

Art –animal colour, print and pattern

Year 1	Year 2	Year 3
With support make a print block based on pattern	Make own print block based on pattern	Design and make own print block based on own ideas of patterns in the natural world
Be able to mix secondary colours and match colours to paint familiar animals	Paint familiar animals/plants applying mixing and matching skills.	Print using two colours
Make a clean print and print a repeated pattern	Be able to choose materials to print own picture and explain reasons for their choices.	Be able to adapt and improve designs and prints
	Be able to experiment with and explore brush strokes	Mix secondary / tertiary colours and tones
		Understand how to use light pencil marks, then a wash and then adding layers and detail.

Computing: Researching and creating fact-files (animals)

Year 1	Year 2	Year 3
Type text on screen	Change the font size, style and colour of text	Manipulate text (bold, underline, colour, font, size) to reflect purpose
Use the ENTER, DELETE and SPACE BAR keys	With support insert images and text boxes	Organise the structure of the text (centre, bullet points)
Click on an icon to launch a webpage	With support click on a hyperlink to find information	Searches the internet successfully and safely
Can identify devices which can be used to search the internet	Can recognise when inappropriate media/information is found online and know who to tell	Be aware of the email safety and security
Know that strangers exist online and the real world		Knows to tell an adult if anything online worries them (including cyberbullying)

Design/ Technology: Healthy Food

Year 1	Year 2	Year 3
Design products that have a definite function for a particular person (e.g. healthy picnic)	Design and make products, modifying the product as the project evolves	Produce designs with a clear purpose having explored needs, food packaging
Select from and use ingredients according to their characteristics (Healthy sandwich)	Safely cut, peel or grate ingredients in a hygienic manner (fruit salad)	Use correct utensils to hygienically prepare food
	Use measuring cups or electronic scales to measure the required amounts to combine ingredients to produce food.	Combine and or cook

English: This term pupils will be using stories and information texts based on an animal theme. For example, 'How to wash a woolly mammoth', 'Can we save the tiger' by Martin Jenkins, following the age related expectations of the English strand of the National Curriculum. Children will also continue to follow the school's Read Write Inc. and NNS programmes to support their phonics and SPAG development

Maths: This term pupils will be following the Derby Planning programme to support learning and teaching of the Maths strand of the National curriculum. Learning this term will include multiplication, division, fractions, collecting and interpreting data, shape, space and measure and problem solving. Further detailed termly planning and the calculation policy can be found on our website.



Tilstock[†]

Music- Carnival of the animals by Camille Saint-Saëns

Year 1	Year 2	Year 3
Order sounds within simple structures.	Respond to graphic notation for pitch, duration and rhythm	Keeps to a steady beat in 2, 3 and 4 metre
Begin to represent sounds with symbols and can recognise some of the musical dimensions.	Performs simple patterns and accompaniments on tuned and untuned instruments keeping to a steady beat.	I can respond to graphic notation for pitch, duration and rhythm
		Use appropriate vocabulary for Dimensions identified

Geography: Animals around the world

Year 1	Year 2	Year 3
Distinguish between human and physical features of a small area and provide examples.	Understand geographical similarities and differences of human and physical geography of Tilstock and a small area in a non-European country	Describe the key human & physical features locations, including key topographical features (inc hills, mountains, coasts, rivers) and land patterns
Identify basic seasonal weather patterns in the UK	Identify daily weather patterns in the UK	Understand how some key aspects have changed over time (e.g. Rainforests, Icebergs etc) and how this affects animals that habitat there.

History: Discovery of animals/explorers

Year 1	Year 2	Year 3
Begins to use sources to identify some details and answer simple questions	Ask and answer questions such as What was it like for a...? What happened? How long ago?	Study two different accounts of the same event, exploring similarities and differences
Identify key events and people	Use information gained from research to describe differences between then and now	Describe features of period studied e.g. clothes, beliefs, homes, attitudes.

Science: Nocturnal animals/plants

Year 1	Year 2	Year 3
Understand there is variation between all living things.	Environmental change can affect the plants and animals that live there.	Leaves absorb sunlight and carbon dioxide through leaves.
Different animals and plants live in different places.	Plants usually grow from seed and bulbs.	Plants make their own food in their leaves to provide them with energy, grow, repair and reproduce
Living things are adapted to survive in different habitats.	Flowering plants make seeds to reproduce and make more plants. Some plants die after producing seed and others live for many generations.	The plant makes its food from water and carbon dioxide, using sunlight as energy, in the green parts of plants (mainly leaves).
	Plants need warmth, light and water to grow and survive.	Flowering plants have evolved specific parts to carry out pollination, fertilisation and seed growth. Seeds and bulbs need the right conditions to germinate. They contain a food store for the first stages of growth.