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| Year 1/2 Year B – Memory Progression Plan | | | |
| Term | Autumn – Down in the Jungle  (Geography) | Spring – Out of this World (Space)  (Science) | Summer – Dinosaurs and Discovery (History, Geography) |
| Overview | We will be looking and exploring the Amazon Rainforest as well as other rainforests around the world. Children will create an Amazon themed classroom to launch their topic. They will label their environment with labels.  Children will revisit the continents of the world and learn about the Oceans of the world. Children will identify where the rainforests are on a map and be able to state which continent they are in, understand rationale of the equator and name the surrounding oceans. Children will draw on their learning of the lifecycles taught in Y1 and be able to link to creatures found in the rainforest and develop an understanding of food chains.  We will look at the artwork of Rousseau, particularly Tiger in the Tropical Storm in addition to his other Jungle scenes and identify style, technique and create their own versions. Children will explore the surrounding region of the Amazon Rainforest and investigate the culture. They will create their own asymmetric patterns in the South American style and print onto a T-shirt to wear in their topic finale Carnival Samba and Carnival dance.  We will learn about historical explorer Percy Fawcett who was lost in the jungle and children will surmise at what happened him. Children will also compare the experience of Percy Fawcett with modern day explorer Ed Stafford.  We will compare climate and plants and animals found in the jungle with our local environment. We shall be looking at how we can make a positive contribution to our local environment and how we can help save the rainforests.  The children will continue to develop their gardening skills and grow their own plants and vegetables and compare with traditional food grown in South America and investigate the growing of crops sensitivity to climate.  The children will be out and about in the local environment learning about important cultural features of the local area and make comparisons with previously taught environments from EYFS and Y1. The children will learn about the impact that humans have had on the local environment and how we can be prepared to deal with living outdoors.  Children are set the challenge of setting up their own rainforest yoghurt café. They work through a series of activities in which they design and make a logo for their cafe, yoghurt to sell in it, packaging for the yoghurt and advertising materials for the cafe. | During this topic we will be learning about the different planets in the solar system as well as how to recognise constellations in the night sky.  We will be finding out about the history of space travel and the first people on the moon - Neil Armstrong and Buzz Aldrin as well as learning about Katherine Johnson and the crucial she played in the Apollo 11 mission.  We will research weather patterns of the UK, how we get night and day and build on from prior learning about the seasons and how the change in the Earth’s position impacts on the seasons.  By researching, the children will find out what is happening in space now and what might happen in the future. Children will compare the experiences of Aldrin and Armstrong with that of Tim Peake.  How to survive in space will be covered and the extraordinary feat of growing plant life in space in comparison to growing crops on Earth.  Children will build on from prior learning about how to stay healthy and the importance of being physically, mentally and emotional well in order to go to space. Children will learn about the effects of space life can have on the body.  As part of learning about the planets in the solar system children will learn how artists have represented them through the arts. They will study the The Planets by Gustav Holst - listening and responding and understand how he uses music to convey the different astrological characteristics of each planet.  In addition to Holst, children will study the work of abstract artists Peter Thorpe , Yagoi Kusma and looking at Hubble space images. Children will recreate their own versions of space artwork drawing on they understanding of colours, shape and pattern.  In DT Children begin to design a space robot, saying what it will be made of and why they have chosen those materials. They also find out more about space exploration and the jobs that a space robot may carry out. They will learn about mechanisms, then explore and make 3 different mechanisms for their space robots. | Throughout this topic the children will be learning about the wide variety of dinosaurs and where and when they lived. They will find out about the lifecycle of a dinosaur, their diet, their features and how they were adapted to their environment.  Children will learn about the era of the dinosaur, map out on a timeline the various dinosaur periods. From this they will make their own volcano eruption and design their own dinosaur egg.  Children will identify on world maps where and when dinosaurs have been discovered. We will compare different ways of defence and attack, how they moved and how they used their senses to survive. Through dinosaurs we will learn about food chains and revisit life cycles. Children will learn that animals, including humans, have offspring and need to have their basic needs met. Through the research of John ‘Jack’ Horner children will learn that some dinosaurs also cared for their offspring as humans do (link to rights).  Children will learn to compare the similarities and differences of animals that are alive today and understand the difference between the living, dead and never been alive. We will learn about famous fossil hunter Mary Anning and her discovery of fossils in UK and plot her discoveries and life on the class timeline. We will learn about how she excavated fossils – hammer, chisel, brushes etc. We will questions whether the excavation of fossils has changed with invention of machines and industry.  Children will learn about how satellite imaging helps palaeontologists find dig sites, how 3D printing can recreate finds, but how the hands-on excavation has not changed much since the time of Mary Anning.  Children will look at artists (Edward Lear and Charles Knight) who have studied nature, illustrated and documented fossil discoveries during the 1800s. Children will develop ideas from observational drawings into press plate prints inspired by printmaker Kate Watkins.  In DT we will create our own moving monsters based on ferocious dinosaur jaws opening and closing. |
| Prior Learning to support Long term memory | Compare jungle environment and animals that live here with prior learning from the topic of Let’s Crawl in Reception and Into the Woods and Voyage of the Mystery topic (Australia). | Compare space exploration with exploration on Earth – recap and compare explorers and journeys already studied in On The Move, The voyage of the Mystery and down in the jungle. How has exploration changed already?  Link back to Summer term EYFS topic of exploring variety of environments e.g. jungle, space, under the sea.  Links back to EYFS overview of seasons understanding of seasonal changes. | Compare with Autumn term on Rainforests, where in the world are rainforests. Links to adaptations of animals to different habitats.  Links to Let’s Crawl in Reception. |
| Topic Question | Could all living things survive in the same environment? | Can we explore further than we can see? | Do machines make our lives easier? |
