



CREATIVE CURRICULUM MEDIUM TERM PLAN YEAR 2

TERM	Land Ahoy	Street Detectives	Messy Mixtures	Healthy Living	Scented Garden	Beachcomber
SCIENCE		<p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>		<p>Notice that animals, including humans, have offspring which grow into adults</p> <p>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</p>	<p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>I can identify that most living things live in habitats to which they are suited. Describe how different habitats provide for the basic needs of different kinds of plants Identify and name a variety of plants and animals in their habitats, including microhabitats</p>	<p>explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including 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</p>
		<p>INVESTIGATION 1 : Which material would be best to make Santa some new waterproof trousers? Investigation 2 : Which material would be the strongest for wrapping Christmas presents?</p> <p>SCIENTIFIC ENQUIRY I observe closely, using simple equipment. I can perform simple tests. I can identify and classify. I can use my observations to suggest answers to a question. I can gather and record data to help answer questions. <i>Explore different types of science enquiries, including practical activities. Begin to recognise different ways in which they might answer scientific questions. Use simple features to compare objects, materials and , with help, decide how to sort and group them. Use simple measurements and equipment to gather data. Talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.</i></p>	<p>INVESTIGATION: If we put kitchen roll in our melted ice lollies what will happen?</p> <p>SCIENTIFIC ENQUIRY I observe closely, using simple equipment. I can perform simple tests. I can use my observations to suggest answers to a question. <i>Explore different types of science enquiries, including practical activities. Observe changes over time. Talk about what they have found out and how they found it out.</i></p>	<p>INVESTIGATION: The effect Exercise has on our bodies (children’s own questions) SCIENTIFIC ENQUIRY I ask simple questions and recognise that they can be answered in different ways. I observe closely, using simple equipment. I can perform simple tests. I can identify and classify. I can use my observations to suggest answers to a question. . I can gather and record data to help answer questions. <i>Explore the world around them and raise their own simple questions. Explore different types of science enquiries, including practical activities. Begin to recognise different ways in which they might answer scientific questions. Observe changes over time. With guidance, they should being to notice patterns and relationships Use simple measurements and equipment to gather data. Talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.</i></p>	<p>INVESTIGATION: What does cress need to grow and stay healthy? What does a plant need to grow? Do Bigger Seeds need longer to grow ?</p> <p>SCIENTIFIC ENQUIRY I ask simple questions and recognise that they can be answered in different ways. I observe closely, using simple equipment. I can perform simple tests. I can identify and classify. I can use my observations to suggest answers to a question. . I can gather and record data to help answer questions. <i>Explore the world around them and raise their own simple questions. Explore different types of science enquiries, including practical activities. Begin to recognise different ways in which they might answer scientific questions. Observe changes over time. Ask people questions and use simple secondary sources to find answers With guidance, they should being to notice patterns and relationships Use simple measurements and equipment to gather data. Talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.</i></p>	<p>INVESTIGATION: How can we make a shell disappear?</p> <p>SCIENTIFIC ENQUIRY I ask simple questions and recognise that they can be answered in different ways. I observe closely, using simple equipment. I can perform simple tests. I can identify and classify. I can use my observations to suggest answers to a question. . I can gather and record data to help answer questions. <i>Explore the world around them and raise their own simple questions. Explore different types of science enquiries, including practical activities. Ask people questions and use simple secondary sources to find answers Observe changes over time. Talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.</i></p>

