



## CREATIVE CURRICULUM MEDIUM TERM PLAN YEAR 1

TERM	Superheroes	Splendid Skies	Moon Zoom	Paws claws and whiskers	Bright lights, big city	Rio De Vida
<b>SCIENCE</b>	<p>Senses Investigation: Smell, Sight, Sound, Taste and Sound.</p> <p>Can the tallest superhero jump the furthest?</p>	<p>Investigating the Seasons. Identify common flowering plants and trees. Deciduous and evergreen trees.</p> <p>What do frozen things do in summer? How big is a raindrop?</p>	<p>Naming Materials. Investigating Materials. Properties of Materials. Design, make and evaluate a space suit.</p> <p>Balloon Travel Investigation.</p>	<p>Investigating the Seasons. Look at the different groups of animals; fish, amphibians, mammals etc. What do animals eat? Explore diet, carnivore, herbivore and omnivore.</p> <p>Insect Camouflage Investigation.</p>	<p>Popping Yeast balloons Investigation.</p>	<p>Investigating the Seasons. What makes the loudest sound?</p>
	<p><b>INVESTIGATION:</b> To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>SCIENTIFIC ENQUIRY</b> I can perform simple tests. I use my observations and ideas to suggest answers to questions. I can gather and record data. I can observe closely, using simple equipment.</p>	<p><b>INVESTIGATION:</b> To observe changes across the four seasons (Autumn) I can correctly identify and label the parts of a plant. I can correctly identify and label the parts of a tree. I can identify similarities between evergreen and deciduous trees.</p> <p><b>SCIENTIFIC ENQUIRY</b> I can perform simple tests. I can observe closely, using simple equipment. I use my observations and ideas to suggest answers to questions.</p>	<p><b>INVESTIGATION:</b> I can name the materials which classroom objects are made from and place them into groups. I can identify what a range of classroom objects are made from. I can describe properties of materials by investigation what different objects feel like.</p> <p><b>SCIENTIFIC ENQUIRY</b> I can perform simple tests. I can observe closely, using simple equipment. I use my observations and ideas to suggest answers to questions. I can gather and record data.</p>	<p><b>INVESTIGATION:</b> To observe changes across the four seasons (Spring) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p><b>SCIENTIFIC ENQUIRY</b> I can perform simple tests. I use my observations and ideas to suggest answers to questions. I can gather and record data.</p>	<p><b>INVESTIGATION:</b> <b>SCIENTIFIC ENQUIRY</b> I can perform simple tests. I can observe closely, using simple equipment. I can gather and record data.</p>	<p><b>INVESTIGATION:</b> To observe changes across the four seasons (Summer) To observe and describe weather associated with the seasons and how day length varies.</p> <p><b>SCIENTIFIC ENQUIRY</b> I can perform simple tests. I can observe closely, using simple equipment. I use my observations and ideas to suggest answers to questions. I can gather and record data.</p>

