

Creating & Inventing

Autumn

Year 1

Art	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting & sculpture to develop and share their ideas, experiences & imagination to develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space about the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & disciplines, & making links to their own work. <p>Possible artists - Kandinsky, Andy Warhol, Pablo Picasso</p>
DT	<p>Technical knowledge - explore and use mechanisms [levers & sliders], in their products.</p> <p>Textiles</p> <p>Ongoing - Design / Make / Evaluate</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves & 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 select from & use a range of tools & equipment to perform practical tasks [eg, 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 explore and evaluate a range of existing products evaluate their ideas and products against design criteria
Comp	<p>Multimedia & word processing</p> <p>Digital media - graphics</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school <p>E-safety - online exploration</p> <ul style="list-style-type: none"> use technology safely & respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Hist	<ul style="list-style-type: none"> changes within living memory
Geog	<p>Locational knowledge</p> <ul style="list-style-type: none"> name, locate & identify characteristics of the four countries & capital cities of the UK and its surrounding seas <p><i>Ongoing - identify seasonal and daily weather patterns in the UK</i></p>
Music	<p>Music Express units - Ourselves / Machines / Story time & Christmas Performance</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing & catching, as well as developing balance, agility & co-ordination, & begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.
PSHE	New Beginnings Getting on & Falling out
RE	Creation & thanksgiving Christmas
Sci	<p>Everyday materials</p> <ul style="list-style-type: none"> distinguish between an object & the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare & group together a variety of everyday materials on the basis of their simple physical properties. <p>Ongoing - Seasonal changes (UK)</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. <p>Ongoing - working scientifically</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. <p>Ideas for investigation - Best material for making a toy / Magnets - linked to recycling</p>

Possible themes	Toys Victorians
Possible Trips / visitors	Blists Hill / Weston Park Toymaker Enigunity Merry Thought (Ironbridge)
End	Gallery / museum

Creating & Inventing

Autumn

Year 2

Art	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting & sculpture to develop and share their ideas, experiences & imagination to develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space about the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & disciplines, & making links to their own work.
DT	<p>Technical knowledge - build structures, exploring how they can be made stronger, stiffer & more stable</p> <p>Textiles</p> <p>Ongoing - Design / Make / Evaluate</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves & 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 select from & use a range of tools & equipment to perform practical tasks [eg, 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 explore and evaluate a range of existing products evaluate their ideas and products against design criteria
Comp	<p>Multimedia & word processing</p> <p>Data</p> <p>Digital media - graphics</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school <p>Programming</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs <p>E-safety</p> <ul style="list-style-type: none"> use technology safely & respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Hist	<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national achievements. Some should be used to compare aspects of life in different periods events beyond living memory that are significant nationally
Geog	<p>Ongoing</p> <ul style="list-style-type: none"> identify seasonal & daily weather patterns in the UK & the location of hot and cold areas of the world in relation to the Equator and the North and South Poles name and locate the world's seven continents and five oceans
Music	<p>Music Express units - Storytime, Toys, Ourselves, Our Bodies</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing & catching, as well as developing balance, agility & co-ordination, & begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.
PSHE	<p>New beginnings Getting on & falling out</p>
RE	<p>Respect for everyone Muslims - Ramadan & Eid Christmas</p>
Sci	<p>Everyday materials</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Ongoing - working scientifically</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. <p>Possible investigations - Materials / Use of materials - linked to DT</p>

Possible themes	Castles Kings & queens King Arthur Henry VIII Elizabeth I
Possible Trips / visitors	Castle Ingenuity
End	Gallery / museum

