

Science Recognise that most living things live in habitats to which they are suited Describe what different habitats provide for the basic needs of animals and plants Identify how plants and animals can depend on each other (food chains) Identify plants and animals in my school environment and Shorne Country Park Construct a simple food chain Understand the terms: alive, dead or never alive Recognise the life cycle of a frog and chicken Know the basic needs of an animal including humans Recognise the life processes of living things Know that plants need water, light and a suitable temperature Investigate what plants need to survive Observe over time how seeds and bulbs grow into mature plants Create a life cycle of a plant	Geography Use geographical vocabulary to describe the local area, school grounds and Shorne Country Park. Create map of our school grounds with a key showing where mini-beasts were located on our mini-beast hunt. Carry out fieldwork at Shorne Country Park to develop an understanding of real life woodlands. Create story maps and plans.	Writing Imitate a familiar story Write a diary entry as Hansel or Gretel Write a retelling of our trip and of our a familiar tale (Tidy by Emily Gravett) Mini-beast poetry Write a non-chronological report about a woodland animal or a mini-beast. Core texts/authors Woodland animals non-fiction books, Tidy by Emily Gravett, Hansel and Gretel by Anthony Browne, Mad about Minibeasts - Giles Andreae, Class book - The Minpins - Roald Dahl
Computing IT Use computing software to draw a picture - link to Science - draw and label a flower. Create a repeating pattern. Recreate famous art using 2swirl - Starry Night Van Gogh link to artist study linked to flowers Online safety focus: Sending emails online - how to stay safe. What is SPAM? What should you do if you get a SPAM message?	Kingfishers Term: 6 Topic title: Life in the Woods 	Maths Tell the time to the nearest 15 minutes and then begin to recognise 5 minute intervals Develop an understanding of statistics and solve problems Recognise and describe 2D and 3D shapes, use positional language and recognise symmetry, Measure - read a range of scales to measure capacity and weight
SMSC Jigsaw - Changing Me Life cycles in nature, growing from young to old, increasing independence, differences in boys and girls, assertiveness Preparing for transition RE Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism	Dance/Drama/Music/PE: Music Rewind, revisit and replay - unit from Charanga scheme of work for Music. Gym and games units to be completed in PE	Home Learning opportunities At home children can: - Choose a minibeast to research and either create a poster, leaflet or factsheet about them - Create a bug hotel to encourage wild life - Create a bird box to have in the garden - Create bird feeders - Go for a woodland walk and collect items to make a collage

Art: Use crayons to create a sunflower in the style of Van Gogh, Collage pictures (Georgia O Keefe), Observational leaf/plant drawings	DT: Develop an understanding of running stitch to make a woodland animal puppet.	Offsite visits/visitors Shorne Wood Country Park Visit Year 2 Singing Festival
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