COMPUTING

<p><b>Computing systems and Networks - Technology Around Us</b>          To identify Technology          I can explain how these technology examples help us          I can explain technology as something that helps us          I can locate examples of technology in the classroom.          To identify a computer and its main parts          I can name the main parts of a computer          I can switch on and log into a computer          I can use a mouse to click and drag on a screen          To use a mouse in different ways          I can click and drag to make objects on a screen          I can use a mouse to create a picture          I can use a mouse to open a program          To use a keyboard to type on a computer          I can save my work to a file          I can say what a keyboard is for          I can type my name on a computer          To use the keyboard to edit text          I can delete letters          I can open my work from a file          I can use the arrow keys to move the cursor          To create rules for using technology responsibly          I can discuss how we benefit from these rules          I can give examples of some of these rules          I can identify rules to keep us safe and healthy when we are using technology in and beyond the home</p>	<p><b>Data and Information -Grouping Data (Counting in Maths Link)</b>          To label objects          I can describe objects using labels          I can identify the label for a group of objects          To identify that objects can be counted          I can match objects to groups          I can count a group of objects          I can count objects          I can group objects          To describe objects in different ways          I can describe an object          I can describe a property of an object          I can find objects with similar properties          To count objects with the same properties          I can count how many objects share a property          I can group objects in more than one way          I can group similar objects          To compare groups of objects          I can choose how to group objects          I can describe groups of objects          I can record how many objects are in a group          To answer questions about groups of objects          I can compare groups of objects          I can decide how to group objects to answer a question          I can record and share what I have found</p>	<p><b>Programming A - Moving a robot (P.E- dance Link)</b>          To explain what a given command will do          I can match a command to an outcome          I can predict the outcome of a command on a device          I can run a command on a device          To act out a given word          I can follow an instruction          I can give directions          I can recall words that can be acted out          To combine forwards and backwards commands to make a sequence          I can compare forwards and backwards movements          I can predict the outcome of a sequence involving forwards and backwards commands          I can start a sequence from the same place          To combine four direction commands to make sequences          I can compare left and right turns          I can experiment with turn and move commands to move a robot          I can predict the outcome of a sequence involving up to four commands          To plan a simple program          I can choose the order of commands in a sequence          I can debug my program          I can explain what my program should do          To find more than one solution to a problem          I can identify several possible solutions          I can plan two programs          I can use two different programs to get to the same place</p>	<p><b>Programming B – Introduction to animation</b>          To choose a command for a given purpose          I can compare different programming tools          I can find which commands to move a sprite          I can use commands to move a sprite          To show that a series of commands can be joined together          I can run my program          I can use a Start block in a program          I can use more than one block by joining them together          To identify the effect of changing a value          I can change the value          I can find blocks that have numbers          I can say what happens when I change a value          To explain that each sprite has its own instructions          I can add blocks to each of my sprites          I can delete a sprite          I can show that a project can include more than one sprite          To design the parts of a project          I can choose appropriate artwork for my project          I can create an algorithm for each sprite          I can decide how each sprite will move          To use my algorithm to create a program          I can add programming blocks based on my algorithm          I can test the programs I have created          I can use sprites that match my design</p>	<p><b>Creating Media – Digital painting (Art Link)</b>          To describe what different freehand tools do          I can draw lines on a screen and explain which tools I used          I can make marks on a screen and explain which tools I used          I can use the paint tools to draw a picture          To use the shape tool and the line tools          I can make marks with the square and line tools          I can use the shape and line tools effectively          I can use the shape and line tools to recreate the work of an artist          To make careful choices when painting a digital picture          I can choose appropriate shapes          I can create a picture in the style of an artist          I can make appropriate colour choices          To explain why I chose the tools I used          I can choose appropriate paint tools and colours to recreate the work of an artist          I can say which tools were helpful and why          I know that different paint tools do different jobs          To use a computer on my own to paint a picture          I can change the colour and brush sizes          I can make dots of colour on the page          I can use dots of colour to create a picture in the style of an artist on my own          To compare painting a picture on a computer and on paper          I can explain that pictures can be made in lots of different ways          I can say whether I prefer painting using a computer or using paper          I can spot the differences between painting on a computer and on paper</p>	<p><b>Creating Media – Digital Writing</b>          To use a computer to write          I can identify and find keys on a keyboard          I can open a word processor          I can recognise keys on a keyboard          To add and remove text on a computer          I can enter text into a computer          I can use backspace to remove text          I can use letter, number, and space keys          To identify that the look of text can be changed on a computer          I can explain what the keys that I have learnt about already do          I can identify the toolbar and use bold, italic, and underline          I can type capital letters          To make careful choices when changing text          I can change the font          I can select all of the text by clicking and dragging          I can select a word by double-clicking          To explain why I used the tools that I chose          I can decide if my changes have improved my writing          I can say what tool I used to change the text          I can use 'undo' to remove changes          To compare typing on a computer to writing on paper          I can explain the differences between typing and writing          I can make changes to text on a computer I can say why I prefer typing or writing</p>