Art	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting & sculpture to develop and share their ideas, experiences & imagination to develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space about the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & disciplines, & making links to their own work.# <p>Possible artists - Van Gogh, Georgia O'Keefe, Henri Matisse, Andy Goldsworthy, Beatrix Potter</p>
Comp	<p>Digital media – music sounds</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Programming – control & coding</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs <p>E-safety – online communication & awareness</p> <ul style="list-style-type: none"> recognise common uses of information technology beyond school use technology safely & respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
DT	<p>Cooking & nutrition</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes <p>Ongoing – Design / Make / Evaluate</p> <ul style="list-style-type: none"> <i>design purposeful, functional, appealing products for themselves & other users based on design criteria</i> <i>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i> <i>select from & use a range of tools & equipment to perform practical tasks [eg. cutting, shaping, joining and finishing]</i> <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i> <i>explore and evaluate a range of existing products</i> <i>evaluate their ideas and products against design criteria</i>
Hist	<p>Personal timeline</p> <ul style="list-style-type: none"> changes within living memory
Geog	<p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> use world maps, atlases & globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <p><i>Ongoing - identify seasonal and daily weather patterns in the UK</i></p>
Music	<p>Music Express units - Animals, Weather, Pattern</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing & catching, as well as developing balance, agility & co-ordination, & begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.
PSHE	<p>Going for goals Good to be me</p>
RE	<p>Special Stories - what can we learn? Easter</p>
Sci	<p>Animals including humans</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Ongoing – Seasonal changes (UK)</p> <ul style="list-style-type: none"> <i>observe changes across the four seasons</i> <i>observe and describe weather associated with the seasons and how day length varies.</i> <p>Ongoing – working scientifically</p> <ul style="list-style-type: none"> <i>asking simple questions and recognising that they can be answered in different ways</i> <i>observing closely, using simple equipment</i> <i>performing simple tests</i> <i>identifying and classifying</i> <i>using their observations and ideas to suggest answers to questions</i> <i>gathering and recording data to help in answering questions.</i> <p>Possible investigations – Worms / snails / Senses</p>

Possible themes	Animals & habitats
Possible Trips / visitors	Sealife centre Attingham Granville
End	

Art	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting & sculpture to develop and share their ideas, experiences & imagination to develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space about the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & disciplines, & making links to their own work.
Comp	<p>Digital Media - digital imagery</p> <p>Communications & collaboration - publishing</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school <p>Data - branching database</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions <p>E-safety</p> <ul style="list-style-type: none"> use technology safely & respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
DT	<p>Cooking & nutrition</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. <p>Ongoing - Design / Make / Evaluate</p> <ul style="list-style-type: none"> <i>design purposeful, functional, appealing products for themselves & other users based on design criteria</i> <i>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i> <i>select from & use a range of tools & equipment to perform practical tasks [eg, cutting, shaping, joining and finishing]</i> <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i> <i>explore and evaluate a range of existing products</i> <i>evaluate their ideas and products against design criteria</i>
Hist	<ul style="list-style-type: none"> changes within living memory
Geog	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases & globes to identify the UKingdom & its countries, as well as the countries, continents & oceans studied at this key stage <p>Ongoing</p> <ul style="list-style-type: none"> <i>identify seasonal & daily weather patterns in the UK & the location of hot & cold areas of the world in relation to the Equator & the N&S Poles</i> <i>name and locate the world's seven continents and five oceans</i>
Music	<p>Music Express units - Water, Pattern, Our land, Animals</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing & catching, as well as developing balance, agility & co-ordination, & begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.
PSHE	<p>Going for Goals Good to be me</p>
RE	<p>Symbols of belonging Places of worship - church / mosque Easter</p>
Sci	<p>Animals including humans</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about & describe the basic needs of animals, including humans, for survival (water, food & air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. explore & compare the differences between things that are living, dead, and things that have never been alive describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Plants</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Ongoing - working scientifically</p> <ul style="list-style-type: none"> <i>asking simple questions and recognising that they can be answered in different ways</i> <i>observing closely, using simple equipment</i> <i>performing simple tests</i> <i>identifying and classifying</i> <i>using their observations and ideas to suggest answers to questions</i> <i>gathering and recording data to help in answering questions.</i> <p>Possible investigations - Conditions for life / Bodies & exercise</p>

Possible themes	Where does food come from? Healthy living / exercise
Possible Trips / visitors	Gym Lilleshall Restaurant Tesco (farm to fork) farm cooking bus Cadbury World
End	Restaurant healthy workshop / demos

