

## Science

### 'Human body and senses'

- What is a human?
- Identify, name and label the basic parts of the human body, and say which part of the body is associated with each sense;
- Recognise and use the 5 senses in scientific investigations;
- Recognise that humans are animals.
- Compare and describe differences in their own features (eye, hair, skin colour, etc.) and with that of other animals.

## Music

- Use their voices expressively by singing songs, chants and rhymes about rabbits.
- No Charanaa unit this half term.

## PSHE

What keeps us safe? Thinking about safety measures at home, school, crossing the road safely

## RSE

Journey in love: Relationships; Parts of our body; healthy relationships

## Maths

See curriculum letter

## Design Technology

### **Structures - stability and strength**

#### **Windmills**

Follow design criteria to meet the needs of a user.

Make a stable structure.

Make functioning sails/blades that attach to the supporting structure.

Evaluate and improve their windmill.  
(Mrs Garrett to deliver)

## Who is the most famous rabbit of all?



## Come and See

**\*Y1 are trialling the new Catholic RED (Religious Education Directory):**  
**Branch 4:** Learning about the period of Lent and the preparation for Holy Week and Easter.

## English

### **Non-fiction unit - information leaflets**

Rabbit stories (fiction) by Debi Gliori - with an author focus. 'Flora's Flowers' and 'Flora's surprise'.

Produce a poster with relevant information about the author.

### **Information texts:**

Classic tales: The Tale of Peter Rabbit by Beatrix Potter

**Author Study:** Beatrix Potter.

A wide range of reading activities, including shared reading, library time and daily phonics sessions.

\*We will introduce 'Book Club' in our story sessions - reading for pleasure initiative within our classroom.

## ICT

Purple Mash unit: Maze Explorers

Following instructions; algorithms  
(taught by Mrs Garrett)

## P.E./Dance

Dance unit based on toy animals. This will include music, movement, travelling, sequences actions to tell a story.

**NB:** No History or Geography this half term