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<b>HISTORY</b>	<b>SUBSTANTIVE KNOWLEDGE</b>	<p><b>NC</b> Learn about the achievements of the earliest civilisations-an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt</p> <p>Name significant people and events</p> <p><b>CORE KNOWLEDGE</b> <b>Develop children’s knowledge of ancient Egypt. Teach children about life on the Nile, the great pyramids and the powerful rule of the ancient pharaohs.</b></p> <p>The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p> <p>Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</p> <p>Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</p> <p>Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.</p>	<p><b>NC</b> Name significant people and events</p> <p><b>CORE KNOWLEDGE</b> <b>Significant individuals – Galileo Galilei, Isaac Newton; Catherine Johnson 1960s space race</b></p> <p>Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</p> <p>Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</p> <p>Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</p>	<p><b>NC</b> Study an aspect or theme in British History that extends pupils chronological knowledge beyond 1066</p> <p><b>CORE KNOWLEDGE</b> <b>Develop children’s knowledge of 14th century England. Children learn about life in medieval times, including the effects and impact of the Black Death.</b></p> <p>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p> <p>Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</p> <p>Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.</p> <p>The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.</p> <p>Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</p>	<p><b>NC</b> Develop an increasingly secure chronological knowledge and understanding of history, local, British and World.</p> <p><b>CORE KNOWLEDGE</b> <b>Local history study of the steel industry</b> Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</p>	<p><b>NC</b> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p><b>CORE KNOWLEDGE</b> <b>Teach children about the ancient Mayan civilisation and how their environment, beliefs, architecture and mathematical knowledge made the Maya one of the most sophisticated ancient civilisations.</b></p> <p>The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</p>
	<b>SUBSTANTIVE CONCEPTS (transferrable knowledge)</b>	Develop and use a wide vocabulary of historical terms such as; civilisation, ancient, wealthy, artefacts, sacred, scribe, discovery, significance, archaeologist, hierarchy and symbolise.	Develop and use a wide vocabulary of historical terms such as, international, president, explorer, segregation, justice	Develop and use a wide vocabulary of historical terms such as; peasantry, civilisation, treason, empire, hierarchy, rebellion and revolt. bishop, chivalry, famine, merchant, noble, parliament, plague, medieval, century, justice	Develop and use a wide vocabulary of historical terms such as; mining, significant, industry, discovery.	Develop and use a wide vocabulary of historical terms such as; ancient, empire, civilisation, parliament, peasantry, tradition, conquest, continuity, discovery, interpretation, invasion, symbolise, nation, significance and sacrifice.
	<b>DISCIPLINARY KNOWLEDGE (how historians construct knowledge of the past)</b>	<p><u>Chronology</u> Develop increasingly secure chronological knowledge and understanding of world history Put events, people, places and artefacts on a timeline Use correct terminology to describe events in the past</p> <p><u>Historical enquiry</u> Select sources independently Analyse a range of source material to promote evidence about the past</p> <p><u>Causes and Consequences</u> Begin to offer explanations about why people in the past acted as they did</p> <p><u>Similarities and differences</u> Show understanding of some of the similarities and differences between different periods</p> <p><u>Significance</u> Give reasons why some events, people or developments are seen as more significant than others</p>	<p><u>Chronology</u> Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past <u>Historical Enquiry</u> Devise, ask and answer more complex questions about the past, considering key concepts in history. Select sources independently. Construct and organise response by selecting and organising relevant historical data.</p> <p><u>Interpreting History</u> Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p><u>Continuity and Change</u> Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p> <p><u>Causes and Consequences</u> Begin to offer explanations about why people in the past acted as they did</p> <p><u>Similarities and differences</u> Show understanding of some of the similarities and differences between different periods</p> <p><u>Significance</u> Give reasons why some events, people or developments are seen as more significant than others</p>	<p><u>Chronology</u> Put events, people, places and artefacts on a timeline Use correct terminology to describe events in the past</p> <p><u>Historical Enquiry</u> Devise, ask and answer more complex questions about the past, considering key concepts in history.</p> <p><u>Continuity and Change</u> Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p> <p><u>Causes and Consequences</u> Begin to offer explanations about why people in the past acted as they did</p> <p><u>Similarities and differences</u> Show understanding of some of the similarities and differences between different periods</p> <p><u>Significance</u> Give reasons why some events, people or developments are seen as more significant than others</p>	<p><u>Historical Enquiry</u> Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p><u>Interpreting History</u> Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p><u>Causes and Consequences</u> Begin to offer explanations about why people in the past acted as they did</p> <p><u>Similarities and differences</u> Show understanding of some of the similarities and differences between different periods</p> <p><u>Significance</u> Give reasons why some events, people or developments are seen as more significant than others</p>	

