

<b>Numeracy</b>	See Numeracy planning
<b>Literacy</b>	See Literacy planning
<b>Science</b>	<p>Mrs Pattinson; Living Things and their habitats</p> <p>Identify and name a variety of common wild and garden plants</p> <p>Identify and describe the basic structure of a variety of common flowering plants including trees.</p> <p>Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>Identify that most living things have habitats; different habitats provide basic needs of different kinds of animals and plants.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different food sources.</p>
<b>RE/PSHE</b>	Mrs Pattinson
<b>Humanities</b>	<p>To identify the food shops on the local high street and understand that they are a source of many different foods.</p> <p>To know that food comes from either plants or animals, and understand that some food we eat has been changed.</p> <p>To understand what farming is, what a farmer does and where the plants we eat come from.</p> <p>To understand that animals are reared in the UK and used for dairy and meat.</p> <p>To understand that some traditional foods originate in the UK.</p> <p>To understand the geography of the UK and the types of food produced here.</p> <p>To study artifacts from different periods of history and to put these artifacts in a chronological context.</p> <p>To name foods eaten in the early 17th century and make comparisons.</p> <p>To identify similarities and differences between the food their grandparents ate when they were children and the food they eat themselves.</p> <p>To discover the history of a particular food, and to understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>To ask and answer questions about the history of food, and create a presentation of findings.</p>
<b>Art/Design and Technology</b>	<p>Know about great artists craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>To use a range of materials to design and create products.</p> <p>To develop a wide range of art and design techniques using colour, pattern, texture, line, shape and form.</p> <p>To use drawing and painting and sculpture to share ideas, experiences and imagination.</p> <p>To design and build a mechanism for an intended product.</p> <p>To build structures, exploring how they can be made stronger, stiffer and more stable.</p>

	<p>To use a range of materials creatively, including 3D.</p> <p>To plan and create a balanced and healthy meal.</p> <p>To measure, cut and grate different foods.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing,</p> <p>Select from and use a range of tools and equipment to perform practical tasks, cutting, shaping, and joining.</p>
<b>Computing</b>	<p>Data Handling; To use technology to collect and sort information.</p> <p>Purple Mash; 2 count pictograph</p> <p>To create graphs, tally charts, Venn diagrams</p>