| Topic Launch | Immerse the classroom into a rainforest. Research the rainforest and then use this knowledge to create a rainforest environment including layers of a tropical rainforest. Play Rainforest soundscapes to immerse the children.  Cold Mind Map: Tell me everything you know about the rainforest.  Zoo visit  Eden Project | Space Dome Visit  Cold Mind Map: Tell me everything you know about space. | Dino4Hire Event.  Walking Dinosaur to visit school and children to take part in fossil excavation workshops.  Time line of events treasure hunt.  Cold Mind Map: Tell me everything you know about dinosaurs/ mines. |
| Memory Facts to retain (Long term memory) | Know the five oceans and seven continents of the world.  Know layers of the rainforest.  Know the locality of the Amazon Rainforest and understand that other rainforests follow the equatorial line.  Facts about the Amazon e.g. length of river, countries it covers, names of explorers studied.  Recall a food chain.  Human impact on the environment. | Planet names and order of the solar system.  Year and names of astronaut’s involved in the Moon Landings.  How to survive in space – Healthy living/Basic needs of survival.  Remember inter-related dimensions of music – pitch, tempo, dynamics, timbre.  Understand difference between abstract art and figurative art. | Identify types of dinosaurs and revisit science objectives of Carnivore, Omnivore and Herbivore.  Food chains around dinosaurs.  Identify survival and basic needs of living things.  Identify capital cities of the UK and revisit continents of the world linked to dinosaur discovery.  Be able to identify living, dead and never been alive.  Recall facts about the life of Mary Anning.  Recall different time periods of the dinosaurs. |
| Linked texts | Fiction: Wild by Emily Hughes; Explorer Kathryn Rundell; Jungle Book Rudyard Kipling, The Great Kapok Tree Lynne Cherry, One Day on our Blue Planet: In the Rainforest Ella Bailey, Pongo Jesse Hodgson, Where the Forest Meets the Sea Jeannie Bake, Slowly, Slowly, Slowly, said the Sloth Eric Carle, The Tin Forest Wayne Anderson  Poetry:All the Wild Wonders -Various Poets, Wendy Cooling (editor) & Piet Grobler (illustrator)  Non-Fiction books: Wild Animals of the South Dieter Braun, Lifesize: Rainforest Anita Ganeri & Stuart Jackson-Carter | Fiction: Buzz Aldrin – Reaching for the Moon, Counting on Katherine Helaine Becker Man on the Moon by Simon Bartram, Field Trip to the Moon Jeanne Willis & John Hare, The Marvellous Moon Map by Teresa Heapy & David Litchfield, Laika: Astronaut Dog Owen Davey, Beegu Alexis Deacon, ‘The Way Back Home’ Oliver Jeffers  Poetry: Spaced Out: Space poems chosen by Brian Moses and James Carter, Aliens love underpants by Claire Freedman  Non-Fiction books to refer to. The Skies Above My Eyes by Charlotte Guillain & Yuval Zomme, A Journey Through: Space Steve Parker & John Haslam, Professor Astro Cat's Solar System Ben Newman and Dominic Walliman, A Cat's Guide to the Night Sky Stuart Atkinson & Brendan Kearney,  The International Space Station Clive Gifford and Dan Schlitzkus, Hidden Figures: The True Story of Four Black Women and the Space Race Margot Lee Shetterly & Laura Freeman, Look Inside: Space Rob Lloyd Jones and Benedetta Giaufret | Fiction: Secret Dinosaur - N S Blackman; Dinosaur Diary - Julia Donaldson; Thomas and the Tinners; Five Go Down to the Sea – Enid Blyton, The Dinosaur Who Lost Her Voice Julie Ballard & Francesca Gambatesa, If I had a dinosaur by Gabby Dawnay & Alex Barrow,  There's a T-Rex in Town Ruth Symons  Poetry: Dinosaur Bones By Bob Barner, Stomp, Dinosaur, Stomp! By Margaret Mayo & Alex Ayliffe, Mad About Dinosaurs! By Giles Andreae & David Wojtowycz  Non-Fiction books to refer to. Life on Earth: Dinosaurs by Heather Alexander & Andres Lozano, Dinosaur A to Z: An Amazing Alphabetical Dinosaur Parade Dustin Growick & DK, First Facts: Dinosaurs DK, Prehistoric Actual Size by Steve Jenkins |
| English Text Types  TfW English Text Types  Poetry  Nonfiction  Book study | Year 2 Fiction narrative – The papaya that spoke (Pie Corbett)  Non-fiction – Recount trip to the rainforest (Eden.) Recipes for rainforest smoothies.  Poetry – animal poems (kennings)  Year 1  Fiction narrative: ‘Monkey see Monkey do’ Pie Corbett  Nonfiction: instructions: rainforest recipes.  Poetry: Caliigrams and shape poems/ simple rhyme | Year 2 Fiction: Narrative ‘The Marvellous Moon Map’ Teresa Heapy  Non-fiction: Non-Chronological Report - Planets, diary entry- perspective of Buzz Aldrin/Neil Armstrong or Katherine Jonhson.  Poetry – What is the sun? Pie Corbett Planet poetry  Year 1:  Fiction narrative: ‘The Way Back Home’ Oliver Jeffers  Nonfiction: planet fact files/ diary - Buzz Aldrin/Neil Armstrong or Katherine Jonhson.  Poetry: Planet acrostics | Year 2 Fiction: Narrative – adventure story \_the girl and the dinosaur by Hollie Hughes, Bog Baby by Jeanne Willis  Non-fiction: Newspaper report about Mary Anning; Recount – dinosaur experience; Non-chronological report about a dinosaur  Poetry: based on a model ‘The Zealous Zoo’ Pie Corbett (to innovate about dinosaurs)  Year 1 Fiction: Narrative: ‘The Little Green Dinosaur.’ (TFW)  Poetry: performance poetry  Nonfiction: ‘Dear Dinosaur’ Bu Chae Strathie writing to a dinosaur in a museum. |
| Linked person of study | Ed Stafford (Walked the length of the Amazon river)  Percy Fawcett  Rousseau | Katherine Johnson  Neil Armstrong  Buzz Aldron  Tim Peake  Peter Thorpe  Yagoi Kusma | Mary Anning  Jack Horner |
| Linked Music | Samba  Stravinsky - Rite of Spring  Chopin – ‘Raindrop’  Traditional South American  Soundscapes of the Rainforest  Hey Dumba (Sing Up)  Bare Necessities | Holst: The Planets | Dinosaur Stomp  John Williams – Main Theme – Jurassic Park  Walk the Dinosaur – Dance for finale  Stravinsky’s Rite of Spring  Fantasia clips  Volcano erupting video to music. |
| Topic box | Photos of rainforest creatures (mixture of types)  Rainforest instruments: Rain stick, Frog scraper  Banana  Photos of the explorers  Animals (Small world)  Pictures of Hindu Gods  Binoculars  Compass  Boat and oar  Chocolate  Coffee Beans  Cinnamon sticks | Pictures Tim Peake, Buzz Aldrin, Neil Armstrong, Katherine Johnson.  Rocket  Space suit  Survival food pack  Listen to excerpts from The Planets  Replicas of planets  Peter Thorpe artwork  <https://www.stem.org.uk/resources/elibrary/resource/169251/once-upon-time> | Dinosaur Egg  Fossil brush  Pick axe  Fossils  Mining Tools  Images of Mary Anning and John ‘Jack’ Horner  Map of the world/globe  Pumice stone  Toy dinosaurs |
| Trip | Mark’s Ark/ Newquay Zoo  Eden Project | Space Dome – visiting trip. | Dino4Hire  Squash Box Theatre |
| Topic Finale | Carnival day – dressing up/ food/ music  One class to dance Carnival dance in homemade printed T-shirts while other class play Samba music for class to dance to. Swap over. | Art Gallery of Abstract work in the style of Peter Thorpe and dioramas. | Dinosaur Museum – Class split into 5 groups; each group covers one dinosaur and presents work in museum e.g. volcano, dinosaur egg, fact file, model of dinosaur, electric dinosaur matching game etc. |
| Outdoor Learning Opportunities | Bug hunts and compare with mini-beasts here and in South America.  Local bird watching and compare with bird life in rainforests. | Healthy Living  Seasonal and daily weather patterns.  Rocket experiment and materials for rocket making | Fossil digging  Moving like a dinosaur  Maps and journey sticks |