<p style="text-align: center;"><b>GEOGRAPHY</b></p>	<p>Geographical Skills and Fieldwork 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 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.  Follow a route on a map to the park  Making maps: Draw or make a map of a real or imaginary place.  Use and construct basic symbols in a key  Draw basic maps including appropriate symbols and pictures to represent places or features.  Use basic observational skills  Draw simple features.  Ask and respond to basic geographical questions: Plan route, where can we cross? Where it is safe?  Use relative vocabulary such as bigger, smaller, like, dislike  Use directional language such as near and far, up and down, left and right, forwards and backwards.</p>			<p>Location knowledge: name and locate the world's 7 continents  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.</p>	<p>Location Knowledge - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Location knowledge: name and locate the world's 7 continents and 5 oceans – locate Brazil and South America.  Understand Geographical similarities and differences through studying human and physical geography of a small area of the UK and non contrasting area. (Middlesbrough and Brassilia)  Seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world.  Use world maps to identify the UK and its position in the world.  Use the terminology season and weather when locating hot and cold countries.  Locate on a globe and world map the hot and cold areas of the world including the equator and North and South poles.  Recognise a photo or a video as a record of what has been seen or heard (carnival videos)</p>
<p style="text-align: center;"><b>RE</b></p>	<p><b>UNIT 1.1 Who is a Christian and what do they believe?</b>  Talk about some simple ideas about Christian beliefs about God and Jesus (A1).  Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).  Talk about issues of good and bad, right and wrong arising from the stories (C3).  Ask some questions about believing in God and offer some ideas of their own (C1).</p>	<p><b>UNIT 1.1 Who is a Christian and what do they believe?</b>  Talk about some simple ideas about Christian beliefs about God and Jesus (A1).  Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).  Talk about issues of good and bad, right and wrong arising from the stories (C3).  Ask some questions about believing in God and offer some ideas of their own (C1).</p>	<p><b>UNIT 1.5 – What makes some places sacred?</b>  Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).  Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).  Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p>	<p><b>UNIT 1.6 How and why do we celebrate special times?</b>  Identify some ways Christians celebrate Christmas/Easter/ Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).  Re-tell stories connected with Christmas/ Easter/ Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).  Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).  Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>	<p><b>UNIT 1.7 What does it mean to belong to a faith community?</b>  Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).  Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).  Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2)</p>	<p><b>UNIT 1.7 What does it mean to belong to a faith community?</b>  Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).  Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).  Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2)</p>

