

# The Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth



## Long Term Planning Year 2- Sky Class and Bay Class

	AUTUMN		SPRING		SUMMER	
Title/Duration	<b>My Island</b>		<b>Around the World</b>	<b>Victorians</b> To support TAF/KS 1 assessments	<b>Amazing Animals</b> <b>Child initiated topic</b>	
Half Term Split	Autumn 1 (Geog focus)	Autumn2 (History focus)	Spring 1 (Geog focus)	Spring 2 & Summer 1 (History focus)	Summer 2 (Geog focus)	
Focus Curriculum Principle	Broad, relevant and balanced-Local, Mainland, Global  Promotes independence and curiosity  Valuing all learning is accessible to all  Coherent learning links and pathways		Promotes independence and curiosity  Valuing all children, learning is accessible to all  Broad, relevant and balanced-Local, Mainland, Global	Strong working partnerships  Promotes independence and curiosity  Broad, relevant and balanced-Local, Mainland, Global	Valuing all children, learning is accessible to all  Coherent learning links and pathways  High quality outcomes, deep learning	
<b>English (Focus Texts/Writing Opportunities)</b>	<p><b>Here We Are</b> -Oliver Jeffers Information about countries Posters - Kind to the world Out and About Shirley Hughes poem, Wonderful World song</p> <p><b>The Day the Crayons Quit</b> Letters Postcards</p>	<p><b>The Three Little Wolves and the Big Bad Pig</b> Traditional Tales Alternative versions Different viewpoints Linked reading Summaries, suffixes. Write own alternative version of traditional tale.</p>	<p><b>Big Bear Little Brother</b> Diary Other: Winter poems Instructions- How to make an igloo. Polar Bear Facts</p> <p><b>The Bear and the Piano</b> Consider how the pictures show time passing, such as the changing of the seasons</p>	<p><b>Mole's Sunrise</b> Descriptions- Writing a detailed description Similes Expanded noun phrases</p> <p><b>Railway Children- Extract</b> Description of Victorian Britain- Rich and poor Guided Reading activities</p>	<p><b>SATS writing</b> <b>The Night Gardener</b> Independent Writing: Letter, Report, Character Description Poster, Diary, Story, Recount of a real life event</p> <p><b>Recount of trip</b></p>	<p><b>Esio Trot/ Giraffe, The Pelly and Me</b> Write in the style of Roald Dahl- use new animals to write a similar story. Link to Marwell Zoo trip.</p> <p><b>BBC- David Attenborough Video clip- Frozen Planet, Green Planet etc Focus- Animals around the World</b></p>

	Posters- Have you seen this crayon? <b>POEMS HOME</b> - learning poems to recite	<b>Shakespeare- A Midsummer's Night Dream-</b> Description of setting Characters- descriptions and viewpoint of characters Drama incl Speaking and Listening	around the growing bear at the piano. Consider the voice and tone of the narrator. What is the effect of starting so many sentences with 'The bear'. Power of three: "No piano, no bears, no anything." Subordination: "When the bear played, he felt so happy." Speech punctuation. Adverbs Link to Mr Big (PSHE)			Non-fiction- Fact sheet about an animal- linked to Geography
<b>Maths Year 2</b> (White Rose Maths)	<b>Place Value</b> (4 weeks) <b>Addition and Subtraction</b> (5 weeks) <b>Shape</b> (3 weeks)		<b>Money</b> (2 weeks) <b>Multiplication and Division</b> (5 weeks) <b>Length and Height</b> (2 weeks) <b>Mass, capacity and temperature</b> (3 weeks)		<b>Fractions</b> (3 weeks) <b>Time</b> (3 weeks) <b>Statistics</b> (2 weeks) <b>Position and Direction</b> (2 weeks) <b>Consolidation</b> (2 weeks)	
<b>Science</b> (White Rose Science)	<b>Animals Needs for Survival</b> (4 weeks) <b>Humans</b> (2 weeks) <b>Materials</b> (5 weeks) <b>Plastic</b> (1 week)		<b>Plants- Light and Dark</b> (3 weeks) <b>Living Things and their habitats</b> (7 weeks) <b>Light and Dark</b> (1 week) <b>Consolidation</b> (1 week)		<b>Plants -bulbs and seeds</b> (2 weeks) <b>Growing up</b> (4 weeks) <b>Plants- bulbs and seeds</b> (1 week) <b>Growing up</b> (1 week) <b>Wildlife</b> (2 weeks) <b>Consolidation</b> (2 weeks)	