| Aspirations and Hopes | Careers and professions linked to topic: Explorer, Eco-warriors, Scientist, Naturalist, Farmers, Fashion designer, traveller, travel vlog/blogger, illustrator, architect, landscape gardener, conservationists. | Careers and professions linked to topic: Astronaut, Engineer, Scientist, Author/Writer, Mathematician. | Careers and professions linked to topic: palaeontologist, engineer, geologist, author, scientist, entrepreneur. |
| National Curriculum Coverage  Skills/Knowledge Components |  |  |  |
| History | NC objectives:  - can use a wide vocabulary of everyday historical terms including those related to the passing of time.  - can place events and objects in chronological order.  -can ask questions about the past.  -can answer questions about the past using given sources.  - discuss significant events and people in Britain within and beyond their living memory  -knows some of the ways that we can find out about the past.  - describe the similarities and differences between life during a time in the past and life today.  can answer questions about the past using given sources.  - can discuss significant events and people from the wider world, within and beyond their living memory  describe the similarities and differences between life during a time in the past and life today. | NC objectives:  - can use a wide vocabulary of everyday historical terms including those related to the passing of time.  - can place events and objects in chronological order.  -can ask questions about the past.  -can answer questions about the past using given sources.  - discuss significant events and people in Britain within and beyond their living memory  -knows some of the ways that we can find out about the past.  - describe the similarities and differences between life during a time in the past and life today.  can answer questions about the past using given sources.  - can discuss significant events and people from the wider world, within and beyond their living memory  describe the similarities and differences between life during a time in the past and life today. | NC objectives:  - can use a wide vocabulary of everyday historical terms including those related to the passing of time.  - can place events and objects in chronological order.  -can ask questions about the past.  -can answer questions about the past using given sources.  - discuss significant events and people in Britain within and beyond their living memory  -knows some of the ways that we can find out about the past.  can describe an artefact.  - describe the similarities and differences between life during a time in the past and life today.  can discuss some significant historical events, people and places in his/her own locality  describe the similarities and differences between life during a time in the past and life today. |
| Sticky Knowledge  Percy Fawcett was an explorer who mapped the Amazon rainforest in the late 1800s  Pictures of explorers of the past and present day | Sticky Knowledge  A time line showing when the space race started in relation to other key dates  Pen portrait of significant people; Buzz Aldrin, Neil Armstrong, Katherine Johnson and Russian astronauts Yuri Gargarin and Valentina Tereshkova  Images of first rockets launched in space to compare with present day  Secondary sources e.g. newspaper headlines | Sticky Knowledge  A time line showing the ages of the dinosaurs  Pen portrait of Mary Anning  Labelled examples of fossil finds and tools used in discovering artefacts  World map with locations of dinosaurs |
| Components:  Put things in order within the topic.  Offers opinions and facts with some reasoning.  Answer simple questions relating to the topic.  Language specific to topic  Use sources to find out about the past; people, photographs,  Answer simple questions relating to the topic.  To talk simply about why something happened.  Explore a particular event and how if affected people at the time. | Components:  Put things in order within the topic.  Offers opinions and facts with some reasoning.  Answer simple questions relating to the topic.  Explore a particular event and how if affected people at the time.  Language specific to topic (e.g. mummified)  Use sources to find out about the past; people, photographs,  To talk simply about why something happened. | Components:  Put things in order within the topic.  Offers opinions and facts with some reasoning.  Answer simple questions relating to the topic.  Language specific to topic (e.g. mummified) |
| Geography | NC objectives:  - name and locate the world's seven continents and five oceans using globes, maps and atlases.  - use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.  - use basic geographical vocabulary to identify and describe key physical features.  - can use information books to compare the similarities and differences between places studied at KS1.  - can explain geographical similarities and differences between an area of the UK and a non-European country. | NC objectives:  can use information books to compare the similarities and differences between places studied at KS1. | NC objectives:  can use information books to compare the similarities and differences between places studied at KS1.  can explain geographical similarities and differences between an area of the UK and a non-European country.  Can follow directions on a map: North, South, East, West.  - Use a simple plan to follow a route.  -Can draw a route showing features.  -Can draw maps of real life and made up places using a key. |
| Sticky Knowledge  World Map with oceans and continents, north and south poles, equator and rainforests labelled  Diagram of the rainforest layers  Pictures of key physical and human features of Brazil; Rio carnival, Amazon River, city life, deforestation | Sticky Knowledge  Four seasons and weather symbols  Solar system labelled and diagram showing how the position of Earth effects daylight hours and seasons | Sticky Knowledge  World Map with oceans and continents, north and south poles, equator, capital cities and place where dinosaur remains have been found  Compass directions and simple map  Images of the Dorset coast where Mary Anning lived  Aerial photographs with physical features of a landscape labelled  Wold map/ google image to show how the continents have changed since the age of the dinosaurs (Pangea) |
| Components:  Know the 5 oceans and know the seven continents.  Compare features from one small area of the UK to geographical features of 1 chosen country.  Know hot and cold areas in relation to the equator and the North and South Poles. | Components:  Identify seasonal and daily weather patterns in the UK. | Components:  Name, locate and identify characteristics of the 4 capital cities of the UK and surrounding seas.  Identify seasonal and daily weather patterns in the UK.  Use maps, atlases and globes to identify the UK and selected other countries.  Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features.  Construct basic maps using symbols in a key. |
| Science | NC objectives:  Identify and classify Habitats  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.  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.  Plants- observe and describe how grow, their growth needs. | NC objectives:  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene  -Identify and classify  Ask simple questions  -Recognise that questions can be answered in different ways.  -Observe closely, using simple equipment.  -Perform simple tests  -Gather and record data to help answer questions.  -Use their observations and ideas to suggest answers to questions.  Plants- observe and describe how grow, their growth needs. | NC objectives:  Life exists in a variety of forms and goes through cycle  - 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  Life exists in a variety of forms and goes through cycles  - Explore and compare the differences between things that are living, dead, and things that have never been alive  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.  Plants- observe and describe how grow, their growth needs. |