COMPUTING	<p>Computing systems and networks – IT around us</p> <p>I can describe some uses of computers I can identify examples of computers I can identify that a computer is a part of IT I can identify examples of IT I can identify that some IT can be used in more than one way I can sort school IT by what it's used for I can find examples of information technology I can sort IT by where it is found I can talk about uses of information technology I can demonstrate how IT devices work together I can recognise common types of technology I can say why we use IT I can list different uses of information technology I can say how rules can help keep me safe I can talk about different rules for using IT I can explain the need to use IT in different ways I can identify the choices that I make when using IT I can use IT for different types of activities</p>	<p>Data and information – pictograms (collecting evidence in local area)</p> <p>I can compare totals in a tally chart I can record data in a tally chart I can represent a tally count as a total I can enter data onto a computer I can use a computer to view data in a different format I can use pictograms to answer simple questions about objects I can explain what the pictogram shows I can organise data in a tally chart I can use a tally chart to create a pictogram I can answer 'more than'/'less than' and 'most/least' questions about an attribute I can create a pictogram to arrange objects by an attribute I can tally objects using a common attribute I can choose a suitable attribute to compare people I can collect the data I need I can create a pictogram and draw conclusions from it I can give simple examples of why information should not be shared I can share what I have found out using a computer I can use a computer program to present information in different ways</p>	<p>Creating media – making music (music)</p> <p>I can describe how music makes me feel, e.g. happy or sad I can identify simple differences in pieces of music I can listen with concentration to a range of music (links to the Music curriculum) I can create a rhythm pattern I can explain that music is created and played by humans I can play an instrument following a rhythm pattern I can identify that music is a sequence of notes I can refine my musical pattern on a computer I can use a computer to create a musical pattern using three notes I can identify that music is a sequence of notes I can refine my musical pattern on a computer I can use a computer to create a musical pattern using three notes I can describe an animal using sounds I can explain my choices I can save my work I can explain how I made my work better I can listen to music and describe how it makes me feel I can reopen my work</p>	<p>Programming A – robot algorithms (instruction writing)</p> <p>I can choose a series of words that can be enacted as a sequence I can follow instructions given by someone else I can give clear and unambiguous instructions I can create different algorithms for a range of sequences (using the same commands) I can show the difference in outcomes between two sequences that consist of the same commands I can use an algorithm to program a sequence on a floor robot I can compare my prediction to the program outcome I can follow a sequence I can predict the outcome of a sequence I can explain the choices I made for my mat design I can identify different routes around my mat I can test my mat to make sure that it is usable I can create an algorithm to meet my goal I can explain what my algorithm should achieve I can use my algorithm to create a program I can plan algorithms for different parts of a task I can put together the different parts of my program I can test and debug each part of the program</p>	<p>Creating media – digital photography (Georgia O'Keeffe art)</p> <p>I can explain what I did to capture a digital photo I can recognise what devices can be used to take photographs I can talk about how to take a photograph I can explain the process of taking a good photograph I can explain why a photo looks better in portrait or landscape format I can take photos in both landscape and portrait format I can discuss how to take a good photograph I can identify what is wrong with a photograph I can improve a photograph by retaking it I can experiment with different light sources I can explain why a picture may be unclear I can explore the effect that light has on a photo I can explain my choices I can recognise that images can be changed I can use a tool to achieve a desired effect I can apply a range of photography skills to capture a photo I can identify which photos are real and which have been changed I can recognise which photos have been changed</p>	<p>Programming B – an introduction to quizzes (end of term topic quiz)</p> <p>I can identify that a program needs to be started I can identify the start of a sequence I can show how to run my program I can change the outcome of a sequence of commands I can match two sequences with the same outcome I can predict the outcome of a sequence of commands I can build the sequences of blocks I need I can decide which blocks to use to meet the design I can work out the actions of a sprite in an algorithm I can choose backgrounds for the design I can choose characters for the design I can create a program based on the new design I can build sequences of blocks to match my design I can choose the images for my own design I can create an algorithm I can compare my project to my design I can debug my program I can improve my project by adding features</p>