<b>History</b> <b>Throughout- Historical Enquiry</b> <i>Observe or handle evidence to ask simple questions about the past;</i> <i>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</i> <i>Choose and select evidence and say how it can be used to find out about the past.</i>	<b>Local History</b> <ul style="list-style-type: none"> <li>Yarmouth Castle</li> <li>Isle of Wight History- Fort Victoria, Tennyson, Dimbola</li> <li>Great Fire of London- events/ timeline/ historical accounts/ primary and secondary sources</li> <li>Sequence pictures of artefacts/events from different periods- fire engines etc/ Fort Victoria/ Yarmouth Castle</li> <li>Through Geography Fieldtrip get the children to describe changes that they have seen in their lives e.g. Yarmouth school moving/ history of Fort Vic/ Yarmouth Castle/ Landscape</li> </ul> <b>Knowledge LO:</b> Significant historical events, people and places in their own locality. Events beyond living memory that are significant nationally (Great fire of London).  <b>Skills LO:</b> <u>Historical Interpretation</u> Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can: <ul style="list-style-type: none"> <li>Start to compare two versions of a past event;</li> </ul>	<b>Great Fire of London</b> <b>Knowledge LO:</b> Events beyond living memory that are significant nationally (Great fire of London).  <b>Skills LO:</b> <u>Historical Interpretation</u> Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can: <ul style="list-style-type: none"> <li>Start to compare two versions of a past event;</li> <li>Observe and use pictures, photographs and artefacts to find out about the past;</li> <li>Start to use stories or accounts to distinguish between fact and fiction;</li> <li>Explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul>	Significant historical events, people and places in their own locality. <b>Specific focus on Queen Victoria and Osbourne house and her life on the Isle of Wight.</b> Comparisons to be made between Queen Victoria and Queen Elizabeth 2 <sup>nd</sup> . To develop and study further Monarchs pre-dating Queen Victoria. Or a study of Christopher Columbus and Neil Armstrong, investigating the differences and similarities between the two. <b>Victoria – Elizabeth II</b> <b>Study and comparison of artefacts</b> <b>Timeline of Queen Victoria's life- sequence pictures from different periods of time</b> <b>Experience a Victorian School day!</b> <u>Historical Interpretation</u> <ul style="list-style-type: none"> <li>Start to compare two versions of a past event;</li> <li>Observe and use pictures, photographs and artefacts to find out about the past;</li> <li>Start to use stories or accounts to distinguish between fact and fiction;</li> <li>Explain that there are different types of evidence and sources that can be used to help represent the past.</li> <li>Observe or handle evidence to ask simple questions about the past;</li> <li>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> </ul> <u>Historical Enquiry</u>	<b>Local history- History of the coastline-</b> linked to Sandown bay and how the Wildheart Animal Sanctuary has developed. Also make a link to Marwell Zoo history  <b>Knowledge LO:</b> Significant historical events, people and places in their own locality.  <u>Historical Enquiry</u> Children should ask and answer questions, using other sources to show that they know and understand key features of events. Children can: <ul style="list-style-type: none"> <li>Observe or handle evidence to ask simple questions about the past;</li> <li>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> </ul>		

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They should know where the people and events they study fit within a chronological framework. Children can:</p> <ul style="list-style-type: none"> <li>● Sequence artefacts and events that are close together in time;</li> <li>● Order dates from earliest to latest on simple timelines;</li> <li>● Sequence pictures from different periods;</li> <li>● Describe memories and changes that have happened in their own lives;</li> </ul> <p><u>Knowledge and understanding of events, people and changes in the past</u> Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can:</p> <ul style="list-style-type: none"> <li>● Recognise some similarities and differences between the past and the present;</li> <li>● Identify similarities and differences between ways of life in different periods;</li> <li>● Know and recount episodes from stories and significant events in history;</li> <li>● Understand that there are reasons why people in the past acted as they did;</li> </ul>	<p><u>Historical Enquiry</u> Children should ask and answer questions, using other sources to show that they know and understand key features of events. 