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| **Year 2 – Curriculum Overview 2021** |
| Subject  | **Autumn 1****School Days** | **Autumn 2** **Who Do You Think You Are?** | **Spring 1****Creepy Crawlies** | **Spring 2****Worth Repeating** | **Summer 1****Roll up, roll up!** | **Summer 2** **Brilliant Bodies** |
| **Essential Learning** | - Features of a school.- Differences and similarities between schools in Victorian time and now.- Understand how schools around the world can be different.- Explain how children from different countries may get to school.- Sequence the events of a school day.- Explain different lessons taught in school.- Explain how some subjects have changed in delivery over time e.g. the three Rs.- Know some Victorian playground games and toys.- Explain what they can learn from using a primary or secondary source. | - To be able to name the locality in which they live.- Talk about features of the community in which they live and nearby surroundings.- Know their own address off by heart.- Identify family member from different generations.- Identify local places of interest, shopping centres, towns, etc.- Make links between religions and places of worship in the locality.- Know some differences about their childhood compared with family members e.g. grandparents.**-** Locate their school and home on a map of the local area.- Explain how they are part of a community. | - Minibeasts are sometimes called arthropods.- Arthropods have an exoskeleton.A habitat is a environment where a specific species can live.- A microhabitat is a small area that is different from the surroundings.-There are many different types of habitats around the world including rain forests, deserts, oceans, woodlands, urban and ponds.-There are clear differences between living things (alive), non-living things (never alive), and dead things that were alive.- Minibeasts use a variety of survival strategies including disguises, security, hiding, camouflage, venomous things and irritating hairs.- Giant bugs existed thousands of years ago because of high oxygen levels.- Minibeasts communicate in different ways; movement, sound, smell and vibration.- A reduction in bee population and pollination has an effect on the human population and food chain.- Lines and shade can be used to create details on small line drawings.- All living things have specific roles in food chains and we are part of them. | **-** Patterns occur naturally in the environment.- Artists such as Gustav Klimt, Georgie O’Keefe, Damien Hurst and Wassily Kandinsky used nature to inspire their artworks.- The primary colours are red, yellow and blue.- If you mix two primary colours together you get a secondary colour.- Colours can be built up through layering.- Plants need water, light and a sustainable temperature to grow.- Patterns can have lines of symmetry.- A pulse is a steady beat.- A rhythm is a musical pattern of sounds.- Plants have a life cycle.- Seeds need to disperse to survive.- Plants have roots, stems and leaves. | **-**A funfair is a place with rides, games and food to buy and eat.-Funfairs in the past had rides powered by humans and later by steam.-In February 1814, a Frost Fair took place on the River Thames.-The hall of mirrors is an attraction with mirrors which distort your appearance.-People have different fears about the funfair and feelings of fear can be overcome.-Different feelings can affect our bodies in different ways.-A carousel is a fun-fair ride that rotate and commonly has ride-on animals.-A mechanism is a system of different parts working together inside a machine.-An axle is a rod that goes through the centre of a wheel.L.S.Lowry painted a funfair scene in 1946. His painting is called *Landashire fair: Good Friday, Daisy Nook.*-People make different choices about how to spend and save money. | **Available August 2021** |
| **Vocabulary** | Past, present, century, decade, year, similar, different, timeline, Victorian, cane, cup and ball, whip and top, abacus, chalk and slate, Punch and Judy, diabolo, toy soldier, rocking horse, desk, finger sticks, dunce hat, back straightener, dip pen and ink,  | Family, Address, Relatives, Town, House, Semi-detached, bungalow, Flat, Detached, Garden, Bedroom, Hobbies, Clubs, Community, Mosque, Church, Library, Celebrations, Culture, Divali, Local Services – Hairdressers, Shop, Post Office, Colley Gate, Cradley, Halesowen, White Friars, Hales Owen   | Algorithm, arthropod, colony, communicate, consumer, de-bug, habitat, environment, predator, prey, microhabitat, pollinate, prey, producer, shelter, strategy, survival, hydrostatic, endoskeleton | Beat, collage, colour, layer, line, mirror line, observe, palette, pattern, primary, pulse, repeat, rhythm. rotate, sculpt, shade, sketch, symmetrical, symmetry, tone | Axle, fair, carousel, design, evaluate, feelings, frost fair, funfair, hall of mirrors, mechanism, model, past, today. |  |