Art	<ul style="list-style-type: none"> ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting & sculpture to develop and share their ideas, experiences & imagination ▪ to develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space ▪ about the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & disciplines, & making links to their own work. <p>Possible artists - Monet, Henri Moore, Cezanne</p>
Comp	<p>Data</p> <ul style="list-style-type: none"> ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Communication & collaboration</p> <ul style="list-style-type: none"> ▪ recognise common uses of information technology beyond school <p>E-Safety - online research</p> <ul style="list-style-type: none"> • use technology safely & respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
DT	<p>Technical knowledge - build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Ongoing - Design / Make / Evaluate</p> <ul style="list-style-type: none"> ▪ design purposeful, functional, appealing products for themselves & 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 ▪ select from & use a range of tools & equipment to perform practical tasks [eg, cutting, shaping, joining and finishing] ▪ select from & use a wide range of materials & components, including construction materials, textiles & ingredients, according to their characteristics ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria
Hist	<ul style="list-style-type: none"> • changes within living memory • significant historical events, people and places in their own locality.
Geog	<p>Place knowledge</p> <ul style="list-style-type: none"> ▪ understand geographical similarities & differences through studying the human & physical geography of a small area of the UK <p>Human and physical geography</p> <ul style="list-style-type: none"> ▪ use basic geographical vocabulary to refer to: <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 ▪ key human features, incl: city, town, village, factory, farm, house, office, port,harbour,shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ use simple compass directions (NSEW) & locational & directional language [for example, near & far; left & right], to describe the location of features & routes on a map ▪ use aerial photographs & plan perspectives to recognise landmarks & basic human & physical features; devise a simple map; & use & construct basic symbols in a key ▪ use simple fieldwork & observational skills to study the geography of their school & its grounds and the key human and physical features of its surrounding environment <p><i>Ongoing - identify seasonal and daily weather patterns in the UK</i></p>
Music	<p>Music Express units - Our school, Travel, Water, Pattern</p> <ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	<ul style="list-style-type: none"> ▪ master basic movements including running, jumping, throwing & catching, as well as developing balance, agility & co-ordination,& begin to apply these in a range of activities ▪ participate in team games, developing simple tactics for attacking and defending ▪ perform dances using simple movement patterns.
PSHE	Relationships Changes
RE	I wonder... questions that puzzle us Finding out about Christian churches
Sci	<p>Plants</p> <ul style="list-style-type: none"> ▪ identify & name a variety of common wild & garden plants, including deciduous & evergreen trees ▪ identify & describe the basic structure of a variety of common flowering plants, including trees. <p>Ongoing - Seasonal changes (UK)</p> <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. <p>Ongoing - working scientifically</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. <p>Possible investigations - Different water/liquid (plants) / Electricity circuits</p>

Possible themes	Holidays / seaside UK dimension Lifeboats
Possible Trips / visitors	Seaside
End	Class assembly

Art	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting & sculpture to develop and share their ideas, experiences & imagination to develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space about the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & disciplines, & making links to their own work.
Comp	<p>Digital</p> <p>Media – animation Data</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Programming</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs <p>E-safety</p> <p>Communication & collaboration – messaging</p> <ul style="list-style-type: none"> recognise common uses of information technology beyond school use technology safely & respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
DT	<p>Technical knowledge - explore & use mechanisms [wheels and axles], in their products.</p> <p><i>Ongoing - Design / Make / Evaluate</i></p> <ul style="list-style-type: none"> <i>design purposeful, functional, appealing products for themselves & other users based on design criteria</i> <i>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i> <i>select from & use a range of tools & equipment to perform practical tasks [eg. cutting, shaping, joining and finishing]</i> <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i> <i>explore and evaluate a range of existing products</i> <i>evaluate their ideas and products against design criteria</i>
Hist	<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to international achievements. Some should be used to compare aspects of life in different periods events beyond living memory that are significant globally
Geog	<p><i>Place knowledge</i></p> <ul style="list-style-type: none"> understand geographical similarities & differences through studying the human & physical geography of a small area in a contrasting non-European country <p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: <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 key human features, incl: city, town, village, factory, farm, house, office, port, harbour, shop <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> use simple compass directions (NSEW) & locational & directional language [for example, near & far; left & right], to describe the location of features & routes on a map use aerial photographs & plan perspectives to recognise landmarks & basic human & physical features; devise a simple map; & use & construct basic symbols in a key <p><i>Ongoing</i></p> <ul style="list-style-type: none"> <i>identify seasonal & daily weather patterns in the UK & the location of hot & cold areas of the world in relation to the Equator & the N&S Poles</i> <i>name and locate the world's seven continents and five oceans</i>
Music	<p>Music Express units – Seasons, Number, Travel, Weather</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing & catching, as well as developing balance, agility & co-ordination, & begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.
PSHE	Relationships Changes
RE	Holy words
Sci	<p>Living things and their habitats</p> <ul style="list-style-type: none"> 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 & name a variety of plants and animals in their habitats, including micro-habitats <p>Ongoing – working scientifically</p> <ul style="list-style-type: none"> <i>asking simple questions and recognising that they can be answered in different ways</i> <i>observing closely, using simple equipment</i> <i>performing simple tests</i> <i>identifying and classifying</i> <i>using their observations and ideas to suggest answers to questions</i> <i>gathering and recording data to help in answering questions.</i> <p>Possible investigations – Forces / Kitchen experiments</p>

Possible themes	Travel & transport (Global dimension) Explorers (ChrColumbus / Neil Armstrong) Titanic
Possible Trips / visitors	
End	Class assembly