program.
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I can create a pictogram or graph.
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I know that pictogram or graph can be used to share data with others.
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I can use a branching database to answer questions.
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I can create a pictogram or graph to answer simple questions.
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I can use my pictogram or graph to answer simple questions.
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***Religious Education***

***E2: to name and explore a range of celebrations, worship and rituals in religions or beliefs, recognising the difference they make to individuals, families and local communities.***

<b><i>I can describe some of the things that are the same and different for religious people</i></b>
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<b><i>I can use religious words to describe some of the different ways in which people show their beliefs</i></b>
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