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Children can:</p> <ul style="list-style-type: none"> <li>● Recognise some similarities and differences between the past and the present;</li> <li>● Identify similarities and differences between ways of life in different periods;</li> <li>● Understand that there are reasons why people in the past acted as they did; Describe significant individuals from the past.</li> </ul>	<ul style="list-style-type: none"> <li>● Choose and select evidence and say how it can be used to find out about the past.</li> </ul> <p><u>Chronological Understanding</u> 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. 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<p><b>Geography</b></p>	<p><u>Isle of Wight/local area study</u></p> <ul style="list-style-type: none"> <li>● Locate our schools on the map</li> <li>● Locate towns and villages across the Island</li> <li>● Field trip from Fort Victoria and walk along to Yarmouth.</li> </ul>	<p><u>Identify countries around the world</u> <b>Geographical Skills and Fieldwork</b> <u>Knowledge:</u></p>	<p><u>Compare the Isle of Wight to India- link to Osborne House/Queen Victoria</u> <b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of the Isle of</p>	<p><u>Look at the Geography of where animals live.</u> <u>Compare different habitats and countries. Discuss the weather, climate and human and physical features. Locate</u></p>

	<ul style="list-style-type: none"> <li>Identify physical and human features</li> <li>Tourist information literature/ leaflets/ posters/ videos etc</li> <li>Beach clean- linked to fieldwork and Science- Ocean Friendly Schools award</li> </ul> <p><b>Knowledge LO:</b> <b>Locational Knowledge:</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Human and Physical:</b> Use basic geographical vocabulary to refer to: <b>Key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <b>Key human features</b>, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>Geographical skills and fieldwork:</b> <b>Look at and use world maps, atlases and globes to identify the United Kingdom and its countries</b>, as well as the countries, continents and oceans studied. 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. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of Freshwater &amp; Yarmouth and Shalfleet Schools and the grounds including the key human and physical features of the surrounding environment.</p> <p><b>Skills LO:</b> <b>Locational Knowledge:</b> Begin to look at and use World and regional maps, atlases and globes. Google Earth.</p> <p><b>Place Knowledge:</b> Use World and <b>regional maps, atlases</b> and globes. Google Earth. Identify similarities and draw comparisons based on the Human and Physical features of the local and contrasting area.</p> <p><b>Human and Physical:</b> Use World and <b>regional maps</b>, atlases and globes. Google Earth. Using their senses, exploring and investigating their immediate, environment measuring, sorting and observing. Drawing and discussion.</p> <p><b>Geographical skills and fieldwork:</b> Use a compass to identify direction. Begin to use locational and directional language to describe the features and routes on a map.</p>	<p>Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Look at and use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p><b>Human and Physical:</b> Use basic geographical vocabulary to refer to: <b>Key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <b>Key human features</b>, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>Geographical skills and fieldwork:</b> 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.</p>	<p>Wight, and a small area of a contrasting <b>non-European country</b>. – India-link to Queen Victoria</p> <p><b>Human and Physical:</b> 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; Isle of Wight weather compare <i>to the rest of the UK</i>. Then <i>compare the weather on the Island and in India</i></p> <p><b>Geographical skills and fieldwork: Ongoing strand throughout Geography. Compare other parts of the world to Shalfleet school and the grounds and the surrounding environment.</b> Use simple fieldwork and observational skills to study the geography of Yarmouth and Shalfleet Schools and the grounds including the key human and physical features of the surrounding environment.</p>	<p><b>different places on the maps and identify surrounding seas and countries.</b> <b>Knowledge:</b> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Look at and use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p><b>Human and Physical:</b> 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; Use basic geographical vocabulary to refer to: <b>Key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <b>Key human features</b>, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>Geographical skills and fieldwork:</b> Look at and use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. 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.</p>