<b>ART AND DESIGN</b>	<p>Children will create:</p> <ul style="list-style-type: none"> <li>Starry night inspired backdrop</li> <li>Tree rubbings</li> <li>Drawing faces (link to senses) and drawing superheroes</li> <li>Junk modelling of superheroes</li> </ul>	<p>Children will create:</p> <ul style="list-style-type: none"> <li>Seasons calendar</li> <li>Friendship bracelet</li> </ul>	<p>Children will create:</p> <ul style="list-style-type: none"> <li>Planets</li> <li>Mothers day card</li> </ul>	<p>Children will create:</p> <ul style="list-style-type: none"> <li>Drawing animals</li> <li>Creating animal patterns</li> <li>3D sculptures</li> <li>Easter basket</li> </ul>	<p>Children will create:</p> <ul style="list-style-type: none"> <li>GFOL buildings and backdrop</li> </ul>	<p>Children will create:</p> <ul style="list-style-type: none"> <li>Creating T shirts for carnival</li> <li>Creating a mask</li> </ul>
	<p><b>Drawing:</b> Use a variety of tools; pencils, rubbers, felt tips</p> <p><b>Drawing:</b> Begin to explore the use of line, shape and colour.</p> <p><b>Painting:</b> Use a variety of tools and techniques including different brush sizes and types.</p> <p><b>Painting:</b> Mix shades</p> <p><b>Painting:</b> Use different types of paint</p> <p><b>Painting:</b> Create different textures (eg sand/sawdust)</p> <p><b>Sculpture:</b> Experiment with, construct and join recycled, natural and manmade materials.</p> <p><b>Printing:</b> Make rubbings</p> <p>Experiment with, construct and join recycled, natural and manmade materials.</p>	<p>Mix shades</p> <p>Use a variety of tools and techniques</p> <p>Create different textures</p> <p>Use a variety of techniques eg. Finger knitting</p>	<p>Mix secondary colours</p> <p>Create using different textures</p> <p>Using different types of paint</p> <p>Make marks in print with a variety of objects, including natural and man made.</p>	<p>Begin to explore the use of line, shape and colour</p> <p>Use a variety of tools; crayons, pastels,</p> <p>Use a wide variety of media; tissue, crepe paper, magazines, fabric, plastic etc</p> <p>Carry out different printing techniques; block printing.</p> <p>Build a repeating pattern and recognise pattern in the environment.</p> <p>Manipulate clay in a variety of ways eg rolling, kneading and shaping</p> <p>Explore sculpture with a range of malleable media (especially clay)</p> <p>Use a variety of techniques eg. Weaving</p>	<p>Use a variety of tools inc charcoal</p> <p>Use a variety of techniques</p> <p>Work on different scales</p> <p>Use different types of paint (watercolour)</p>	<p>Use a wide range of media inc fabric</p> <p>Use a variety of techniques inc fabric pens</p> <p>Create images from imagination and observation</p>
	<p><b>KNOWLEDGE OF ARTWORKS AND ARTISTS</b></p> <p>Van Gogh: texture</p>	<p><b>KNOWLEDGE OF ARTWORKS AND ARTISTS</b></p> <p>John Constable, Joseph Demaree, Ross Loveday, John Martin, Claude Monet – Value/ colour</p>	<p><b>KNOWLEDGE OF ARTWORKS AND ARTISTS</b> Bhautik Joshi, Pablo Picasso, Sonia Delaunay – shape</p>	<p><b>KNOWLEDGE OF ARTWORKS AND ARTISTS</b></p> <p>Pippa Hill, Nick Mackman, Evgeny Hontor, Francois Pompon – form 2D/3D</p>	<p><b>KNOWLEDGE OF ARTWORKS AND ARTISTS</b></p> <p>Walter Nessler, Edmund Van Doreen, Ron Embleton, - Line</p>	<p><b>KNOWLEDGE OF ARTWORKS AND ARTISTS</b></p> <p>Cynthia McLean, Mona Edulesco, Nicole Jean-Louis, Amrita Das – Colour</p>