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HISTORY	SUBSTANTIVE KNOWLEGDE	<p>NC</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. C. Cook, N. Armstrong.)</p> <p>Significant historical events, people and places in their own locality</p> <p>CORE KNOWLEDGE</p> <p>Captain Cook , Neil Armstrong</p> <p>A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. (Captain Cook)</p> <p>Commemorative buildings, monuments, photographs tell us about significant people, events and places in our local community's history.</p>	<p>NC</p> <p>Changes within living memory. where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>Significant historical events, people and places in their own locality</p> <p>CORE KNOWLEDGE</p> <p>Guy Fawkes, History of Toys</p> <p>A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. (Guy Fawkes)</p> <p>Changes within living memory have happened over the last 100 years due to changes in technology, inventions, society, use of materials and new ideas about how things should be done eg toys.</p>				<p>NC</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>CORE KNOWLEDGE</p> <p>Changes within living memory have happened over the last 100 years and include advances in technology – holiday , houses and jobs, leisure, family and social structures.</p>
	SUBSTANTIVE CONCEPTS (transferrable knowledge)	<p>Develop and use a wide vocabulary of historical terms such as; a long time ago, years, centuries</p> <p>Significant compare explorer discovery museum</p>	<p>Develop and use a wide vocabulary of historical terms such as; a long time ago, recently, when my ..., younger, years, decades, Modern, artefact, change, compare, memory, timeline, technology</p> <p>Guy Fawkes: Significant, parliament, monarch, throne,</p>				<p>Develop the use of a wide vocabulary of historical terms, such as a long time ago recently when my....</p> <p>Were younger, years, decades, Modern, artefact, change, compare, memory, timeline, future</p>
	DISCIPLINARY KNOWLEDGE (how historians construct knowledge of the past)	<p>Chronology : Develop then demonstrate an awareness of the past using common words and phrases relating to the passing of time * Show where places people and events fit into a broad chronological framework * begin to use dates</p> <p>Historical Enquiry : ask and begin to answer questions about events e.g. when, what happened, what was it like, why and who was involved. * understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites.</p> <p>Interpreting History: Identify different ways that the past is represented e.g. museum displays, monuments</p> <p>Similarities/Differences: Identify similarities and differences between the ways of life in different periods including their own lives</p>	<p>Chronology: Develop then demonstrate an awareness of the past using common words and phrases relating to the passing of time</p> <p>Historical Enquiry: ask and begin to answer questions about events e.g. when, what happened, what was it like, why and who was involved. * Understand some ways we find out about the past e.g. using artefacts pictures stories and websites * communicate understanding of the past in a variety of ways</p> <p>Interpreting History: Identify different ways that the past is represented e.g. museum displays, illustrations, films, song</p> <p>Continuity and change : Discuss change and continuity in an aspect of life e.g. internet, electricity</p> <p>Causes and Consequences: Recognise why people did things. Recognise why some events happened. Recognise what happened as a result of peoples actions or events.</p> <p>Similarities/Differences: Identify similarities and differences between ways of life in different periods, including their own lives.</p> <p>Significance recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why.</p>				<p>Chronology: Develop then demonstrate an awareness of the past using common words and phrases relating to the passing of time * Show where places people and events fit into a broad chronological framework</p> <p>Historical Enquiry: ask and begin to answer questions about events e.g. when, what happened, what was it like, why and who was involved.</p> <p>Interpreting History: Identify different ways that the past is represented e.g. museum displays, illustrations, films, song</p> <p>Continuity and change Discuss change and continuity in an aspect of life e.g. holidays</p> <p>Similarities/Differences: Identify similarities and differences between ways of life in different periods, including their own lives.</p>

GEOGRAPHY

Location Knowledge - name and locate the world's 7 continents and 5 oceans
 Location Knowledge - name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas
 Place Knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-EU country
 devise a simple map; and use and construct basic symbols in a key
 * Use world maps to identify the UK in its position in the world * Map knowledge- Locate and name on a world map and globe the seven continents and five oceans
 Making maps- Draw basic maps including appropriate symbols and pictures to represent places or features * Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photographs) * Use and construct basic symbols in a key

Geog 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
 Geog Skills and Fieldwork use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
 Geog Skills and Fieldwork use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
 Use photographs and maps to identify features
 Carry out a small survey of the local area/school
 * use a pro forma to collect data e.g. tally survey
 · follow a route on a map
 Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photographs)

Geographical Skills and Fieldwork use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map (PE LINK)