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	<p>Discuss basic human and physical features. Devise a simple map including a basic key. <b>Fieldwork</b> Begin to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making basic judgement and conclusions. In the following areas Traffic, Litter, Land Use, Weather and Vegetation.</p>					<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p>
<p><b>Art</b></p>	<p>Artist- Maria Rivans-Collage <u><i>Collage our favourite things onto photos of ourselves - community build new class</i></u> • to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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</li> <li>• use a combination of materials that have been cut, torn and glued;</li> <li>• sort and arrange materials;</li> <li>• add texture by mixing materials;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</li> </ul>	<p>Artist- Zoe Sadler (IOW link)? Mandy Bangerter - Textile Artist (IOW link). <u><i>Artist study then use shape and colour to produce a representation of a habitat.</i></u></p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers</li> <li>• show pattern by weaving;</li> <li>• use a dyeing technique to alter a textile's colour and pattern;</li> <li>• decorate textiles with glue or stitching, to add colour and detail;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</li> </ul>	<p>Artist- Barbara Hepworth clay-sculpture</p> <p><u><i>Artist study and replication of famous works in different materials. Then sculpt our own version in clay</i></u></p> <ul style="list-style-type: none"> <li>• to use a variety of materials creatively for sculpting and experiment with joining and constructing</li> <li>• 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</li> <li>• use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>• use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>• use a variety of shapes, including lines and texture;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</li> </ul>	<p>Artist- William Morris- Printing</p> <p><u><i>Artist study linked to Victorians and industrialisation/invention. Poly printing Morris designs then our own class wallpaper</i></u></p> <ul style="list-style-type: none"> <li>• Develop a wide range of art &amp; design techniques in using colour, pattern, line, shape, form, space</li> <li>• Learn about the work of a range of artists, craft makers and designers.</li> <li>• copy an original print;</li> <li>• use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>• demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</li> </ul>	<p>Artist- Hannah Uzor- Portraits- Drawing and Painting</p> <p><u><i>Sketching and painting. Artist and subject study. Linked to Osborne House and Queen Victoria's family.</i></u></p> <p>Self portraits/portrait sketching and painting in the style of Victorian painters.</p> <ul style="list-style-type: none"> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• Learn about the work of a range of artists, craft makers and designers</li> <li>• name the primary and secondary colours;</li> <li>• experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>• mix primary colours to make secondary colours;</li> <li>• add white and black to alter tints and shades;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour</li> </ul>	<p>Artist- Quentin Blake- Drawing and painting- watercolours</p> <p><u><i>Artist study - sketching and line drawing portraits. Watercolour painting animals linked to Animal topic and trip to Marwell Zoo.</i></u></p> <ul style="list-style-type: none"> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• Learn about the work of a range of artists, craft makers and designers.</li> <li>• experiment with showing line, tone and texture with different hardness of pencils;</li> <li>• use shading to show light and shadow effects;</li> <li>• use different materials to draw, e.g. pastels, chalk, felt tips;</li> <li>• show an awareness of space when drawing;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</li> </ul>

					wash, sweep, dab, bold brushstroke, acrylic paint.	