<b>D&amp;T</b>	<b>Food:</b> Preparing Fruit and Vegetables			<b>Mechanisms:</b> Sliders and Levers	<b>Structures:</b> Freestanding Structures	
	<p><b>PROJECT: (purpose and user)</b>  <b>Fruit and Vegetable kebabs – Superhero snack.</b></p> <p><u>Prior learning</u></p> <ul style="list-style-type: none"> <li>• Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.</li> <li>• Experience of cutting soft fruit and vegetables using appropriate utensils.</li> </ul> <p><u>Designing</u></p> <ul style="list-style-type: none"> <li>• Design appealing products for a particular user based on simple design criteria.</li> <li>• Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</li> <li>• Communicate these ideas through talk and drawings. <u>Making</u></li> <li>• Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</li> <li>• Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</li> </ul> <p><u>Evaluating</u></p> <ul style="list-style-type: none"> <li>• Taste and evaluate a range of fruit and vegetables to determine the intended user’s preferences.</li> <li>• Evaluate ideas and finished products against design criteria, including intended user and purpose.</li> </ul> <p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>• Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</li> <li>• Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the eat well plate.</li> <li>• Know and use technical and sensory vocabulary relevant to the project.</li> </ul>		<p><b>PROJECT: (purpose and user)</b></p>	<p><b>PROJECT: (purpose and user)</b>  <b>Greetings Card- Easter</b></p> <p><u>Prior learning</u></p> <ul style="list-style-type: none"> <li>• Early experiences of working with paper and card to make simple flaps and hinges.</li> <li>• Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.</li> </ul> <p><u>Designing</u></p> <ul style="list-style-type: none"> <li>• Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</li> <li>• Develop, model and communicate their ideas through drawings and mock-ups with card and paper.</li> </ul> <p><u>Making</u></p> <ul style="list-style-type: none"> <li>• Plan by suggesting what to do next.</li> <li>• Select and use tools, explaining their choices, to cut, shape and join paper and card.</li> <li>• Use simple finishing techniques suitable for the product they are creating.</li> </ul> <p><u>Evaluating</u></p> <ul style="list-style-type: none"> <li>• Explore a range of existing books and everyday products that use simple sliders and levers.</li> <li>• Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</li> </ul> <p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>• Explore and use sliders and levers.</li> <li>• Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project.</li> </ul>	<p><b>PROJECT: (purpose and user)</b>  <b>Bridge for the Billy Goats Gruff</b></p> <p><u>Prior learning</u></p> <ul style="list-style-type: none"> <li>• Experience of using construction kits to build walls, towers and frameworks.</li> <li>• Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card.</li> <li>• Experience of different methods of joining card and paper.</li> </ul> <p><u>Designing</u></p> <ul style="list-style-type: none"> <li>• Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</li> <li>• Develop, model and communicate their ideas through talking, mock-ups and drawings. <u>Making</u></li> <li>• Plan by suggesting what to do next.</li> <li>• Select and use tools, skills and techniques, explaining their choices.</li> <li>• Select new and reclaimed materials and construction kits to build their structures.</li> <li>• Use simple finishing techniques suitable for the structure they are creating.</li> </ul> <p><u>Evaluating</u></p> <ul style="list-style-type: none"> <li>• Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.</li> <li>• Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</li> </ul> <p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>• Know how to make freestanding structures stronger, stiffer and more stable.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<p><b>PROJECT: (purpose and user)</b></p>

