

Questions.

Week 1: What do we know about our world?

Week 2: Why are people worried about our world?

Week 3: How are animals adapted to live in their habitat?

Week 4: [Can you create a model of an idyllic environment for an animal? \(linked to habitats around the world: Arctic, Rainforest, Desert, Under The Sea\)](#)

Texts: *Where the Forest Meets the Sea* by Jeannie Baker, *Dear Greenpeace* by Simon James

Writing outcomes:

Fiction:	Personal Response	Writing In Role	Description
Non Fiction:	Recount	Information	Instructions Advert

Maths

Post SATs project work—linked to texts and topic area.
Measuring and designing garden area

Science: Living Things & Habitats: name and identify plants animals and habitats, food chains & sources.

- 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.

Computing: We Are Games Testers: Understand that programmes require precise instructions. Use logical reasoning to make predictions of what a program will do. Test predictions. Think critically about computer games and their use. Be aware of how to use games safely .

Enrichment

Design and make an idyllic environment for an animal
Trip to St. Luke's church
Work in the school garden

Assessment Foci

Science: Using their observations and ideas to suggest answers to questions.

Geography: Can identify and describe where places are.

DT: They can use tools and assemble, join and combine materials and components in a variety of ways.

RE: I can suggest why holy books are treated in a special way. I can recognise and name key artefacts and symbols from the faith I have been studying and say how some are used.

Computing: Understand and create simple games using Scratch

DT: Recognise what they have done well as their work progresses and suggest things they could do better in the future.

Art: Compare work of different artists and make links to their own art.

Foundation Subjects Coverage

PE: Master basic movements including running, jumping, throwing and catching; participate in team games, developing simple tactics for attacking and defending; take part in relay knowing when to run and what to do.

Music: Experiment with, create, select and combine sounds using the inter-related dimensions of music; create music in response to different starting points; order sounds to create a beginning, middle and end; choose sounds to create an effect; use symbols to represent sounds; make connections between notations and musical sounds; improve own work.

[UNCRC Article 29](#)

DT: Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients. Build structures, exploring how they can be made stronger, stiffer and more stable; evaluating success of work.

Art: Study work by a range of artists and make links to their own artwork (*cover in Famous Painters Week*).

Geography: Use simple compass directions (NSEW) and locational and directional language. Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Locate Croydon on a map of the UK.

PSHE/ British Values: Develop an awareness of responsible attitudes towards self and others at home, in school and in the local community. [UNCRC Article 12](#)

SRE: Differences: Learn about the process of growing from young to old and how people's needs change. Know the names for the main parts of the body and the similarities between boys and girls.

RE: Inspirational Writings: Learn about the holy books for different faiths and why they're special. [UNCRC Article 14](#)

[UNCRC Articles: 3, 28, 29, 31 are covered across all areas of school life.](#)