<b>Design and Technology</b>	<p><u>Create an Isle of Wight or UK Landmark- lighthouse/ London landmark etc</u></p> <p><b>Knowledge- Design:</b> Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment. State what products they are designing and making. Say whether their products are for themselves or other users. Describe what their products are for. Say how their products will work. Say how they will make their products suitable for their intended users Use simple design criteria to help develop their ideas</p> <p><b>Make</b> Plan by suggesting what to do next. Select from a range of tools and equipment, explaining their choices. Select from a range of materials and components according to their characteristics.</p> <p><b>Technical Knowledge:</b> The simple working characteristics of materials and components. The movement of simple mechanisms such as levers, sliders, wheels and axles. How freestanding structures can be made stronger, stiffer and more stable. 3-D textiles product can be assembled from two identical fabric shapes.</p> <p><b>Skills- Design:</b> Generate ideas by drawing on their own experiences. Use knowledge of existing products to help come up with ideas. Develop and communicate ideas by talking and drawing. Model ideas by exploring materials, components and construction kits and by making templates and mock-ups. Use information and communication technology, where appropriate, to develop and communicate their ideas.</p> <p><b>Make:</b> Follow procedures for safety and hygiene. Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components. Measure, mark out, cut and shape materials and components. Assemble, join and combine materials and components. Use finishing techniques, including those from art and design.</p> <p><b>Evaluate:</b> Talk about their design ideas and what they are making. Make simple judgements about their products and ideas against design criteria. Suggest how their products could be improved.</p>	<p><u>Foods from around the World- Chef visit</u></p> <p><b>Cooking and Nutrition:</b></p> <ul style="list-style-type: none"> <li>That all food comes from plants or animals</li> <li>That food has to be farmed, grown elsewhere (e.g. home) or caught</li> <li>Name and sort foods into the five groups in The eatwell plate</li> <li>That everyone should eat at least five portions of fruit and vegetables every day</li> </ul> <p><b>Cooking and Nutrition:</b></p> <ul style="list-style-type: none"> <li>How to prepare simple dishes safely and hygienically, without using a heat source.</li> </ul> <p>To use techniques such as cutting, peeling and grating.</p> <p><b>Technical Knowledge:</b> Food ingredients should be combined according to their sensory characteristics. The correct technical vocabulary for the projects they are undertaking.</p> <p><b>Skills</b></p> <p><b>Make:</b> Follow procedures for safety and hygiene. Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components.</p>	<p><u>Queen Victoria's bathing machine</u></p> <p><u>Look at Victorian inventions- telephone, Camera etc</u></p> <p><b>As class look at Pin-hole camera and come up with a design</b></p> <p><b>Make a pin-hole camera using appropriate materials.</b></p> <p><b>Evaluate their cameras</b></p> <p><b>Make</b> Plan by suggesting what to do next. Select from a range of tools and equipment, explaining their choices. Select from a range of materials and components according to their characteristics.</p> <p><b>Evaluate:</b> What products are Who products are for What products are for How products work How products are used Where products might be used What materials products are made from What they like and dislike about products</p> <p><b>Technical Knowledge</b> The simple working characteristics of materials and components. How freestanding structures can be made stronger, stiffer and more stable. The correct technical vocabulary for the projects they are undertaking. The movement of simple mechanisms such as levers, sliders, wheels and axles.</p> <p><b>SKILLS- Make:</b> Follow procedures for safety and hygiene. Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components. Measure, mark out, cut and shape materials and components. Assemble, join and combine materials and components. Use finishing techniques, including those from art and design.</p> <p><b>Evaluate:</b> Talk about their design ideas and what they are making. Make simple judgements about their products and ideas against design criteria. Suggest how their products could be improved.