

## Science

### Living things and their habitats

- Explore and compare the differences between things that are living, dead and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

## Geography

### Place Knowledge

- Understand geographical similarities and differences through studying the human and geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

### Human and Physical Geography

- Use basic geographical vocabulary to refer to key physical features, e.g. mountain, river, vegetation, season and weather

### Skills and Fieldwork

- Use world maps, atlases and globes to identify the countries studied at this key stage

## Seahorse Class Spring Cycle A- Expeditions!

## Computing

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
  - Use logical reasoning to make predictions about behaviour of simple programs
  - KAPOW Unit- Year 1: Programming (5 Lessons first half term) Year 1: Algorithms Unplugged (5 lessons second half term)

## History

- Know of events beyond living memory that are significant nationally or globally
- Know about the lives of significant individuals in the past who have contributed to national and international achievements, including those from different periods

## Art and Design

- Develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space
- To use drawing, painting and sculpture to develop and share ideas, experiences and imagination
- Use a range of materials creatively to design and make products

## Religious Education

### 1.1- What do Christians believe God is like?

- Identify what a parable is
- Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.
- Give clear, simple accounts of what the story means to Christians
- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)
- Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)
- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
- Give a reason for the ideas they have and the connections they make.

### 1.7- Who is Jewish and how do they live?

- Recognise the words of the Shema as a Jewish prayer
- Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)
- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.
- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)
- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

## PSHE

### Dreams and Goals

- Know how to choose a realistic goal and think about how to achieve it
- Know that it is important to persevere
- Know how to recognise what working together well looks like
- Know what good group working looks like
- Know how to share success with other people

### Healthy Me

- Know what their body needs to stay healthy
- Know what relaxed means
- Know what makes them feel relaxed / stressed
- Know how medicines work in their bodies
- Know that it is important to use medicines safely
- Know how to make some healthy snacks
- Know why healthy snacks are good for their bodies
- Know which foods give their bodies energy

## Music

- Use voices expressively to sing songs and create chants
- Play tuned instruments musically
- Make and combine sounds musically
- Experiment with and combine sounds using the dimensions of music

## Physical Education

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively

## Design and Technology

- Explore and use mechanisms in products, e.g. levers, wheels, sliders
- Evaluate their ideas and products against a design criteria
- Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and ICT
- Select from and use a range of tools, equipment to perform a practical task