<p><b>Hey You! – Unit 1</b></p> <p><b>1 — Listening: Hey You!</b> The children can:</p> <ul style="list-style-type: none"> <li>● Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. <b>Others will find the pulse to any other unit songs.</b></li> <li>● Recognise and name two <b>or more</b> instruments they hear: Male vocal, bass guitar, drums, decks.</li> </ul> <p><b>2 — Musical Activities</b></p> <p><b>Find the pulse</b></p> <ul style="list-style-type: none"> <li>● March in time with the pulse.</li> <li>● Be an animal finding the pulse.</li> </ul> <p><b>Clap rhythms</b></p> <ul style="list-style-type: none"> <li>● Copy back the rhythms they hear.</li> <li>● Clap the rhythm of their name over the track.</li> <li>● <b>Create their own rhythm for others to copy</b></li> </ul> <p><b>Sing</b></p> <ul style="list-style-type: none"> <li>● Rap and sing in time to the music</li> <li>● <b>Lead the groups that are rapping and singing.</b></li> </ul> <p><b>Play instrumental parts</b></p> <ul style="list-style-type: none"> <li>● Play accurately and in time as part of the performance.</li> <li>● Most will play C.</li> <li>● <b>Some will play C + G.</b></li> </ul> <p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>● In the lessons and as part of the performance.</li> <li>● Most will use C.</li> <li>● <b>Some will play C + G.</b></li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>● A simple melody using simple rhythms, and use as part of the performance.</li> <li>● Most will use C + D.</li> <li>● <b>Some will play C, D + E</b></li> </ul> <p><b>3 — Perform &amp; Share</b> Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p> <p><a href="#">(Greater Depth)</a></p>	<p><b>Rhythm In The Way We Walk &amp; Banana Rap – Unit 2</b></p> <p><b>1 — Listening: Rhythm In The Way We Walk &amp; Banana Rap</b> The children can:</p> <ul style="list-style-type: none"> <li>● Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. <b>Others will find the pulse to any other unit songs.</b></li> <li>● Recognise and name two <b>or more</b> instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.</li> </ul> <p><b>2 — Musical Activities</b></p> <p><b>Find the pulse</b></p> <ul style="list-style-type: none"> <li>● March to the pulse.</li> <li>● Copy back the rhythms they hear.</li> <li>● Be an animal and keep the pulse.</li> </ul> <p><b>Clap rhythms</b></p> <ul style="list-style-type: none"> <li>● Copy and clap back rhythms.</li> <li>● Clap the rhythm of your name.</li> <li>● <b>Clap the rhythm of your favourite colour.</b></li> <li>● <b>Make up your own rhythm</b></li> </ul> <p><b>Sing</b></p> <ul style="list-style-type: none"> <li>● Rap and sing in time to the music.</li> <li>● Start to understand that pitch is high and low sounds.</li> </ul> <p><b>3 — Perform &amp; Share</b> Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p>	<p><b>In the Groove – Unit 3</b></p> <p><b>1 — Listening: In The Groove</b> The children can:</p> <ul style="list-style-type: none"> <li>● Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. <b>Others will find the pulse to any other unit songs.</b></li> <li>● Identity five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them.</li> <li>● Dance to each style or move to the pulse – be “In The Groove!”</li> </ul> <p><b>2 — Musical Activities</b></p> <p><b>Find the pulse</b></p> <ul style="list-style-type: none"> <li>● March to the pulse.</li> <li>● Copy the actions on-screen.</li> <li>● Choose an animal and keep the pulse</li> </ul> <p><b>Clap rhythms</b></p> <ul style="list-style-type: none"> <li>● Copy back the rhythms they hear.</li> <li>● Clap the rhythm of their name.</li> <li>● Clap the rhythm of their favourite food.</li> <li>● <b>Make up their own rhythms.</b></li> </ul> <p><b>Sing</b></p> <ul style="list-style-type: none"> <li>● Together and in time, in all the different styles.</li> </ul> <p><b>Play instrumental parts</b></p> <ul style="list-style-type: none"> <li>● Play accurately and in time as part of the performance.</li> <li>● Most will play C.</li> <li>● <b>Some will play C + D</b></li> </ul> <p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>● In the lessons and as part of the performance.</li> <li>● Most will use C.</li> <li>● <b>Some will play C + D.</b></li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>● A simple melody using simple rhythms, and use as part of the performance.</li> <li>● Most will use C + D.</li> <li>● <b>Some will use C, D + E.</b></li> </ul> <p><b>3 — Perform &amp; Share</b> Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p>	<p><b>Round And Round – Unit 4</b></p> <p><b>1 — Listening: Round And Round</b> The children can:</p> <ul style="list-style-type: none"> <li>● Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. <b>Others will find the pulse to any other unit songs.</b></li> <li>● Recognise and name two <b>or more</b> instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.</li> </ul> <p><b>2 — Musical Activities</b></p> <p><b>Find the pulse</b></p> <ul style="list-style-type: none"> <li>● March to the pulse.</li> <li>● Copy the actions on-screen.</li> <li>● Use their imagination to find the pulse.</li> </ul> <p><b>Clap rhythms</b></p> <ul style="list-style-type: none"> <li>● Copy back the rhythms they hear.</li> <li>● Clap the rhythm of their name.</li> <li>● Clap the rhythm of their favourite animal.</li> <li>● <b>Make up their own rhythms.</b></li> </ul> <p><b>Sing</b></p> <ul style="list-style-type: none"> <li>● The song together with the actions</li> </ul> <p><b>Play instrumental parts</b></p> <ul style="list-style-type: none"> <li>● Play accurately and in time as part of the performance.</li> <li>● Most will play D, F, C + D. Improvise</li> <li>● In the lessons and as part of the performance.</li> <li>● Most will use D.</li> <li>● <b>Some will use D + E.</b></li> </ul> <p><b>3 — Perform &amp; Share</b> Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p>	<p><b>Your Imagination – Unit 5</b></p> <p><b>1 — Listening: Your Imagination</b> The children can:</p> <ul style="list-style-type: none"> <li>● Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. <b>Others will find the pulse to any other unit songs.</b></li> <li>● Recognise and name two <b>or more</b> instruments they hear: Keyboard, drums, bass, a female singer.</li> </ul> <p><b>2 — Musical Activities</b></p> <p><b>Find the pulse</b></p> <ul style="list-style-type: none"> <li>● Be a pop star finding the pulse.</li> <li>● Use their imagination to find the pulse.</li> </ul> <p><b>Clap rhythms</b></p> <ul style="list-style-type: none"> <li>● Copy and clap back rhythms.</li> <li>● Clap the rhythm of their name.</li> <li>● Clap the rhythm of their favourite animal.</li> <li>● Clap the rhythm of their favourite colour.</li> <li>● <b>Make up their own rhythms.</b></li> </ul> <p><b>Sing</b></p> <ul style="list-style-type: none"> <li>● In unison and in two parts.</li> </ul> <p><b>Play instrumental parts</b></p> <ul style="list-style-type: none"> <li>● Play accurately and in time as part of the performance.</li> <li>● Most will play C.</li> <li>● <b>Some will play C + D</b></li> </ul> <p><b>3 — Perform &amp; Share</b> Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p>	<p><b>Reflect, Rewind and Replay</b></p>
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PSHE/RSE