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
 Human and Physical Geography use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: town, village, farm, house, harbour, restaurant, railway station and shop
 Geographical Skills and Fieldwork use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
 Location Knowledge - name and locate the world's 7 continents and 5 oceans
 Location Knowledge - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
 Geographical Skills and Fieldwork use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage
 · Use photographs and maps to identify features
 · use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
 · use simple compass direction (north, east, south west)
 · * add labels onto a sketch map, map or photograph of features * use a camera in the field Sketching- Create plans and draw simple features in their familiar environment add ask a familiar person prepared questions
 · Use world maps to identify the UK in its position in the world
 · * Map knowledge- Locate and name on a world map and globe the seven continents and five oceans

<p style="text-align: center;">RE</p>	<p>What is precious to us? What is precious to Jewish people? What does a mezuzah remind Jewish people about? How and why do Jewish people celebrate Shabbat? How and why do Jewish people celebrate Shabbat? How and why do Jewish people celebrate Shabbat? To understand that many people have objects in their home that are 'precious' to them and that these can be linked to religion To recognise objects that can be found in many Jewish homes To understand what some of the words inside a mezuzah mean To recognise that Jewish people believe in one God To understand why a mezuzah is put on the doorposts of houses To recognise why Jewish people celebrate Shabbat</p>	<p>What do you celebrate and why? What do you celebrate and why? What does the story of Chanukah make us think? What does the story of Chanukah make us think? What does the story of Chanukah make us think? Who is Jewish and what do they believe? Final learning ideas.</p> <p>To explain simply what celebration means and discuss reasons why some people like to celebrate important events. To explain simply what celebration means and discuss reasons why some people like to celebrate important events. Discuss what the story of Channukah makes us think and recognise how/why Jewish people celebrate The Festival of light every year. Respond sensitively to what matters to Jewish people and what matters to me</p>	<p>What do we think about God? Who was Prophet Muhammed and why was he important? What stories of Prophet do Muslims love to tell? What makes a place or object special to us? What makes a place or object special to Muslims? What is a Mosque? What happens there? How and why do Muslims pray and worship in a Mosque?</p> <p>Identify some ways a Muslim might describe God. Respond sensitively to what matters to Muslims and what matters to me. Retell a story about the Prophet Muhammad Say why Muslims try to follow Prophet Muhammad and have great respect for him Retell a story about Allah and Prophet Muhammad. Say why Muslims try to follow Muhammad and have great respect for him. Identify what makes a place special or holy. Recognise and describe the significance of particular places to Muslims.</p>	<p>Mosques where we live: What is a mosque and what happens at a mosque? How and why do Muslims pray and worship at the mosque? Mosques near where we live; what can we find out? Muslim Holy words What can we learn from Muslim holy words? Ramadan Eid Ul Fitr What happens at the celebration of Eid-ul-Fitr, and why? What is a Muslim? What do they believe?</p> <p>Recognise and describe the significance of particular places to Muslims. Use the right words to describe some things that are important in Islam.</p>	<p>What stories are special to us? What is a Holy book? What did Jesus teach about god in a story? What did Jesus say about how to treat others? What did Jesus say about how to treat others</p> <p>Talk about a special book and a holy book Give reasons why a holy book is considered to be 'holy'. To re-tell The Lost Sheep; suggest the meaning(s) of this story. Ask and suggest answers to questions arising from The Lost Sheep Recognise that sacred texts contain teachings which are special to many people. Identify and talk about the meaning of at least two teachings of Jesus, recognising that they come from the Christian tradition. Talk about issues of good and bad, right and wrong arising from the teachings.</p>	<p>How are holy books treated? What story is special for Jewish people in the Torah? Which story do Muslims tell about the Prophet Muhammad? What can be learnt from the story of Jonah? What is special about Jonah?</p> <p>To recognise that holy books are treated in special ways. Respond sensitively to what matters to Muslims and what matters to me. Retell a story about the Prophet Muhammad Say why Muslims try to follow Prophet Muhammad and have great respect for him Retell a story about Allah and Prophet Muhammad. Say why Muslims try to follow Muhammad and have great respect for him. Identify what makes a place special or holy. Recognise and describe the significance of particular places to Muslims.</p>
