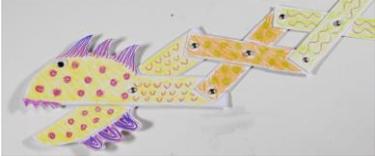


SUBJECT		TEACHING	VOCABULARY	OUTCOMES
SCIENCE	LIVING THINGS & THEIR HABITATS To spend time in the school garden/poly-tunnel identifying insects plants flowering non flowering. Why is this a healthy environment	Recognise that living things can be grouped in a variety of ways. Explore and use classification keys To help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	Environment classification key identification identify vertebrae vertebrate invertebrate amphibians fish mammals flowering plants non flowering plants deforestation litter urban development pollution Human impact	To work outside identifying the life we can find in our school garden. Grow vegetables where we will see flowering plants such as French beans flower and produce seed pods we can eat. Classify plants we find. Draw and use classification keys to identify insects/trees from their leaves etc
GEOGRAPHY FOCUS	Focus on European THE ALPS	Name and locate key cities and geographical features of the area Hills, mountains, rivers Study human geography -land use economic activity natural resources trade links for food minerals and water	Valley mountain fold mountain source mouth tributaries lake tourism skiing human geography physical geography Climate zone equator settlement	Explain how a mountain is formed Follow a river from the source to the mouth Produce a leaflet as a holiday brochure for an Alpine holiday
R.E. Cycle 1	Easter 4.3 Betrayal and Trust	Explore the Easter Story from the angle of trust and betrayal Last Supper Betrayal of Jesus Denial of Peter Loyalty of women	Trust, betrayal, forgiveness, denial, loyalty Gethsemane Golgotha	Tell stories from the point of view of Peter, Mary Magdalene or one of the disciples.
PE	DANCE	Salford Community Leisure Plan	Beat rhythm sequence	
PHSE	JIGSAW-HEALTHY ME	My friends and me Group dynamics Smoking Alcohol Healthy Friendships Celebrating Inner strength	Peer impact roles pressure liver Lungs alcohol nicotine embarrassment guilt assertive friendship	I am aware that different people impact on me. I recognise negative feelings in peer pressure. I know how to act assertively to resist pressure from myself and others. I understand that alcohol and smoking effects health particularly the liver and lungs

ART/DT	<p style="text-align: center;">Cycle 1 Mechanical Systems Levers and Linkages</p>	<p>Make a clapping hand as or moving Jaw- link to Iron Man story <a href="https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/mechanisms-making-a-moving-monster/">https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-2/mechanisms-making-a-moving-monster/</a> Twinkle - clapping hand/waving hand / moving monster/dragon</p>	<p>Levers movement linkage split pin</p> 	<p>Create a moving picture character from a book using OR Design an Easter card using Levers / linkages</p>
PURPLE MASH	LOGO UNIT 4.5	<p>To learn the language of Logo. To input simple instructions on Logo. For the children to use Logo to create letters. To use the Repeat function in Logo to create shapes.  To use the Build feature in Logo.</p>	<ul style="list-style-type: none"> <li>•Children know what the different instructions are in Logo and how to type them.</li> <li>•Children can follow simple Logo instructions to create shapes on paper.</li> <li>•Children can follow simple instructions to create shapes in Logo.</li> <li>•Children can create Logo instructions to draw letters of increasing complexity.</li> <li>•Children can write Logo instructions for a word of four letters.</li> <li>•Children can predict what shapes will be made from Logo instructions.</li> <li>•Children can create shapes using the Repeat function.</li> <li>•Children can find the most efficient way to draw shapes.</li> <li>•Children can use the Build feature.</li> <li>•Children can create 'flowers' using Logo.</li> </ul>	
FRENCH	Animals	<p>Discuss pets/farm and zoo animals describe using colours from last half term As-Tu un animal?</p>	<p>Un cochon un poisson un chat un chien un souris un lapin un oiseau une tortue un cochon d'inde un cochon un serpent</p>	<p>cConverse about animals and thi=eir colour</p>