**Being Me in My World**

In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.

- Understand their own rights and responsibilities with their classroom
- Understand that their choices have consequences
- Understand that their views are important
- Understand that they are safe in their class
- Identifying helpful behaviours to make the class a safe place
- Understand that they have choices
- Understanding that they are special
- Identify what it's like to feel proud of an achievement
- Recognise feelings associated with positive and negative consequences
- Understand the rights and responsibilities of a member of a class

**Celebrating Difference Puzzle**

In this Puzzle (unit), the children explore the similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The children also discuss being nice to and looking after other children who might be being bullied.

- Know what bullying means
- Know who to tell if they or someone else is being bullied or is feeling unhappy
- Know that people are unique and that it is OK to be different
- Know skills to make friendships
- Know that people have differences and similarities
- Identify what is bullying and what isn't
- Understand how being bullied might feel
- Recognise ways in which they are the same as their friends and ways they are different
- Know ways to help a person who is being bullied
- Identify emotions associated with making a new friend
- Verbalise some of the attributes that make them unique and special

**Dreams and Goals Puzzle**

In this Puzzle, the children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.

- Know how to set simple goals
- Know how to achieve a goal
- Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them
- Know when a goal has been achieved
- Know how to work well with a partner
- Know that tackling a challenge can stretch their learning
- Recognise things that they do well
- Explain how they learn best
- Recognise their own feelings when faced with a challenge/obstacle
- Recognise how they feel when they overcome a challenge/obstacle
- Celebrate an achievement with a friend
- Can store feelings of success so that they can be used in the future

**Healthy Me Puzzle**

In this Puzzle, the children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe

- Know the difference between being healthy and unhealthy
- Know some ways to keep healthy
- Know how to make healthy lifestyle choices
- Know that all household products, including medicines, can be harmful if not used properly
- Know that medicines can help them if they feel poorly
- Know how to keep safe when crossing the road
- Know how to keep themselves clean and healthy
- Know that germs cause disease/illness
- Know about people who can keep them safe
- Keep themselves safe
- Recognise how being healthy helps them to feel happy
- Recognise ways to look after themselves if they feel poorly
- Recognise when they feel frightened and know how to ask for help
- Feel good about themselves when they make healthy choices
- Realise that they are special

**Relationships Puzzle**

Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.

- Know that everyone's family is different
- Know that families are founded on belonging, love and care
- Know that physical contact can be used as a greeting
- Know how to make a friend
- Know who to ask for help in the school community
- Know that there are lots of different types of families
- Know the characteristics of healthy and safe friends
- Know about the different people in the school community and how they help
- Can express how it feels to be part of a family and to care for family members
- Can say what being a good friend means
- Can identify forms of physical contact they prefer
- Can say no when they receive a touch they don't like
- Can show skills of friendship
- Can praise themselves and others
- Can recognise some of their personal qualities
- Can say why they appreciate a special relationship

**Changing Me Puzzle**

Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.

- Know the names of male and female private body parts
- Know that there are correct names for private body parts and nicknames, and when to use them
- Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these
- Know who to ask for help if they are worried or frightened
- Know that animals including humans have a life cycle
- Know that changes happen when we grow up
- Know that people grow up at different rates and that is normal
- Know that learning brings about change
- Understand and accept that change is a natural part of getting older
- Can suggest ways to manage change, e.g. moving to a new class
- Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)
- Can express why they enjoy learning

PE

**Multi Skills/Invasion Games**

Throw and catch displaying a degree of competency, in isolation and in varied environments

Competent in the FUNDamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination)

Show an awareness of how the body functions/changes during exercise

**Gymnastics**

Use changes of direction, speed & level during performance

Perform and repeat sequences of movements

Show knowledge of balances and hold a variety of point balances.

Understand how the body changes during exercise

**Dance**

Can respond to commands and copy simple movement patterns

Use FUNDamental movements to music

Demonstrate changes of direction level and speed.

Understand how the body changes during exercise from its resting state.

**Striking and Fielding**

Throw and catch displaying a degree of competency, in isolation and in varied environments

With guidance participate displaying respect, fair play and working well with others

Uses FUNDamentals of movement to achieve success in competitive environments as an individual

**Orienteering**

Can use basic commands to follow a trail

Can follow instructions to be successful in a trail.

Understand how the body changes during exercise

**Athletics**

Displays development in the FUNDamentals of movement.

Show an awareness of how the body functions/changes during exercise depending on activity.

Competes as part of a team and displays correct emotional behaviour when winning or losing