<p style="text-align: center;">ART AND DESIGN</p>	<p>Children will create: aboriginal art</p>	<p>Children will create: Firework picture, Christopher Dresser pot, Christopher Dresser wallpaper, embroidery Christmas card</p>	<p>Children will create: Still life fruit, secondary colour wheel, water colour fruits, batik fruit, tie dye card, applique fruit, wax resist fruit, food art Easter card, mosaic pinch pot</p>		<p>Children will create: Georgia O'Keeffe flowers (watercolour), large brush garden backdrop and small brush flowers, textured relief tile, Hapa Zome</p>	<p>Children will create: Ephemeral art</p>

	<p>. To use painting 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. Experiment with tools and techniques, inc. dot painting</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 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. To use drawing and painting to develop and share their ideas, experiences and imagination To use a range of materials creatively to design and make products Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Stitch, knot and use other manipulative skills. Use a variety of techniques, inc printing Design patterns of increasing complexity and repetition.</p>	<p>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 use a range of materials creatively to design and make products About the work of a range of artists, nd designers, describing the differences/ similarities between different practices and disciplines, and making links to their own work. Understand the basic use of a sketchbook +work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Mix a range of secondary colours, shades and tones Name different types of paint and their properties Mix and match colors using artefacts and objects. Use a variety of techniques, inc. tie dyeing, applique Create textured collages from a variety of media. Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Make a simple mosaic. Work on a range of scales e.g. small brush to small paper, large brush on large paper etc</p>		<p>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 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. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to use a range of materials creatively to design and make products Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Mix a range of secondary colours, shades and tones. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. Build a textured relief tile Use a variety of techniques, inc. fabric printing</p>	<p>To use a range of materials creatively to design and make products 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. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>
	<p>KNOWLEDGE OF ARTWORKS AND ARTISTS Maureen Hudson Nampijinpa James Whistler</p>	<p>KNOWLEDGE OF ARTWORKS AND ARTISTS Christopher Dresser William Morris</p>	<p>KNOWLEDGE OF ARTWORKS AND ARTISTS Carl Warner Michelangelo Caravaggio Giuseppe Arcimboldo</p>	<p>KNOWLEDGE OF ARTWORKS AND ARTISTS No Art</p>	<p>KNOWLEDGE OF ARTWORKS AND ARTISTS Georgia O'Keefe India Flint Chris Gryder</p>	<p>KNOWLEDGE OF ARTWORKS AND ARTISTS Andy Goldsworthy James Brunt</p>
D&T	<p>PROJECT: (purpose and user) design, make and evaluate a vehicle for pirates to move treasure / belongings around the island.</p>			<p>PROJECT: (purpose and user) design, make and evaluate a smoothie for yourself to make a healthy snack.</p>		<p>PROJECT: (purpose and user) design, make and evaluate a hand/ finger puppet for yourself to entertain younger children.</p>

	<p>Evaluate - explore and evaluate a range of existing products</p> <p>Technical Knowledge - explore and use mechanisms, in their products.</p> <p>Design - design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make - select from and use a range of tools and equipment to perform practical tasks</p> <p>Make select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate - evaluate their ideas and products against design criteria</p> <p>Evaluating. Explore and evaluate a range of products with wheels and axles. (IEAS)</p> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project. (FTs) <p>Designing • Generate initial ideas and simple design criteria through talking and using own experiences.</p> <ul style="list-style-type: none"> • Develop and communicate ideas through drawings and mock-ups. (DMEAs) <p>Making</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. (DMEAs) <p>Evaluating.</p> <p>Evaluate their ideas throughout and their products against original criteria.</p>			<p>Evaluate - explore and evaluate a range of existing products</p> <p>Cooking and Nutrition - understand where food comes from.</p> <p>Cooking and Nutrition - use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Make - select from and use a range of tools and equipment to perform practical tasks</p> <p>Make - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Design - design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Cooking and Nutrition - use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Evaluate - evaluate their ideas and products against design criteria</p> <p>Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. (IEAS)</p> <p>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</p> <p>Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate.</p> <p>Know and use technical and sensory vocabulary relevant to the project.</p> <p>Experience of cutting soft fruit and vegetables using appropriate utensils. (FTs)</p> <p>Design appealing products for a particular user based on simple design criteria.</p> <p>Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</p> <p>Communicate these ideas through talk and drawings. (DMEA)</p> <p>Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</p> <p>Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. (DMEA)</p> <p>Evaluate ideas and finished products against design criteria, including intended user and purpose.</p>		<p>Evaluate - explore and evaluate a range of existing products</p> <p>Design - design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make - select from and use a range of tools and equipment to perform practical tasks</p> <p>Make select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate - evaluate their ideas and products against design criteria</p> <p>Explore and evaluate a range of existing textile products relevant to the project being undertaken. (IEAS)</p> <p>Understand how simple 3-D textile products are made, using a template to create two identical shapes.</p> <ul style="list-style-type: none"> • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project. (FTs) • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. (DMEA) • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. <p>Evaluate their ideas throughout and their final products against original design criteria.</p>
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	<p>1 - Listening: Hands, Feet, Heart The children can:</p> <ul style="list-style-type: none"> Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Others will find the pulse to any other unit songs. Recognise and name two or more instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals. Recognise all or many of the instruments they can hear. <p>2 – Musical Activities Find a pulse (a steady heartbeat)</p> <ul style="list-style-type: none"> March in time with the pulse. Be an animal finding the pulse. <p>Clap rhythms (long + short sounds whilst marching to the pulse)</p> <ul style="list-style-type: none"> Know that rhythm is different to the pulse. Copy and clap back rhythms. Clap the rhythm of their name. Create simple rhythms themselves. <p>Singing in groups</p> <ul style="list-style-type: none"> Recognise that songs sometimes have a question and answer section and a chorus. <p>Play instrumental parts</p> <ul style="list-style-type: none"> Play accurately and in time Expected to play: G, A + C. Greater depth: play G, A, B + C. <p>Improvise</p> <ul style="list-style-type: none"> In the lessons and the performance. Most will use C. Some will play C -r D. <p>Compose</p> <ul style="list-style-type: none"> A simple melody using simple rhythms, and use as part of the performance. Most will use C + D. Some will use C, D + E or C, D, E, F + G. <p>3 – Perform & Share 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>1 – Listening: Ho, Ho, Ho (A fun song about Christmas) The children can:</p> <ul style="list-style-type: none"> Find the pulse Understand that songs have a musical style. This song has a rap in it - spoken word. Recognise and name some of the instruments/voices: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. <p>2 – Musical Activities Find a pulse (a steady heartbeat)</p> <ul style="list-style-type: none"> March and find the pulse. Be a rapper and find the pulse. Freestyle finding the pulse. <p>Clap rhythms (long + short sounds whilst marching to the pulse)</p> <ul style="list-style-type: none"> Copy and clap back rhythms. Clap the rhythm of your name. Clap the rhythm of your favourite colour. Create their own rhythms for the class to copy back. <p>Pitch</p> <ul style="list-style-type: none"> High and low sounds we add to the pulse and rhythm when we sing/play an instrument. <p>Play instrumental parts</p> <ul style="list-style-type: none"> Play accurately and in time Most will play G, A + B <p>Sing and rap together in time</p> <p>Improvise using words</p> <p>3 – Perform & Share 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>1 – Listening: I Wanna Play In A Band The children can:</p> <ul style="list-style-type: none"> Find the pulse and know that this unit is about rock music. Others will understand that songs have a musical style. Recognise and name some of the instruments they hear: keyboard, drums, bass, electric guitar, singers. Others will recognise all or many of the instruments they can hear. <p>2 – Musical Activities Find the pulse (a steady heartbeat)</p> <ul style="list-style-type: none"> March and find the pulse. Be a rockstar finding the pulse. Freestyle finding the pulse. <p>Clap rhythms (long + short sounds whilst marching to the pulse)</p> <ul style="list-style-type: none"> Copy and clap back rhythms. Clap the rhythm of their name. Clap the rhythm of their favourite colour. Create their own rhythms for the class to copy back. <p>Sing and dance together, in time and using actions.</p> <p>Play instrumental parts</p> <ul style="list-style-type: none"> Play accurately and in time. Most will play D + C. Some will play G, F + C. <p>Improvise</p> <ul style="list-style-type: none"> In the lessons and the performance. Most will use F. Some will use F + G. <p>Compose</p> <ul style="list-style-type: none"> A simple melody using rhythms, and use as part of the performance. Most will use F, G + A. <p>3 – Perform & Share 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>1 – Listening: Zootime The children can:</p> <ul style="list-style-type: none"> Find the pulse and know that this unit is about reggae music. Others will understand that songs have a musical style. Recognise and name some of the instruments they hear: keyboard, drums, bass, electric guitar, singers. Others will recognise all or many of the instruments they can hear. <p>2 – Musical Activities Find the pulse (a steady heartbeat)</p> <ul style="list-style-type: none"> Be an animal of your choice. <p>Clap rhythms (long + short sounds)</p> <ul style="list-style-type: none"> Copy and clap back rhythms. Clap the rhythm of their name. Clap the rhythm of their favourite colour. Create their own rhythms for the class to copy back. <p>Pitch</p> <ul style="list-style-type: none"> High and low sounds we add to the pulse and rhythm when we sing/play an instrument. <p>Sing and dance together, in time and using actions.</p> <p>Play instrumental parts</p> <ul style="list-style-type: none"> Play accurately and in time. Some will use C. Most will use C + D. <p>Improvise</p> <ul style="list-style-type: none"> In the lessons and the performance. Some will use C. Most will use C + D. <p>Compose</p> <ul style="list-style-type: none"> A simple melody using rhythms, and use as part of the performance. Most will use C + D. Some will use C, D + E. <p>3 – Perform & Share 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>1 – Listening: Friendship Song The children can:</p> <ul style="list-style-type: none"> Find the pulse and know that this unit is about being friends. Others will understand that songs have a musical style. Recognise and name some of the instruments they hear: keyboard, drums, bass, female singer, glockenspiel. Others will recognise all or many of the instruments they can hear. <p>2 – Musical Activities Find the pulse (a steady heartbeat)</p> <ul style="list-style-type: none"> Decide how to find the pulse. <p>Clap rhythms (long + short sounds)</p> <ul style="list-style-type: none"> Clap the rhythm of their name. Clap the rhythm of their favourite colour. Create their own rhythms for the class to copy back. <p>Sing: in two parts.</p> <p>Play instrumental parts</p> <ul style="list-style-type: none"> Play accurately and in time. Most play E + G. Some will play C. <p>Improvise</p> <ul style="list-style-type: none"> In the lessons and as part of the performance. Most will use C. Some will use C + D. <p>Compose</p> <ul style="list-style-type: none"> A simple melody using rhythms, and use as part of the performance. Most will use E + G. Some will use E, G, A + B. <p>3 – Perform & Share 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>Reflect, Rewind and Replay</p>
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	<p>Being Me in My World In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.</p> <ul style="list-style-type: none"> • Understand the rights and responsibilities of class members • Know about rewards and consequences and that these stem from choices • Know that it is important to listen to other people • Understand that their own views are valuable • Know that positive choices impact positively on self-learning and the learning of others • Identifying hopes and fears for the year ahead • Know how to make their class a safe and fair place • Show good listening skills • Be able to work co-operatively • Recognise own feelings and know when and where to get help • Recognise the feeling of being worried 	<p>Celebrating Difference Puzzle In this Puzzle (unit), the children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. They explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</p> <ul style="list-style-type: none"> • Know the difference between a one-off incident and bullying • Know that sometimes people get bullied because of difference • Know that friends can be different and still be friends • Know there are stereotypes about boys and girls • Know where to get help if being bullied • Know that it is OK not to conform to gender stereotypes • Know it is good to be yourself • Know the difference between right and wrong and the role that choice has to play in this • Explain how being bullied can make someone feel • Know how to stand up for themselves when they need to • Understand that everyone's differences make them special and unique • Understand that boys and girls can be similar in lots of ways and that is OK • Understand that boys and girls can be different in lots of ways and that is OK • Can choose to be kind to someone who is being bullied • Recognise that they shouldn't judge people because they are different 	<p>Dreams and Goals Puzzle In this Puzzle, the children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children consider group work and reflect on with whom they work well and with whom they don't. They also reflect on sharing success with other people.</p> <ul style="list-style-type: none"> • Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • Know how to recognise what working together well looks like • Know what good group-working looks like • Know how to share success with other people • Recognise how working with others can be helpful • Be able to work effectively with a partner • Be able to choose a partner with whom they work well • Be able to work as part of a group • Be able to describe their own achievements and the feelings linked to this • Recognise their own strengths as a learner • Recognise how it feels to be part of a group that succeeds and store this feeling 	<p>Healthy Me Puzzle In this Puzzle, the children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.</p> <ul style="list-style-type: none"> • Know what their body needs to stay healthy • Know what relaxed means • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy • Know that it is important to use medicines safely • Know what makes them feel relaxed/stressed • Know how medicines work in their bodies • Know how to make some healthy snacks • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Desire to make healthy lifestyle choices • Identify when a feeling is weak and when a feeling is strong • Express how it feels to share healthy food with their friends 	<p>Relationships Puzzle Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help them if they are worried or scared.</p> <ul style="list-style-type: none"> • Know that there are lots of forms of physical contact within a family • Know how to stay stop if someone is hurting them • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is • Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know some reasons why friends have conflicts • Know that friendships have ups and downs and sometimes change with time • Know how to use the Mending Friendships or Solve it together problem-solving methods • Can identify the different roles and responsibilities in their family • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can identify the negative feelings associated with keeping a worry secret • Can identify who they trust in their own relationships • Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict • Can identify the feelings associated with trust 	<p>Changing Me Puzzle In this Puzzle, children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p> <ul style="list-style-type: none"> • Know the physical differences between male and female bodies • Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are worried or frightened • Know there are different types of touch and that some are acceptable and some are unacceptable • Know the correct names for private body parts • Know that life cycles exist in nature • Know that aging is a natural process including old age • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened • Can appreciate that changes will happen and that some can be controlled and others not • Be able to express how they feel about changes • Show appreciation for people who are older • Can recognise the independence and responsibilities they have now compared to being a baby or toddler
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PE	<p><u>Multi Skills/Invasion Games</u></p> <p>Throw and catch displaying a degree of competency, in isolation and in varied environments and be successful over a variety of distances</p> <p>Competent in the FUNdamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination and apply them by using simple tactics to outwit opponents</p> <p>Show an awareness of how the body functions/changes during exercise and notice the difference in effects of moderate and vigorous exercise</p>	<p><u>Gymnastics</u></p> <p>Use changes of direction, speed & level during performance displaying control</p> <p>Perform and repeat sequences of movements and plan and explore their own movements.</p> <p>Display balances using apparatus with control</p> <p>Show an awareness of how the body functions/changes during exercise and notice the difference in effects of moderate and vigorous exercise</p>	<p><u>Dance</u></p> <p>Can respond to commands and stimuli and repeat and perform simple movement patterns.</p> <p>Use FUNdamental movement patterns and apply them in accordance to music</p> <p>Demonstrate changes of level showing fluency and control</p> <p>Follow and copy a simple warm up routine</p>	<p><u>Striking and Fielding</u></p> <p>Throw, strike and catch displaying a degree of competency, in isolation and in varied environments and be successful over a variety of distances</p> <p>With guidance participate displaying respect, fair play and working well with others and understand and relay rules and boundaries.</p> <p>Uses FUNdamentals of movement to achieve success in competitive environments as an individual and as part of a team.</p>	<p><u>Orienteering</u></p> <p>Follows non verbal communication to be successful and can work as part of a small team</p> <p>Can begin to use simple maps to follow a trail</p> <p>Show an awareness of how the body functions/changes during exercise and notice the difference in effects of moderate and vigorous exercise</p>	<p><u>Athletics</u></p> <p>Uses FUNdamentals to achieve success in competitive environments.</p> <p>Understands various athletic events and shows they can work part of a team.</p> <p>With guidance participate displaying respect, fair play and working well with others and understand and relay rules and boundaries</p>