| Sticky Knowledge  Pictures and labels of different types of habitat and micro habitats  Simple food chain of animals living in the rainforest  Examples of different animals and plants living in the Amazon Rainforest (Sloth, Tree frog, Toucan, Orangutan, tiger, chameleon, bats, butterflies) | Sticky Knowledge  Humans need food, water and oxygen in order to survive  Exercise keeps humans healthy  Labelled drawing showing the effect exercise on the body  Examples of a healthy diet  Labelled pictures showing how to keep well (washing hands, brushing teeth)  The importance of eating fresh fruit and vegetables (in space they grow salad!)  (Make lkinks with Astronaut training and survival in space) | Sticky Knowledge  MRS GREN  Pictures of things that are dead, alive or never been alive  Examples of carnivores, herbivores and omnivore dinosaurs  Life cycle diagram of a dinosaur  Food chains showing who ate who and how we know (size, teeth, claws)  Examples of how living things live in family groups |
| Components:  Ask simple questions and recognise that they can be answered in different ways  Observe closely, using simple equipment  Perform simple tests  Identify and Classify  Use their observations and ideas to suggest answers to questions  Gather and record data to help in answering questions  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)  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching  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 microhabitats  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 | Components:  Ask simple questions and recognise that they can be answered in different ways  Observe closely, using simple equipment  Perform simple tests  Use their observations and ideas to suggest answers to questions  Gather and record data to help in answering questions  Observe and describe how seeds and bulbs grow into mature plants  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy  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 | Components:  Ask simple questions and recognise that they can be answered in different ways  Observe closely, using simple equipment  Perform simple tests  Identify and Classify  Use their observations and ideas to suggest answers to questions  Gather and record data to help in answering questions  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)  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 |
| RE | Cornwall Agreed Syllabus:  1.10 What does it mean to belong to a faith community?  1.1 What do Christians believe God is like? | Cornwall Agreed Syllabus:  1.7 Who is Jewish and how do they live? | Cornwall Agreed Syllabus:  1.2 Who do Christians say made the world?  1.9 How should we care for world and for others, and why does it matter? |
| Sticky Knowledge:  Picture of Christian or Jewish wedding ceremony  List of objects used in ceremonies  Story mountain of ‘The Lost Parable.’ | Sticky Knowledge:  Labelled picture of Shabbat and Chaukah | Sticky Knowledge:  Storyboard of the creation story  Picture of the bible as a holy book  Examples of how we can look after the natural world |
| Components:  Make sense of beliefs:  • Recognise that loving others is important in lots of communities  • Say simply what Jesus and one other religious leader taught  about loving other people  Understand the impact:  • Give an account of what happens at a traditional Christian and  Jewish or Muslim welcome ceremony, and suggest what the  actions and symbols mean  • Identify at least two ways people show they love each other and  belong to each other when they get married (Christian and/or  Jewish and non-religious)  Make connections:  • Give examples of ways in which people express their identity  and belonging within faith communities and other communities,  responding sensitively to differences  • Talk about what they think is good about being in a community,  for people in faith communities and for themselves, giving a  good reason for their ideas.  Make sense of belief:  • Identify what a parable is  • Tell the story of the Lost Son from the Bible  simply and recognise a link with the Christian  idea of God as a forgiving Father  • Give clear, simple accounts of what the story  means to Christians  Understand the impact:  • Give at least two examples of a way in which  Christians show their belief in God as loving and  forgiving (e.g. by saying sorry, by seeing God as  welcoming them back; by forgiving others)  • Give an example of how Christians put their  beliefs into practice in worship (e.g. by saying  sorry to God)  Make connections:  • Think, talk and ask questions about whether they  can learn anything from the story for themselves,  exploring different ideas  • Give a reason for the ideas they have and the  connections they make. | Components:  Make sense of belief:  • Recognise the words of the Shema as a Jewish prayer  • Retell simply some stories used in Jewish celebrations  (e.g. Chanukah)  • Give examples of how the stories used in celebrations  (e.g. Shabbat, Chanukah) remind Jews about what God is like  Understand the impact:  • Give examples of how Jewish people celebrate special times  (e.g. Shabbat, Sukkot, Chanukah)  • Make links between Jewish ideas of God found in the stories  and how people live  • Give an example of how some Jewish people might remember  God in different ways (e.g. *mezuzah*, on Shabbat)  Make connections:  • Talk about what they think is good about reflecting, thanking,  praising and remembering for Jewish people, giving a good  reason for their ideas  • Give a good reason for their ideas about whether reflecting,  thanking, praising and remembering have something to say to  them too. | Components:  Make sense of belief:  • Retell the story of creation from Genesis 1:1–2:3 simply  • Recognise that ‘Creation’ is the beginning of the ‘big story’ of  the Bible  • Say what the story tells Christians about God, Creation and the  world  Understand the impact:  • Give at least one example of what Christians do to say ‘thank  you’ to God for Creation  Make connections:  • Think, talk and ask questions about living in an amazing world  • Give a reason for the ideas they have and the connections they  make between the Jewish/Christian Creation story and the  world they live in.  Make sense of belief:  • Identify a story or text that says something about each person  being unique and valuable  • Give an example of a key belief some people find in one of  these stories (e.g. that God loves all people)  • Give a clear, simple account of what Genesis 1 tells Christians  and Jews about the natural world  Understand the impact:  • Give an example of how people show that they care for others  (e.g. by giving to charity), making a link to one of the stories  • Give examples of how Christians and Jews can show care for  the natural earth  • Say why Christians and Jews might look after the natural world  Make connections:  • Think, talk and ask questions about what difference believing  in God makes to how people treat each other and the  natural world  • Give good reasons why everyone (religious and non-religious)  should care for others and look after the natural world. |