</p>	<p><u>Create their own toy- Stuffed animal</u></p> <p><b>Knowledge- Design:</b> Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment. State what products they are designing and making. Say whether their products are for themselves or other users. Describe what their products are for. Say how their products will work. Say how they will make their products suitable for their intended users Use simple design criteria to help develop their ideas</p> <p><b>Make</b> Plan by suggesting what to do next. Select from a range of tools and equipment, explaining their choices. Select from a range of materials and components according to their characteristics.</p> <p><b>Technical Knowledge:</b> The simple working characteristics of materials and components. The movement of simple mechanisms such as levers, sliders, wheels and axles. How freestanding structures can be made stronger, stiffer and more stable. 3-D textiles product can be assembled from two identical fabric shapes.</p> <p><b>Skills- Design:</b> Generate ideas by drawing on their own experiences. Use</p>		

			<p>Measure, mark out, cut and shape materials and components. Assemble, join and combine materials and components. Use finishing techniques, including those from art and design.</p>			<p>knowledge of existing products to help come up with ideas. Develop and communicate ideas by talking and drawing. Model ideas by exploring materials, components and construction kits and by making templates and mock-ups. Use information and communication technology, where appropriate, to develop and communicate their ideas. <b>Make:</b> Follow procedures for safety and hygiene. Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components. Measure, mark out, cut and shape materials and components. Assemble, join and combine materials and components. Use finishing techniques, including those from art and design. <b>Evaluate:</b> Talk about their design ideas and what they are making. Make simple judgements about their products and ideas against design criteria. Suggest how their products could be improved.</p>
<p><b>Music</b></p>	<p><b>Kapow-Music On this Island-British Songs and Sounds</b></p> <ul style="list-style-type: none"> <li>• Sing, play and follow instructions to perform as a group.</li> <li>• Describe music using simple musical vocabulary.</li> <li>• Explore multiple ways of making the same sound.</li> <li>• Represent the same sound in different ways.</li> </ul>	<p><b>Kapow Music</b> <b>Orchestral instruments (Theme: Traditional Western stories)</b></p> <ul style="list-style-type: none"> <li>• Make plausible descriptions of the music.</li> <li>• Identify a few instruments and the sounds of different sections of the orchestra.</li> <li>• Explain what is happening in the music using</li> </ul>	<p><b>Kapow Music</b> <b>Musical Me</b></p> <ul style="list-style-type: none"> <li>• Clap the rhythm of their name.</li> <li>• Sing the melody accurately while playing their instrument in time.</li> <li>• Show a range of emotions using their voices.</li> <li>• Describe the dynamics and timbre of their pieces.</li> <li>• Play a known melody from letter notation in the right</li> </ul>	<p><b>Kapow Music</b> <b>Dynamics, timbre, tempo and motifs (Theme: Space)</b></p> <ul style="list-style-type: none"> <li>• Use their voice to create a variety of sounds.</li> <li>• Use dynamics to create atmosphere.</li> <li>• Correctly identify some instruments and changes in dynamics in a piece.</li> </ul>	<p><b>Kapow Music</b> <b>Myths and Legends</b></p> <ul style="list-style-type: none"> <li>• Create rhythms and arrange them in a particular order or structure.</li> <li>• Identify the structure of a piece of music and write it down.</li> <li>• Describe whether a musical texture is thick or thin.</li> </ul>	<p><b>Kapow Music</b> <b>West African Call and Response- Animals</b></p> <ul style="list-style-type: none"> <li>• Use tempo, dynamics and timbre in their piece.</li> <li>• Play in time with their group.</li> <li>• Use instruments appropriately.</li> <li>• Successfully sing back the melody line in time and at the correct pitch.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe how they have adapted a sound using musical vocabulary.</li> <li>Contribute musically to a final performance.</li> <li>Create a piece that clearly represents a particular environment.</li> <li>Extend a piece of music so that it represents three distinct environments.</li> </ul>	<p>language relating to emotion.</p> <ul style="list-style-type: none"> <li>Create a piece of music with some appropriate tempo, dynamic and timbre changes.</li> <li>Suggest appropriate musical timbres for each of the characters and tempo changes for the actions.