

SPRING B – The Rainforest	Class 1	Class 2
ENGLISH	<ul style="list-style-type: none"> • Classic stories or story on a theme • Instructions • Traditional rhymes • Stories with familiar settings • Persuasion • Riddles 	<ul style="list-style-type: none"> • Classic stories or story on a theme • Instructions • Traditional rhymes • Stories with familiar settings • Persuasion • Riddles
SCIENCE	<p><u>Animals, including Humans</u></p> <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p><u>Non Statutory Y1</u></p> <ul style="list-style-type: none"> • <i>opportunities to learn names of main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes</i> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • use their observations and ideas to suggest answers to questions <p>(Y1)</p>	<p><u>Animals, including Humans</u></p> <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p><u>Statutory (Y2)</u></p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p><u>Non Statutory Y1</u></p>

	<ul style="list-style-type: none"> • use their senses to compare different textures, sounds and smells 	<ul style="list-style-type: none"> • opportunities to learn names of main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes <p>Non Statutory (Y2)</p> <ul style="list-style-type: none"> • be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans • be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs eg: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • use their observations and ideas to suggest answers to questions (Y1) • use their senses to compare different textures, sounds and smells
HISTORY	<u>Significant historical events, people and places in their own locality</u>	<u>Significant historical events, people and places in their own locality</u>

	<ul style="list-style-type: none"> learn about events beyond living memory that are significant nationally or globally (focus study –Amazon) 	<ul style="list-style-type: none"> learn about events beyond living memory that are significant nationally or globally (focus study – Amazon)
GEOGRAPHY	<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Amazon) 	<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Amazon)
ART	<p><u>Print</u></p> <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use a range of materials creatively to design and make products 	<p><u>Print</u></p> <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use a range of materials creatively to design and make products
DESIGN TECHNOLOGY	<p><u>Sliders and Levers</u> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	
R.E.	<p><u>Questful R.E. (BDBofE)</u> Theme: Friendship. Jesus friend to everyone Kindness and friendship stories from other faiths Theme: Easter – celebrating new life and new beginnings</p>	
P.S.H.E.	<p><u>Coram Life Education</u> Theme: Keeping Myself Safe Healthy me; Super sleep; Who can help? 1; Harold loses Geoffrey; What can Harold do? Good or bad touches? Theme: Rights and Responsibilities</p>	

	Harold's wash and brush up; Around and about the school; Taking care of something; Harold's money; How should we look after our money? Basic first aid
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