| PSHE | Respecting Uniqueness  H21. To recognise what makes them special   H22. To recognise the ways in which we are all unique   R23. To recognise the ways in which they are the same and different to  Others  Our Communities  L4. About the different groups they belong to  L5. About the different roles and responsibilities people have in their community  L6. To recognise the ways they are the same as, and different to, other people  Everyday Safety  H29. to recognise risk in simple everyday situations and what action to take to minimise harm • H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) • H31. that household products (including medicines) can be harmful if not used correctly • H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely  Basic First Aid  H35. about what to do if there is an accident and someone is hurt • H36. how to get help in an emergency (how to dial 999 and what to say • R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard | Learning about work  • L14. that everyone has different strengths • L15. that jobs help people to earn money to pay for things • L16. different jobs that people know or people who work in the community do • L17. about some of the strengths and interests someone might need to do different jobs  Horrible Hands  • H5. Pupils will learn about simple hygiene routines that can stop germs from spreading  Sharing Pictures  • R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online • R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult • R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are hear • H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them  Playing Games  R15. how to respond safely to adults they don’t know • L9. that not all information seen online is true • R14. that sometimes people may behave differently online, including by pretending to be someone they are not • H28. about rules and age restrictions that keep us safe • H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them | Online Friends  Big Feelings  H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) • H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good • H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better • H24. how to manage when finding things difficult |
|  | **Skills Components**  Respect similarities and differences in others.  Share my views and ideas. Respect similarities and differences in others.  Share my views and ideas with individuals and with the whole class.  Contribute to the life of the classroom and school.  Help construct, and agree to follow, group and class rules.  Recognise ways in which I am unique and understand that there has never been and will never be another ‘me’.  Explain the ways in which we are the same as all other people and what we have in common with everyone else. Respect my needs and the needs of others.  I know who the special people in my community are and know how to contact those people when I need their help, including dialling 999 in an emergency. School values  Use imagination and creativity in learning  Understand own heritage School and own values  Responsibility for behaviour choices  Distinguish between right and wrong  Willingness to reflect on experiences  Use a rage of social skills  Understand the heritage of others  Make sure I am safe from household products, including medicines.  Recognise people who look after me, my family networks, who to go to if I am worried and how to attract their attention.  Help the people who look after me to more easily protect me.  Know how to ask for help if I am worried about something.  Keep myself safe and others safe.  I know that I do not need to keep secrets. Keep safe in different situations.  **Ask for help if I am worried about something.**  **Keep things private and respect others’ privacy.** | **Skills Components**  Identify my special people and explain what makes them special.  Care for others. Listen to other people and play and work cooperatively.  Resolve simple arguments.  Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.  Get help if I experience or witness teasing or bullying.  Identify my special people and explain what makes them special.  Care for others. Listen to other people and play and work cooperatively.  Resolve simple arguments.  Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.  Get help if I experience or witness teasing or bullying.  Recognise people who look after me, my family networks, who to go to if I am worried and how to attract their attention.  Help the people who look after me to more easily protect me.  Know how to ask for help if I am worried about something.  Keep myself safe and others safe.  I know that I do not need to keep secrets.  Keep safe in different situations.  Ask for help if I am worried about something.  Keep things private and respect others’ privacy. | **Skills Components**  Recognise people who look after me, my family networks, who to go to if I am worried and how to attract their attention.  Help the people who look after me to more easily protect me.  Know how to ask for help if I am worried about something.  Keep myself safe and others safe.  I know that I do not need to keep secrets. Keep safe in different situations.  Ask for help if I am worried about something.  Keep things private and respect others’ privacy.  Recognise feelings in myself and in others.  Share my feelings.  Recognise what is fair and unfair, kind and unkind, and right and wrong.  Respond correctly when people are being unkind to me or others.  Recognise when my body or feelings are hurt or when others are hurt.  Respect similarities and differences in others.  Share my views and ideas. Respect similarities and differences in others.  Share my views and ideas with individuals and with the whole class.  Identify my special people and explain what makes them special.  Care for others. Listen to other people and play and work cooperatively.  Resolve simple arguments.  Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.  Get help if I experience or witness teasing or bullying.  Contribute to the life of the classroom and school.  Help construct, and agree to follow, group and class rules.  Recognise ways in which I am unique and understand that there has never been and will never be another ‘me’.  Explain the ways in which we are the same as all other people and what we have in common with everyone else. Respect my needs and the needs of others.  I know who the special people in my community are and know how to contact those people when I need their help, including dialling 999 in an emergency. |
