

Topic	Skills
<p>Funny Bones Science</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 (Mary Anning) class name – Grace Darling</p> <hr/> <p>Cotton bud skeletons (incidental) to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <ul style="list-style-type: none"> ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>(fossils)</p> <hr/>
<p>Enchanted Garden Science based unit</p>	<hr/> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <p>observation drawings pencil – choose materials e.g. chalk</p> <p>make pics using natural materials</p> <hr/>
<p>Space</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 – Tim Peake , Neil Armstrong</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 – Helen Sharman, the Russian dog and Neil Armstrong. Tim Peake</p>

	<p>Significant historical events, people and places in their own locality.</p>
	<p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <ul style="list-style-type: none"> ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Starry night recreation</p>
	<p>To use a range of materials creatively to design and make products- moving picture, using levers and mechanisms.</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Rocket pictures.</p>
<p>Weather and Seasons</p>	<p>♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and physical geography</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>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> <ul style="list-style-type: none"> ♣ use simple compass directions (North, South, East and West) and locational and

	<p>directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3</p> <p>♣ 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. Rain catchers, weather station, weather diary.</p> <p>♣ 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. — Van Gogh impressionism winter trees (painting)</p> <p>To use a range of materials creatively to design and make products – weather wheel for geography use.</p>
<p>Around the World</p>	<p>♣ name and locate the world’s seven continents and five oceans</p> <p>♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography</p> <p>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>use basic geographical vocabulary to refer to:</p>

♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Geography – key stages 1 and 2 3

♣ 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.

Guiseppe Arcimboldo - Fruit collage

Food - design purposeful, functional, appealing products for themselves and other users based on design criteria

♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

	<ul style="list-style-type: none"> ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria Technical knowledge ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
<p style="text-align: center;">Once Upon a Time Literacy</p>	
	<ul style="list-style-type: none"> ♣ 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 – local area walk ♣ 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.
	<p style="text-align: center;">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.</p> <p style="text-align: center;">Weaving with paper, ribbon and wool- look at basket making</p>
	<p>Houses - design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <ul style="list-style-type: none"> ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ♣ select from and use a range of tools and equipment to perform practical tasks [for

	<p>example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>build structures, exploring how they can be made stronger, stiffer and more stable</p>
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History:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about:

Geography:

Key stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand

observation, to enhance their locational awareness. Pupils should be taught to: Locational knowledge

Art:

Key stage 1 Pupils should be taught:

♣

♣ 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

DT:

Key stage 1 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:

Design

♣ design purposeful, functional, appealing products for themselves and other users based on design criteria

♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

♣ explore and evaluate a range of existing products

♣ evaluate their ideas and products against design criteria Technical knowledge

♣ build structures, exploring how they can be made stronger, stiffer and more stable

♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