</li> <li>Perform confidently using appropriate instrumental sounds.</li> </ul>	<p>order, if not with the right rhythms.</p> <ul style="list-style-type: none"> <li>Play a new melody from letter notation in the right order, if not in time.</li> <li>Invent a melody, write it down and play it back.</li> <li>Select instruments with different timbres.</li> <li>Compose and perform a piece using different dynamic levels.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how the same instrument can have many different sounds.</li> <li>Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre.</li> <li>Successfully create and play a motif.</li> <li>Notate and write down their motif in some form.</li> </ul>	<ul style="list-style-type: none"> <li>Explore ways of writing down different textural layers.</li> <li>Follow a given structure for a composition.</li> <li>Write a structure score accurately.</li> <li>Compose music with several layers.</li> <li>Perform their composition accurately, following the structure score.</li> </ul>	<ul style="list-style-type: none"> <li>Play either a call and/or response role in time with another pupil.</li> <li>Perform their composition.</li> </ul>
<b>Computing</b>	<p><i>Computer Systems and Networks - 'IT Around Us'</i></p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/computing-systems-and-networks-it-around-us">https://teachcomputing.org/curriculum/key-stage-1/computing-systems-and-networks-it-around-us</a></p> <p><b>Key Program</b> – 'Barefoot' activities</p>	<p><i>Creating Media – Digital Photography</i></p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-photography">https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-photography</a></p> <p><b>Key Program</b> – iPad Camera App &amp; Editor OR <a href="https://pixlr.com/x/">https://pixlr.com/x/</a></p>	<p><i>Creating Media – Making Music</i></p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-writing">https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-writing</a></p> <p><b>Key Program</b> – Chrome Music Labs - <a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a></p>	<p><i>Data and Information – Pictograms</i></p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/data-and-information-grouping-data">https://teachcomputing.org/curriculum/key-stage-1/data-and-information-grouping-data</a></p> <p><b>Key Program</b> – J2E Pictograms - <a href="https://www.j2e.com/jit5#pictogram">https://www.j2e.com/jit5#pictogram</a></p>	<p><i>Programming A – Robot Algorithms</i></p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/programming-a-robot-algorithms">https://teachcomputing.org/curriculum/key-stage-1/programming-a-robot-algorithms</a></p> <p><b>Key Program</b> – Bee Bots</p>	<p><i>Programming B – An Introduction to Quizzes</i></p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/programming-b-an-introduction-to-quizzes">https://teachcomputing.org/curriculum/key-stage-1/programming-b-an-introduction-to-quizzes</a></p> <p><b>Key Program</b> – Scratch Jnr (iPads)</p>
<b>PE</b>	<p>Multi-skills (Teacher Led)</p> <p>Manipulation: Tennis (Sports Coach Led)</p>	<p>Multi-skills (Teacher Led)</p> <p>Locomotion &amp; Stability Football (Sports Coach Led)</p>	<p>Multi-skills (Teacher Led)</p> <p>Multi-skills (Sports Coach Led) Boccia &amp; Curling</p> <p>Dance (Specialist Teacher)</p>	<p>Multi-skills (Teacher Led)</p> <p>Locomotor &amp; Manipulation: Netball (Sports Coach Led)</p>	<p>Multi-skills (Teacher Led)</p> <p>Athletics (Sports Coach Led)</p>	<p>Multi-skills (Cricket Focus) (Sports Coach Led)</p> <p>Gymnastics (Specialist Teacher)</p> <p>Athletics (Teacher Led)</p>
<b>R.E. Assessment Focus</b>	<b>Autumn 1 Communicate</b>	<b>Autumn 2 Apply</b>	<b>Spring 1 Inquire</b>	<b>Spring 2 Contextualise</b>	<b>Summer 1 Contextualise</b>	<b>Summer 2 Evaluate</b>
<b>Concept</b>	<b>Special Place</b>	<b>Waiting</b> [UC incarnation plan]	<b>Remembering</b>	<b>Sad and Happy</b> [UC salvation plan] (Hampshire RE resources- Easter for Infants RE007)	<b>Special food OR Special Book</b>	<b>God</b>
<b>Golden Thread</b>	<b>Special</b>			<b>Love</b>	<b>Special</b>	



	Hindu Mandir	Advent	Holi	The Easter Story	Special Food or Books across religions and traditions	The idea of God across different religions
SMSC/PSHE						
Forest Schools						
Trips/Events/Visitors/Risk Day	Local Area Walk- Fort Victoria to Yarmouth then visit Yarmouth Castle	Christmas Creations Parents in- DT link	Visit from a Chef/ School Cook Around the World Cooking	Victorian Day- Parents in	Osborne House trip	Marwell Zoo trip- linked to Child initiated topic