| **Music** | **NC objectives:**  ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes  ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music  ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. | **NC objectives:**  ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes  ♣ play tuned and untuned instruments musically  ♣ listen with concentration and understanding to a range of high-quality live and recorded music  ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. | **NC objectives:**  ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes  ♣ play tuned and untuned instruments musically  ♣ listen with concentration and understanding to a range of high-quality live and recorded music  ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| **New Model Music curriculum (non-statutory)**  **Singing**  • Sing songs regularly with a pitch range of do-so with increasing vocal control.  • Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.  • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)  **Composing**  • Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).  • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.  • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.  **Pulse/Beat**  • Understand that the speed of the beat can change, creating a faster or slower pace (tempo).  • Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.  • Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others.  • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.  • Identify the beat groupings in familiar music that they sing regularly and listen to.  **Rhythm**  • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.  • Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).  **Pitch**  • Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.  • Sing short phrases independently within a singing game or short song.  • Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). | **New Model Music curriculum (non-statutory)**  **Singing**  • Sing songs regularly with a pitch range of do-so with increasing vocal control.  • Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.  • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)  **Composing**  • Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).  • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.  **Rhythm**  • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.  • Create and perform their own chanted rhythm patterns with the same stick notation.  **Pitch**  • Recognise dot notation and match it to 3-note tunes played on tuned percussion, | **New Model Music curriculum (non-statutory)**  **Singing**  • Sing songs regularly with a pitch range of do-so with increasing vocal control.  • Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.  • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)  **Composing**  • Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).  • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.  • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.  • Use music technology, if available, to capture, change and combine sounds.  **Rhythm**  • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests  **Pulse/Beat**  • Understand that the speed of the beat can change, creating a faster or slower pace (tempo).  • Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.  • Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). 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|  | **Skills Components:**  Use voice to good effect, understanding the importance of warming up first.  Sing songs in ensembles, following the tune (melody) well.  Perform in an ensemble with instructions from the leader.  Make and control long and short sounds using voices and instruments, including simple improvisation.  Carefully choose sounds to achieve an effect (including use of ICT).  Order sounds to create an effect (structure beginnings/endings).  Create short musical patterns.  Create sequences of long and short sounds rhythmic patterns (duration).  Play instruments with control and exploring pitch  Start to explore simple compositions with two or three notes.  Identify the pulse in music.  Recognise changes in timbre (sound quality smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).  Start to recognise different instruments.  Listen carefully and recall short rhythmic and melodic patterns.  Use changes in dynamics, timbre and pitch in music.  Make sounds and symbols to make and record music (graphic scoring).  Know music can be played or listened to for a variety of purposes (in history/ different cultures). | **Skills Components:**  Use voice to good effect, understanding the importance of warming up first.  Sing songs in ensembles, following the tune (melody) well.  Perform in an ensemble with instructions from the leader.  Make and control long and short sounds using voices and instruments, including simple improvisation.  Create short musical patterns.  Create sequences of long and short sounds rhythmic patterns (duration). Play instruments with control and exploring pitch  Identify the pulse in music.  Recognise changes in timbre (sound quality smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).  Listen carefully and recall short rhythmic and melodic patterns.  Use changes in dynamics, timbre and pitch in music.  Make sounds and symbols to make and record music (graphic scoring).  Know music can be played or listened to for a variety of purposes (in history/ different cultures). | **Skills Components:**  Use voice to good effect, understanding the importance of warming up first.  Sing songs in ensembles, following the tune (melody) well.  Perform in an ensemble with instructions from the leader.  Make and control long and short sounds using voices and instruments, including simple improvisation.  Carefully choose sounds to achieve an effect (including use of ICT).  Order sounds to create an effect (structure beginnings/endings).  Create short musical patterns.  Create sequences of long and short sounds rhythmic patterns (duration).  Play instruments with control and exploring pitch  Start to explore simple compositions with two or three notes.  Identify the pulse in music.  Recognise changes in timbre (sound quality smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).  Start to recognise different instruments.  Listen carefully and recall short rhythmic and melodic patterns.  Use changes in dynamics, timbre and pitch in music.  Make sounds and symbols to make and record music (graphic scoring).  Know music can be played or listened to for a variety of purposes (in history/ different cultures). |
|  | Charanga units:  How does music help us to make friends?  How does music teach us about the past? | Charanga units:  How does music make the world a better place?  How does music teach us about our neighbourhood? | Charanga units:  How does music make us happy?  How does music teach us about looking after our planet? |
| Art and Design | DRAWING AND PAINTING  Henri Rousseau  Beatriz Milhazes  Children develop rainforest compositions using painting and drawing based on the paintings by Henri Rousseau and Beatriz Milhazes. | PAINTING AND COLLAGE  Peter Thorpe  Yagoi Kusma  Hubble space images  Children develop ideas through experimental mark making and painting to create space collages. | PRINTING  Charles Knight  Edward Lear  Kate Watkins  Children develop observational drawings into ideas for simple mono-printing and press plate prints.  http://gomersalprimaryschoolart.blogspot.com/2016/01/year-3-fossil-printing.html |
| NC objectives:  To use a range of materials creatively to design and make products  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  To know 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. | NC objectives:  To use a range of materials creatively to design and make products  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  To know 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. | NC objectives:  To use a range of materials creatively to design and make products  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  To know 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. |
| Sticky Knowledge  Information about Rousseau and Milhazes  Formal elements and definition e.g. line, tone, shade, tint, colour | Sticky Knowledge  Information about Thorpe and Kusma  Examples of mark making (scraping, zig-zag, cross hatching, intaglio) | Sticky Knowledge  Information about Lear, Knight and Watkins  Simple guide to make a press print |
