







Computing

	I understand what photos are. I can look at a range of habitat-linked photos online.
	I can use tablets for taking photos of living things in their habitats. I can edit my photos.
	I can select photos for a class portfolio and explain my choices.

We are Photographers




- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies

History

	I can find differences using aerial photos from now and in the past.
	I can compare photos taken recently with those taken 18 years ago.
	I can evaluate some of the positive and negative effects from these changes.

Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life




PSHE (see big books)

	I can list a range of feelings people experience.
	I can describe when people might experience different feelings and how this can affect their behaviour. I can identify some ways to respond sensitively to how others are feeling.
	I can explain how I can manage different feelings and who I can go to for help.

RE – How should we care for others and the world, and why does it matter? See big books

French – Greetings

Science




	I can describe processes of living things.
	I can classify things that are living, dead and which have never been alive. I can identify living things in our school grounds.
	I can explain how I know whether something is alive, dead or has never been alive. I can create a map of the living things in our school grounds.

All Living Things and their habitats

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- identify that most living things live in habitats to which they are suited

Marvellous Mersham, Marvellous Me!

Art




	I can discuss and explore features of portraits and other work by famous artist Andy Warhol. I can overlap paper to create effects.
	I can use and apply what I have learnt when creating my own Andy Warhol style artwork. I can explore the effects and patterns created by rubbings.
	I can use different tools and techniques to create a picture of Mersham Church. I can evaluate the strengths and next steps of my work.

Ar1/1.1 to use a range of materials creatively to design and make products

Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Geography

	I can locate and name continents and countries of UK on maps of the world and the UK. I can identify the location of Mersham on different maps.
	I can apply my map skills to mark a route around the village and identify key landmarks. I can use the contents and index pages of an atlas.
	I can explain my views about Mersham. I can create a map of the school grounds or the classroom.

Location Knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.




Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Human and Physical Geography

- use basic geographical vocabulary to refer to:
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Music – Hands, Feet, Heart

	I can find the pulse of a song. I understand the difference between rhythm and pulse.
	I can recognise and name two or more instruments in a song. I can copy and clap back rhythms.
	I can create simple rhythms. I can compose a simple melody using notes C and D.

Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes