

Phase: Class 1 and 2

Cycle/Term: Cycle 1-Autumn

Time Allocation: Whole term

Teachers: Mrs Graves and Mr Pritchard



Geography

Children will learn about importing and exporting of goods as they look at where in the world chocolate comes from and how it is distributed. They will look at Cacao plantations and how these are run to create chocolate from the cocoa bean.

History

The children will look at the history of chocolate and where it has been developed, particularly through the story of chocolate in York as an area close to the school. The children will learn about the different factories and how these grew over time.

Chocolate

DT

Children will create their own chocolate bar including the wrappings and then use this to market their bar. The children will create a mould for their chocolate using clay and then use this to create their own bar design to sell.

Science

Children will look at the reversible changes that occur when chocolate goes from a solid to a liquid and how this can be remoulded and solidified to make solid chocolate again. The children will also look at how chocolate is made from Cacao, this being an irreversible change.

Enterprise

Children will develop an enterprise project to help them raise money to pay for their trip to the chocolate story museum in York. They will hold a coffee morning with the sale of a variety of items to help pay for their trip.

Visits

Chocolate
Story York

Visitors

Develop the school
hall into Willy
Wonka's chocolate
factory.

Resources

Numeracy across the curriculum:
Calculating cost and profit for
enterprise activities

Literacy across the curriculum:
Adverts using persuasive language
Making an advert for chocolate bar
Book Charlie and the chocolate bar
Information texts

PSHCE across the curriculum:
Chocolate Monster story about friendship

History

Observe or handle evidence to ask questions and find answers to questions about the past.

Ask questions such as: What was it like for people? What happened? How long ago?

Use artefacts, pictures, stories, online sources and databases to find out about the past.

Identify some of the different ways the past has been represented.

Lower KeyStage 2 Historical understanding he/she can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC.

Lower KeyStage 2 Historical understanding he/she can give simple reasons as to why key events happened in history.

Lower KeyStage 2 Historical enquiry he/she can create historically valid questions about similarities and differences.

Lower KeyStage 2 Historical enquiry he/she can create historically valid questions about similarities and differences.

Lower KeyStage 2 Historical enquiry he/she can choose appropriate sources to answer questions about specific people and events; going beyond simple observations.

Lower KeyStage 2 Periods in history he/she can discuss the impact of significant historical events, people and places in their own locality

Lower KeyStage 2 Periods in history he/she can discuss historical changes in Britain; what caused them and the impact on life in Britain.

Lower KeyStage 2 Periods in history he/she can explain the achievements of ancient civilizations and their impact on the world in the past and today

Science

Describe the simple physical properties of a variety of everyday materials.

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Stage 4 C4: Materials can exist in different states and that these states can sometimes be changed 4.4.2 Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

Geography

Enquiry and Investigation he/she can ask questions about places studied at KS1.

Enquiry and Investigation he/she can use information books to compare the similarities and differences between places studied at KS1.

Enquiry and Investigation he/she can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.

Human and Physical Geography he/she can identify hot and cold areas of the world in relation to the Equator and North and South Poles.

Human and Physical Geography he/she can use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Human and Physical Geography he/she can use basic geographical vocabulary identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop.

Lower KeyStage 2 Locational Knowledge he/she can locate the position of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles.

Lower KeyStage 2 Human and Physical Geography he/she can describe and understand different types of settlement and land use.

Lower KeyStage 2 Following directions and maps he/she can use 4 points on a compass; North, South, East and West.

Lower KeyStage 2 Following directions and maps he/she can read and interpret the globe as a flat map.

Lower KeyStage 2 Following directions and maps he/she can identify and interpret relief maps.

Art and Design

Developing/ Applying Ideas he/she can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs.

Drawing With pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines

Drawing With coloured pencil, he/she can keep within the lines of a drawing when adding colour.

Lower KeyStage 2 Developing/ Applying Ideas he/she can use a sketchbook to record his/her observations and develop ideas.

Lower KeyStage 2 Drawing With coloured pencil, he/she can block colour by applying pencil strokes in the same direction.

Lower KeyStage 2 Drawing With coloured pencil, he/she can control depth of colour by applying different pressures on the pencil tip.

Lower KeyStage 2 Sculpture he/she can make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache.

Design & Technology

Food he/she can name foods from each section of the EatWell plate and understands they should eat at least 5 portions of fruit and veg each day.

Food he/she can use the right tools to peel, grate and chop.

Food he/she can read a simple scale to measure and weigh out ingredients.

Food he/she understands that food comes from plants and animals and has to be farmed, grown or caught.

Design he/she can tell someone about his/her design ideas.

Design he/she can make a mock up of his/her design and discuss it.

Design he/she can create a drawing of his/her idea and templates for his/her design.

Make Through exploring and assembly he/she can find ways to make his/her structures more stable so they are freestanding. e.g. The use of a base, overlapping joints.

Make he/she can cut along straight lines, curved lines and shapes marked out by a template.

Lower KeyStage 2 Design he/she can generate and develop his/her ideas through discussion.

Lower KeyStage 2 Design he/she can design products that are functional and designed for purpose.

Lower KeyStage 2 Design he/she can use given shapes on a computer program to create a design. e.g. Use a computer-aided design program to create a net for packaging.

Lower KeyStage 2 Make he/she can cut slots.

Lower KeyStage 2 Evaluate he/she can explain strengths and weaknesses of existing products.

Lower KeyStage 2 Evaluate he/she can evaluate his/her work against his/her own design criteria.

Lower KeyStage 2 Evaluate he/she can discuss and describe well known designers and inventors and their work.

Lower KeyStage 2 Food he/she understands all sections of the EatWell plate and why they differ in size.

Lower KeyStage 2 Food he/she can weigh ingredients to an appropriate level of accuracy.

Lower KeyStage 2 Food he/she understands that different foods are produced in different areas of the world.

Lower KeyStage 2 Food he/she understands that food is processed into different ingredients e.g. Milk into butter.

Phase: Class 1 and 2

Cycle/Term: Cycle 1-Spring

Time Allocation: Whole term

Teachers: Mrs Graves and Mr Pritchard



Computing

The children will learn about searching for images safely online and how to use these images to help them create their own superhero propaganda, making digital artwork to include on posters.

Geography

Children will look at where superheroes are located and how they may travel around the world to help them fight crime. They will consider areas that would make a good secret hideout, what the area is like and how this would help them to conceal their identity.

Superheroes

Design

Children will design and make their own superhero capes/costumes. Looking carefully and appraising existing examples and thinking about what powers they want to portray, the children will then sew these to create their own.

Art

Children will research pop art posters relating to superheroes and using their research they will create their own example.

Music

Children will appraise theme music related to superheroes and think about what makes for a good theme tune. The children will then take this information to help them compose their own superhero theme tune.

Literacy

Children will design their own superhero character, thinking about what powers and characteristics they have and why, also thinking about their origins and how they gained their superpowers.

Visits

Visitors

Children may want to hold a dress up day as a superhero.

Resources

Numeracy across the curriculum:

Children could look at the costings involved in being a superhero – e.g. Batman, how much does it cost to be batman for a day?

Literacy across the curriculum:

Creating superhero characters, appraising existing characters and creating their own origin stories.

PSHCE across the curriculum:

Discussions about right and wrong, looking at what makes a superhero and a villain and why.

Geography

KeyStage 1 Map Making he/she can draw around objects to make a plan.
KeyStage 1 Map Making he/she can draw maps of real life and made up places.
KeyStage 1 Map Making he/she can create keys for symbols on his/her map.
KeyStage 1 Enquiry and Investigation he/she can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.
KeyStage 1 Locational Knowledge he/she can name and locate the world's seven continents and five oceans using globes, maps and atlases.
KeyStage 1 Locational Knowledge he/she can name and locate the four countries and capital cities of the UK.
KeyStage 1 Human and Physical Geography he/she can identify hot and cold areas of the world in relation to the Equator and North and South Poles.
KeyStage 1 Human and Physical Geography he/she can use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
KeyStage 1 Human and Physical Geography he/she can use basic geographical vocabulary identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop.
KeyStage 1 Following directions and maps he/she can draw a route showing features.

Lower KeyStage 2 Map Making he/she can make a simple sketch map of the human and physical features in his/her local area.
Lower KeyStage 2 Locational Knowledge he/she can locate world continents/countries with a focus on Europe and Russia identifying key human and physical characteristics, countries and major cities.
Lower KeyStage 2 Locational Knowledge he/she can name and locate counties and cities of the UK, identifying key human and physical features and land use.
Lower KeyStage 2 Locational Knowledge he/she can locate the position of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles.
Lower KeyStage 2 Following directions and maps he/she can locate places on an OS map using a 4 figure grid reference
Lower KeyStage 2 Following directions and maps he/she can read and interpret the globe as a flat map.
Lower KeyStage 2 Following directions and maps he/she can identify and interpret relief maps.

Art and Design

Developing/ Applying Ideas he/she can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs.
Drawing With pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines
Drawing With wax crayon, he/she can push down to make bold and strong lines and apply less pressure to make soft lines.
Drawing With coloured pencil, he/she can keep within the lines of a drawing when adding colour.
He/she can begin to recall all the equipment needed for an art session.

Lower KeyStage 2 Developing/ Applying Ideas he/she can use a sketchbook to record his/her observations and develop ideas.
Lower KeyStage 2 Drawing he/she can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral.
Lower KeyStage 2 Drawing With pencil, he/she can use pressure to create hard and soft lines and use soft lines to plan a drawing.
Lower KeyStage 2 Drawing With coloured pencil, he/she can block colour by applying pencil strokes in the same direction.
Lower KeyStage 2 Drawing With coloured pencil, he/she can control depth of colour by applying different pressures on the pencil tip.
Lower KeyStage 2 Drawing With wax crayon, he/she can plan and use different pressure to produce a picture working from light to dark.
Lower KeyStage 2 Drawing With pen, he/she can make a variety of lines free-flowing, sweeping, broken, faint & hard.
Lower KeyStage 2 Drawing he/she can work with a variety of pen types.
Lower KeyStage 2 Independent Artist he/she can choose a suitable surface to work on.

Computing

C.1.1.2. Use technology purposefully to create and manipulate digital content.
C.1.1.1. Use technology purposefully to organise, store and retrieve digital content
C.1.2.1. Recognise common uses of information technology beyond school.
C.1.1.1. Use technology safely and respectfully..

C.4.1.4. Be discerning in evaluating digital content.
C.4.1.1. Select, use and combine a variety of software (including internet services) on a range of digital devices.
C.4.1.2. Design and create a range of programs, systems and content that accomplish given goals.
C.4.2.1. Use search technologies effectively.
C.4.2.2. Appreciate how search results are selected and ranked

Design & Technology

KeyStage 1 Design he/she can tell someone about his/her design ideas.
KeyStage 1 Design he/she can make a mock up of his/her design and discuss it.
KeyStage 1 Design he/she can create a drawing of his/her idea and templates for his/her design.
KeyStage 1 Design he/she can use IT to explore his/her design ideas. e.g. Use the internet to research design ideas or use a basic paint program to draw his/her design.
KeyStage 1 Make he/she can join fabrics using staples and a running stitch
KeyStage 1 Make he/she can decorate textiles using buttons, beads, sequins, braids & ribbons.
KeyStage 1 Make he/she can cut along straight lines, curved lines and shapes marked out by a template.
KeyStage 1 Make he/she can colour fabrics using paints to print and paint.
KeyStage 1 Evaluate he/she can say what they like and do not like about existing products.
KeyStage 1 Evaluate he/she can say how well his/her designs and product met the given design criteria.

Lower KeyStage 2 Design he/she can generate and develop his/her ideas through discussion.
Lower KeyStage 2 Design he/she can design products that are functional and designed for purpose.
Lower KeyStage 2 Design he/she can create a cross sectional drawing of his/her design.
Lower KeyStage 2 Make he/she can join fabrics using a wider range of stitches. e.g. Back stitch, chain stitch.
Lower KeyStage 2 Make he/she can choose the most appropriate joining technique to add a decoration to a piece of fabric.
Lower KeyStage 2 Make he/she can use given sewing patterns or printing blocks to add detail to his/her designs.
Lower KeyStage 2 Evaluate he/she can explain strengths and weaknesses of existing products.
Lower KeyStage 2 Evaluate he/she can evaluate his/her work against his/her own design criteria..

Music

Composing he/she can use his/her body to make sounds: Loud/quiet, Fast/slow, Long/short, High/low.

Composing he/she can use his/her voice to do: humming, whistles, whistles.

Composing he/she use short given patterns in his/her compositions.

Composing he/she can say what they like and do not like about other's performances.

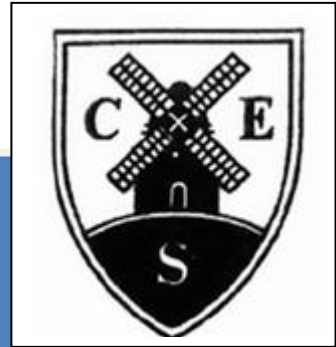
Lower KeyStage 2 Composing he/she can compose three note patterns.
Lower KeyStage 2 Composing he/she can improvise repeated patterns (ostinato).
Lower KeyStage 2 Composing he/she can create his/her own symbols to represent different sounds and instruments in his/her compositions.
Lower KeyStage 2 Composing he/she can reflect on, and improve his/her own work e.g. They can evaluate his/her piece against given criteria.
Lower KeyStage 2 Performing he/she can perform as part of a group and individually to an audience.
Lower KeyStage 2 Listening and Context he/she can explain what they think a piece of music's purpose could be.
Lower KeyStage 2 Listening and Context he/she can evaluate others work, thinking about pitch, mood, rhythm and tempo.
Lower KeyStage 2 Listening and Context he/she can express his/her opinions about music from the past.

Phase: Class 1 and 2

Cycle/Term: Cycle 1-Summer 1

Time Allocation: Half a term

Teachers: Mrs Graves and Mr Pritchard



Art

The children will study 5 of Van Gogh pictures. They will investigate different kinds of art. The children will study of Van Gogh's techniques including brush strokes, swirls, pointillism and his use of colour and light. They will look at how Vincent Van Gogh's paintings changed through his life. Children will use sketching, pastels and collage to recreate paintings in the style of this artist. The children will complete a large collaborative interpretation of one on Vincent Van Gogh's paintings.

Starry, starry night

Geography

The children will look at the localities in Europe visited by Van Gogh and look at the scenery he painted linked to the locations in which he painted.

History

The children will conduct a study into the life of a significant person Vincent Van Gogh. They will conduct an investigation into the lives of the people painted by Van Gogh and how these ways of life have changed.

Music

The children will compose music to accompany a gallery of own Van Gogh pictures. Linking their music to colour, brush strokes and scenery. They will look at music from the regions the paintings were painted to help them compose. The children will listen to the Don MacClean song Starry Starry night and discuss it's themes and Vincent Van Goghs life.

Visits

Visitors

Resources

Information books about Van Gogh
Copies of Van Gogh's paintings
Books Katie and the Starry Night
Camille and the Sunflowers

Numeracy across the curriculum:
Geometry – looking at shapes in nature.

Literacy across the curriculum:
Study of books Camille and the sunflowers,
Katie and the Starry Night
Study of texts about Van Gogh
Writing of information text about Van Gogh

PSHCE across the curriculum:

History

Periods in history he/she can discuss significant events and people from the wider world, within and beyond their living memory

Lower KeyStage 2 Historical enquiry he/she can choose appropriate sources to answer questions about specific people and events; going beyond simple observations.

Lower KeyStage 2 Historical enquiry he/she can examine and compare artefacts.

Geography

Enquiry and Investigation he/she can ask questions about places studied at KS1.

Enquiry and Investigation he/she can use information books to compare the similarities and differences between places studied at KS1.

Lower KeyStage 2 Locational Knowledge he/she can locate world continents/countries with a focus on Europe and Russia identifying key human and physical characteristics, countries and major cities.

Lower KeyStage 2 Human and Physical Geography he/she can understand similarities and differences in the human and physical differences with a region of the UK and the region of a European country.

Lower KeyStage 2 Following directions and maps he/she can read and interpret the globe as a flat map.

Art and Design

Developing/ Applying Ideas he/she can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs.

Drawing With pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines

Drawing With coloured pencil, he/she can keep within the lines of a drawing when adding colour.

Drawing With wax crayon, he/she can push down to make bold and strong lines and apply less pressure to make soft lines.

Drawing With pastel/charcoal, he/she make faint, soft lines and apply more pressure to make stronger lines.

Drawing With pastel/charcoal, he/she can blend and smudge.

Painting he/she can hold a brush correctly and use different types and sizes of brush.

Painting he/she can use a paint brush to: dab, smooth, wash, sponge, stipple, stroke.

Painting he/she can mix colours and describe how to make them.

Painting he/she can control paint and water to mix paint of different thicknesses.

Painting he/she can load a brush with the correct amount of paint and choose the correct brush size.

Painting he/she can use different brush types to make different marks: lines, blobs, dots, dashes.

Painting he/she can use different brush types to make different marks: lines, blobs, dots, dashes.

Independent Artist he/she can begin to recall all the equipment needed for an art session.

Independent Artist he/she can help prepare and clear away his/her paint area.

Art in Context/History he/she can describe differences and similarities between drawings, paintings and sculptures by well known artists and designers.

Art in Context/History he/she can describe how his/her own work is similar and/or different to the work of well known artists and designers.

Art and Design KS2

Lower KeyStage 2 Developing/ Applying Ideas he/she can use a sketchbook to record his/her observations and develop ideas.

Lower KeyStage 2 Drawing he/she can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral.

Lower KeyStage 2 Drawing With pencil, he/she can use pressure to create hard and soft lines and use soft lines to plan a drawing.

Lower KeyStage 2 Drawing With coloured pencil, he/she can block colour by applying pencil strokes in the same direction.

Lower KeyStage 2 Drawing With coloured pencil, he/she can control depth of colour by applying different pressures on the pencil tip.

Lower KeyStage 2 Painting he/she can select the brush size and type depending on the task.

Lower KeyStage 2 Painting he/she can mix and match colours for purpose: skin tones, backgrounds.

Lower KeyStage 2 Painting he/she can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground.

Lower KeyStage 2 Independent Artist he/she can choose a suitable surface to work on.

Lower KeyStage 2 Independent Artist he/she can take responsibility for preparing, organising and clearing away his/her painting area.

Lower KeyStage 2 Art in Context/History he/she can create images in the style of an artist from history.

Lower KeyStage 2 Art in Context/History he/she can discuss and describe well known artists' work and explain how their work is similar/different

Music

Composing he/she can make sound that reflect a topic

Composing he/she can say what they like and do not like about other's performances.

Composing

Listening and Context he/she can identify the mood of a piece of music.

Lower KeyStage 2 Composing he/she can use his/her voice and copy a given scale.

Lower KeyStage 2 Composing he/she can compose simple tunes using a pentatonic scale (a scale with 5 notes).

Lower KeyStage 2 Composing he/she can create his/her own symbols to represent different sounds and instruments in his/her compositions.

Lower KeyStage 2 Composing he/she can reflect on, and improve his/her own work e.g. They can evaluate his/her piece against given criteria.

Lower KeyStage 2 Performing he/she can perform given compositions/songs from memory.

Lower KeyStage 2 Performing he/she can perform as part of a group and individually to an audience.

Lower KeyStage 2 Listening and Context he/she can explain what they think a piece of music's purpose could be.

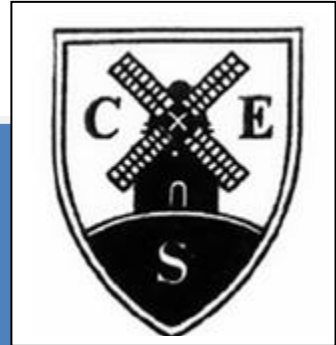
Lower KeyStage 2 Listening and Context he/she can find similarities and differences in the work of a great composer/musician from history.

Phase: Class 1 and 2

Cycle/Term: Cycle 1-Summer 2

Time Allocation: Half a term

Teachers: Mrs Graves and Mr Pritchard



History

The children will look at the history of the ancient Egyptians; they will look at the pharaohs and the position they held within the society as well as looking at the building of the pyramids, what they represent and the ceremonies that took place during mummification.

D.T

The children will look at the ancient pyramids, discuss how they think they may have been built and look to design their own construction using mechanics, designed with gears to help move bigger and heavier objects.

Geography

In geography the children will study the importance of the Nile, both in ancient Egypt and now. They will look at where it flows and how it is used to irrigate the land in an otherwise hot/dry climate. They will look at the weather in relation to the climate zones and how the seasons differ from ours. They will map Egypt using atlases and maps.

Where is my mummy?

Art

Children will study the wall paintings of the Egyptians, and the portraits of the Ancient Egyptians. They will create their own wall paintings showing the everyday life of the Egyptians. They will create a sarcophagus to depict burial rituals.

Religious Education

This term the children are working on the RE Unit 3.1 from the RE local Agreed Statutory Syllabus called 'Remembering'. Children will look at some of the beliefs and rituals observed by the ancient Egyptians, in particular, they will look at mummification and the reasoning behind this ceremony.

Visits

Hands on history museum in Hull.

Visitors

Resources

Numeracy across the curriculum:

Shape/pyramids./nets
Measuring
Direction
Problem solving

Literacy across the curriculum:

Stories from Ancient Egypt/tomb paintings
Reports
Brochures/adverts.
Hot seating

PSHCE across the curriculum:

Children will discuss the social structure of the Egyptians in relation to how the pyramids were built and the use of slavery in the building process, relate this to now, why do you think there has been change?

History

KeyStage 1 Historical understanding he/she can use pictures and role play to tell stories from the past.

KeyStage 1 Historical understanding he/she can describe the similarities and differences between life during a time in the past and life today.

KeyStage 1 Historical understanding he/she can use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past.

KeyStage 1 Historical enquiry he/she can ask questions about the past.

KeyStage 1 Historical enquiry he/she knows some of the ways that we can find out about the past.

KeyStage 1 Historical enquiry he/she can answer questions about the past using given sources.

KeyStage 1 Historical enquiry he/she can describe an artefact e.g. materials; size; signs of wear and tear.

KeyStage 1 Periods in history he/she can discuss significant events and people from the wider world, within and beyond their living memory

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.
- Use appropriate historical vocabulary to communicate, including:
 - dates
 - time period
 - era
 - change
 - chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Geography

KeyStage 1 Enquiry and Investigation he/she can ask questions about places studied at KS1.

KeyStage 1 Enquiry and Investigation he/she can use information books to compare the similarities and differences between places studied at KS1.

KeyStage 1 Enquiry and Investigation he/she can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.

KeyStage 1 Locational Knowledge he/she can name and locate the world's seven continents and five oceans using globes, maps and atlases.

KeyStage 1 Locational Knowledge he/she can explain geographical similarities and differences between an area of the UK and a non-European country.

KeyStage 1 Human and Physical Geography he/she can use basic geographical vocabulary to identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop.

KeyStage 1 Human and Physical Geography he/she can use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

• Ask and answer geographical questions about the physical and human characteristics of a location.

• Explain own views about locations, giving reasons.

• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

• Use a range of resources to identify the key physical and human features of a location.

• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.

• Describe geographical similarities and differences between countries.

• **Physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.

• **Human geography**, including: settlements and land use.

Art and Design

KeyStage 1 Developing/ Applying Ideas he/she can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs.

KeyStage 1 Drawing With pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines

KeyStage 1 Drawing With pastel/charcoal, he/she make faint, soft lines and apply more pressure to make stronger lines.

KeyStage 1 Drawing With pastel/charcoal, he/she can blend and smudge.

KeyStage 1 Drawing he/she can use charcoal pieces to create: different lines, large sweeping movements.

KeyStage 1 Sculpture he/she can make a model using natural and man made materials to show a simple idea or using his/her imagination

KeyStage 1 Sculpture he/she can explain how they are making his/her sculpture.

• Develop ideas from starting points throughout the curriculum.

• Collect information, sketches and resources.

• Adapt and refine ideas as they progress.

• Explore ideas in a variety of ways.

• Comment on artworks using visual language.

• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).

• Include texture that conveys feelings, expression or movement.

• Use clay and other mouldable materials.

• Add materials to provide interesting detail.

• Create original pieces that are influenced by studies of others.

Design & Technology

KeyStage 1 Design he/she can tell someone about his/her design ideas.

KeyStage 1 Design he/she can make a mock up of his/her design and discuss it.

KeyStage 1 Design he/she can create a drawing of his/her idea and templates for his/her design.

KeyStage 1 Make Through exploring and assembly he/she can find ways to make his/her structures more stable so they are freestanding. e.g. The use of a base, overlapping joints.

KeyStage 1 Make he/she can use tape and glue to create temporary joins, fixed joins, & moving joins.

KeyStage 1 Make he/she can use simple mechanisms in his/her products e.g. Hinges, levers, wheels etc.

KeyStage 1 Make he/she can independently cutwood/dowelling using a hacksaw and bench hook

KeyStage 1 Make he/she can roll, fold, tear and cut paper and card.

KeyStage 1 Evaluate he/she can say how well his/her designs and product met the given design criteria.

• Cut materials accurately and safely by selecting appropriate tools.

• Measure and mark out to the nearest millimetre.

• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).

• Select appropriate joining techniques.

• Choose suitable techniques to construct products or to repair items.

• Strengthen materials using suitable techniques.

• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). • Design with purpose by identifying opportunities to design.

• Make products by working efficiently (such as by carefully selecting materials).

• Refine work and techniques as work progresses, continually evaluating the product design.

Religious education

This term the children are working on the RE Unit 3.1 from the RE local Agreed Statutory Syllabus called 'Remembering'.

- Identity, Diversity & Belonging
- Investigate a variety of celebrations including religious festivals

Practices & Ways of Life

- explore different ways in which the life of a faith member may be enriched through participation in a festival or celebration

- Identify religious artefacts and explain how and why they are used.
- Describe religious buildings and explain how they are used.
- Describe how some of the values held by communities or individuals affect behaviour and actions.
- Give some reasons why religious figures may have acted as they did.