| Components:  Year 1  Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink.  Create Art from imagination.  Create a piece of Art that is responding to an experience.  Begin to draw what is in front of them.  Explore line and mark making in different ways.  Work with a variety of different brushes.  Colour mixing.  Use a range of tools (sponges, fabric) to begin to experiment with texture.  Explore a range of work by other artists, craft makers and designers.  Be able to give their opinion and say why they like/dislike the work of other artists.  Use a piece of artwork as a starting point for their own work.  Year 2  Introduce chalk and pastels alongside other drawing materials to broaden range of drawing techniques.  Simple dyeing techniques including tie dying, and printing.  Work with a range of paints including powder, ready mix and block.  Respond to a range of stimuli.  Begin to give reasons for choice of materials and colours.  Begin to look at different artists’ work and attempt own interpretations of the style and technique.  Practise a variety of methods for dying material.  Explore shading with a pencil.  Creating light and dark colours by tinting.  Explore pattern through printing and stamping.  Continue to explore and be exposed to work by other artists and designers.  Be able to describe the similarities and differences between pieces of work by other artists.  To look at artists through history, contemporary artists, designers and architects and begin to form opinions about the variety of work | Components:  **Year 1**  Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink.  Create Art from imagination.  Create a piece of Art that is responding to an experience.  Begin to draw what is in front of them.  Explore line and mark making in different ways.  Work with a variety of different brushes.  Threading and using a needle to create a stitch.  Colour mixing.  Use a range of tools (sponges, fabric) to begin to experiment with texture.  Explore a range of work by other artists, craft makers and designers.  Be able to give their opinion and say why they like/dislike the work of other artists.  Use a piece of artwork as a starting point for their own work.  Year 2  Introduce chalk and pastels alongside other drawing materials to broaden range of drawing techniques.  Work with a range of paints including powder, ready mix and block.  Respond to a range of stimuli.  Begin to give reasons for choice of materials and colours.  Begin to look at different artists’ work and attempt own interpretations of the style and technique.  Explore shading with a pencil.  Creating light and dark colours by tinting.  Explore pattern through printing and stamping.  Continue to explore and be exposed to work by other artists and designers.  Be able to describe the similarities and differences between pieces of work by other artists.  Work alongside an artist in order to make links to their own work.  To look at artists through history, contemporary artists, designers and architects and begin to form opinions about the variety of work | Components:  **Year 1**  Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink.  Begin to draw what is in front of them.  Explore line and mark making in different ways.  Work with a variety of different brushes.  Colour mixing.  Use a range of tools (sponges, fabric) to begin to experiment with texture.  Explore a range of work by other artists, craft makers and designers.  Be able to give their opinion and say why they like/dislike the work of other artists.  Use a piece of artwork as a starting point for their own work.  **Year 2**  Introduce chalk and pastels alongside other drawing materials to broaden range of drawing techniques.  Simple dyeing techniques including tie dying, and printing.  Work with a range of paints including powder, ready mix and block.  Respond to a range of stimuli.  Begin to give reasons for choice of materials and colours.  Begin to look at different artists’ work and attempt own interpretations of the style and technique.  Explore shading with a pencil.  Creating light and dark colours by tinting.  Explore pattern through printing and stamping.  Create work using natural materials to develop skills on texture.  Continue to explore and be exposed to work by other artists and designers.  Be able to describe the similarities and differences between pieces of work by other artists.  Work alongside an artist in order to make links to their own work.  To look at artists through history, contemporary artists, designers and architects and begin to form opinions about the variety of work |
| Design and Technology | Yogurt Café  NC objectives:  **Design**   design purposeful, functional, appealing products for themselves and other users based on design criteria   generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  **Make**   select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]   select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  **Evaluate**   explore and evaluate a range of existing products   evaluate their ideas and products against design criteria  Technical knowledge  **Cooking and Nutrition**   use the basic principles of a healthy and varied diet to prepare dishes   understand where food comes from | Space Robots  NC objectives:  **Design**   design purposeful, functional, appealing products for themselves and other users based on design criteria   generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  **Make**   select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]   select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  **Evaluate**   explore and evaluate a range of existing products   evaluate their ideas and products against design criteria  Technical knowledge   build structures, exploring how they can be made stronger, stiffer and more stable   explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | Moving Monsters (Plan Bee)  NC objectives:  **Design**   design purposeful, functional, appealing products for themselves and other users based on design criteria   generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  **Make**   select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]   select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  **Evaluate**   explore and evaluate a range of existing products   evaluate their ideas and products against design criteria  Technical knowledge   build structures, exploring how they can be made stronger, stiffer and more stable   explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. |
| Sticky Knowledge  Know how yogurt is made and flavoured  List of fruits that come from the rainforest  Examples of packaging | Sticky Knowledge  Pictures of mechanisms that enable a robot to move e.g. hinged joint, wheel and axle. | Sticky Knowledge  Examples of products that use air to change shape or move e.g. balloons, pumps, vacuum cleaner, bike tyres. |
