

Design and Technology

Share and clarify ideas through discussion.
Draw annotated sketches in response to a given design criteria.
Understand that food is either grown, reared or caught.
Understand the importance of eating a healthy and balanced diet as shown on the Eatwell Plate.
Can identify risks when using cooking implements and can work safely and hygienically.
Can use a range of techniques eg: peeling, slicing, grating, mixing.
Can evaluate a ready-made product in terms of packaging, taste, smell and appearance.
Can evaluate own end product
Identifies the strengths and areas for development in their ideas/products
Refer to the design criteria when evaluating their work
Considers the materials used and how well the product has been made when evaluating ready-made products.
Can create and prepare a simple dish showing due care to food

Happy, healthy me/PATHS

Setting goals.
Healthy eating and physical activity.
Recognise and respond to feelings.
Friendships.
Explore the physical changes that have happened since we were babies.
Understand how differences can affect someone.

Music

Make sounds with their bodies
Recognise these sounds as body percussion
Create a sequence of body percussion sounds
Perform their sequence with confidence
Put their sequences together to form a class composition of body percussion sounds.

PE

Understand the impact that P.E has on our bodies and produce their own warm up and cool down.

By the end of the topic, our children will be able to

Science

Identify that animals, including humans, need the right types of amount of nutrition and that they cannot make their own food.
Understand that humans get their nutrition from what they eat.
Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Identify differences, similarities or changes relating to simple scientific ideas and processes.
To able to work scientifically.

Body Business



Art

Explore the work of Giuseppe Arcimboldo.
Evaluate his work and say how it makes them feel.
Begin to understand the historical setting in which he worked.
Know that different grades of pencil produce thick/thin, hard/soft lines and select appropriate pencil for task.
Experiment with a wide range of implements eg: chalk, charcoal, crayon – selecting appropriate implement for task.
Record and explore ideas using sketches and revisit and review these sketches adding notations.
Begin to compare the work of their chosen artists
Create collages, both individually and as part of a group using different materials – explaining why they have chosen them.
Observe and draw simple shapes and everyday items.

Computing

Online Safety (3.2)

Know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.
Understand how the Internet can be used to help us to communicate.
Understand how a blog can be used to help us communicate with a wider audience
Consider if what can be read on websites is always true
Look at and create a 'spoof' website page.
Think about why these sites might exist and how to check that the information is accurate
Learn about the meaning of age restrictions on digital media and devices
Discuss why PEGI restrictions exist.
Know where to turn for help if they see inappropriate content or have inappropriate contact from others.

Coding (3.1)

Review previous coding knowledge.
Understand and use flowcharts in computer programming
Understand that there are different types of timers.
Select the right type of timer for a purpose
Understand how to use the repeat command.
Use coding knowledge to create a range of programs.
Understand the importance of nesting
Design and create an interactive scene

Literacy

Inspired by George's Marvellous Medicine and using the appropriate features, grammar and punctuation by the end of the topic we will have:

- Written a set of instructions
- Written book review
- Written character description
- Written letter to Mrs Cotterill
- Written a poem
- Written a fact file about Roald Dahl

Use inverted commas in our writing

Use the vocabulary they have been taught in the correct context.