| Components:  Year 1  Design a functional product with a purpose for themselves and others.  Design a product to do a specific job.  Draw and label pictures of their design ideas.  Discuss their ideas and explain their choices.  Name the tools they are using and know how to use them safely.  Use given tools to cut, shape, join and finish products  Explore different materials and components to find ways of joining materials  Explore, investigate and use existing products.  Say whether or not their product does the job it is supposed to.  Explain why their product is good  Build structures and explore how they can be made stiffer and stronger using a range of materials.  Understand which foods are healthy and which foods are treats.  Suggest healthy dishes to prepare and make.  Understand where some foods come from (meat, fruit and veg).  Year 2  Design an appealing and functional product with a purpose for themselves and others.  Use a set of criteria to aid the design process.  Draw, and make notes on, their design ideas.  Explain what they are making, and what they will need to use.  Select and name a range of tools and equipment  Know which equipment is used for cutting, shaping, joining and finishing  Select from a range of materials and components depending on use.  Explore and evaluate existing products.  Say why a product is good (or not) and what job it does Evaluate their product against their design criteria.  Explore different ways of joining similar materials together.  Explore and use levers and sliders to move part of their product.  Understand what a healthy and varied diet is.  Use knowledge of healthy eating to prepare dishes.  Understand where food comes from (plant or animal). | Components:  Year 1  Design a functional product with a purpose for themselves and others.  Design a product to do a specific job.  Draw and label pictures of their design ideas.  Discuss their ideas and explain their choices.  Name the tools they are using and know how to use them safely.  Use given tools to cut, shape, join and finish products  Explore different materials and components to find ways of joining materials  Explore, investigate and use existing products.  Say whether or not their product does the job it is supposed to.  Explain why their product is good  Build structures and explore how they can be made stiffer and stronger using a range of materials.  Explore ways of joining cards to make it move (e.g. split pins).  Create models with wheels and axels.  Year 2  Design an appealing and functional product with a purpose for themselves and others.  Use a set of criteria to aid the design process.  Draw, and make notes on, their design ideas.  Explain what they are making, and what they will need to use.  Select and name a range of tools and equipment  Know which equipment is used for cutting, shaping, joining and finishing  Select from a range of materials and components depending on use.  Explore and evaluate existing products.  Say why a product is good (or not) and what job it does Evaluate their product against their design criteria.  Build structures - investigate how they can be made stronger, stiffer, more stable.  Explore different ways of joining similar materials together.  Create models with wheels, axels and hinges.  Explore and use levers and sliders to move part of their product. | Components:  Year 1  Design a functional product with a purpose for themselves and others.  Design a product to do a specific job.  Draw and label pictures of their design ideas.  Discuss their ideas and explain their choices.  Name the tools they are using and know how to use them safely.  Use given tools to cut, shape, join and finish products  Explore different materials and components to find ways of joining materials  Explore, investigate and use existing products.  Say whether or not their product does the job it is supposed to.  Explain why their product is good  Explore ways of joining cards to make it move (e.g. split pins).  Create models with wheels and axels.  Year 2  Design an appealing and functional product with a purpose for themselves and others.  Use a set of criteria to aid the design process.  Draw, and make notes on, their design ideas.  Explain what they are making, and what they will need to use.  Select and name a range of tools and equipment  Know which equipment is used for cutting, shaping, joining and finishing  Select from a range of materials and components depending on use.  Explore and evaluate existing products.  Say why a product is good (or not) and what job it does Evaluate their product against their design criteria.  Explore different ways of joining similar materials together. |
| Computing | NC objectives:  - Create and manipulate digital content: can manipulate original content within a document or project.  - Can access content from an easily accessible file or online and import these into a document. | NC objectives:  Create and manipulate digital content: can manipulate original content within a document or project.  -Can access content from an easily accessible file or online and import these into a document. | NC objectives:  - shows awareness of how IT can be used in a range of ways and for a range of purposes beyond school.  Algorithms  -Simple programs-create and debug  -Logical reasoning |
| Components:  Create and implement simple programmes on digital devices.  Use technology to create, organise, store, manipulate and retrieve digital content.  Know what personal information is and why they need to keep it private.  Use technology safely and respectfully. | Components:  Use different font sizes, colours and images to communicate meaning for a given audience.  Use presentation software.  Log on to an email or blog.  Use appropriate language in a simple email.  Know what personal information is and why they need to keep it private.  Use technology safely and respectfully. | Components:  Understand that programmes are a sequence of simple instructions  Create and test a simple programme.  Know what personal information is and why they need to keep it private.  Use technology safely and respectfully. |
| PE | Dance and Games  NC objectives:  master basic movements including running, jumping, throwing and catching, as well as  developing balance, agility and co-ordination, and begin to apply these in a range of activities  perform dances using simple movement patterns. | Ball Skills and Gymnastics  NC objectives:  master basic movements including running, jumping, throwing and catching, as well as  developing balance, agility and co-ordination, and begin to apply these in a range of activities  participate in team games, developing simple tactics for attacking and defending | Athletics and Striking and Fielding  OAA Net and Wall  NC objectives:  master basic movements including running, jumping, throwing and catching, as well as  developing balance, agility and co-ordination, and begin to apply these in a range of activities  participate in team games, developing simple tactics for attacking and defending |
| Skills Components:  Perform some simple dance moves.      Demonstrate rhythm and control.      Suggest improvements/give feedback  Perform dance actions with control and co-ordination.    Can choose appropriate movements to communicate mood / feelings / ideas    Link two or more actions in a sequence.    Give praise  Suggest next steps to peers  Move or stop to catch or collect a ball.    Decide where to stand to make it difficult for the opposing team.  Decide on the best position and move accordingly.    Understand basic tactics of a game    Reflect on reasons for rules and how to make games more challenging. | Skills Components:  Move or stop to catch or collect a ball.    Decide where to stand to make it difficult for the opposing team.  Decide on the best position and move accordingly.    Understand basic tactics of a game    Reflect on reasons for rules and how to make games more challenging.  Show control and coordination when travelling and balancing.    Link two or more actions to make a sequence.    Show contrasts (eg: small / tall, straight / curved, wide / narrow.    Jump in a variety of ways and land with some control and balance.  Balance on different points of the body.    Travel at different speeds in a variety of ways. | Skills Components:  Run with control.  Jump with control.  Explore different jump techniques.    Set myself targets to improve my performance. |