| **Maths – White Rose** | Number; place valueNumber: addition and subtractionMeasurement: moneyNumber: multiplication and visionConsolidation | Number: multiplication and divisionStatisticsGeometry: properties of shapeNumber: fractions | Measurement: length and heightGeometry: position and directionConsolidationMeasurement: TieMeasurement:Mass, Capacity and TemperatureConsolidation |
| **English /Key texts**  | The Day the Crayons Quit – Letter (WS)Freedom’s SchoolDesk Diddler – poem (WS)Text: DoggerText: Zim, Zam, Zoom | The Owl Who was Afraid of the Dark – adventure (WS)If I Were in Charge of the World (poetry) – WSIn My Heart – lyrical explanation (WS)Autumn is Here (poetry Y2– WS) | Hybernation – non-chronological report (WS)SuperwormBugsText: What on Earth – the creatures you have never heard of. | Little Red Riding Hood, traditional tale. (WS)Star Dust – story (WS) | The Building Boy – when I grow up – adventure (WS)The Crow’s Tale – Fable (WS) | Big Cats – non chronological report (WS)Skeletons and Muscles – non chronological report (WS – Y3) |
| **Culture, Diversity and Equality** | -Racism in Punch and Judy shows. -Find out about attitudes towards black people in Victorian times.Text: A Crayon Called Red.Key piece of music: School Days, Chuck BerryKey work of art: Coming out of School/The School Yard, Lowry.Key poem: Please Mrs Butler, Allan Ahlberg | -Explore the concept of DNA and that our DNA can originate from a range of nations. -Learn what it means to be dual heritage and have roots in another country while living in Britain.-‘Slave island near New YorkText: We Are FamilyText: Heather has two MummiesKey piece of music: Our House, Madness AND This is Me, ShowmanKey piece of art: Self-portrait, Pablo Picasso/Family Group, Lowry.Key Poem: Childhood Tracks, James Berry | Learn about Roberta Cowell and her racing career. (LGBTQ)Introducing Teddy.Text: Malala YousafzaiText: Freedom we sing.Key piece of music: Hard Day’s night, the BeatlesKey work of art: Giant Peacock Moth, Van GoghKey poem: Nature Trail, Benjamin Zephariah | Black composers and musicians: Scott Joplin (1868 – 1917) (The King of Ragtime.Joseph Bologne, Chevalier de Saint-Georges (1745 – 1799)Florence Price (1887 – 1953)Contemporary black composers: <https://www.alternativeclassical.co.uk/features/living-black-composers> Text: My Uncle Bobby’s WeddingKey piece of music: La Vie en Rose by Edith Piaf AND Build me up Buttercup by The Foundations.Key work of art: Poppy Field 1890 by Vincent Van GoghKey poem: ‘Pure Imagination’ by Leslie Bricusse and Anthony Newly (performed by Gene Wilder) AND ‘What is pink? By Christina Rosetti. | Pablo Fanque – first black circus proprietor 1810.Aerlialist – Miss Lala/The Black Venus.Text: I am MalalaKey piece of music: Fairground, by Simply RedKey work of art: Lowry’s Lancashire Fair: Good Friday, Daisy Nook.Key poem: ‘Carousel’ by Rebecca Kai Dotlich | Dr RanjDr Milad Shadrooh (singing dentist)Rosa ParkesMary SeacoleAlan L Hart – computer inventor (LGBTQ)TuberculosisText: ABC of equalityText: Great Women who Changed the WorldText: Rosa ParksKey piece of music:Key work of art:Key poem: |
| **Enrichment** | Black Country Museum – school room | Botanical Gardens | Circus Trip/workshop |
| **Learning Through Nature****The National Curriculum Outdoors** | **Victorians****(Y3, pg 72-85)**Gain an understanding of the incredible Victorian era, what happened, what was made and built and how Beatrix Potter lived her life.Building a bridge using sticks and clay and a raft using traditional lashing techniques and reflecting on a great Victorian engineer.Gain knowledge about Queen Victoria’s family tree.Experience and understand some of the games Victorian children would have played in comparison to modern times.Understand the change in the role of women since Victorian times.Consider the hobbies that Queen Victoria and Beatrix Potter may have enjoyed with their children and developing the skills of drawing either flora or fauna.Being still, quiet and reflective, creating own natures paintbrush.Become absorbed by classic children’s literature written during the Victorian era.Learn and understand how oak gall ink is made and used. | **Playground****(KS1, pg 198-211)**Learning why and how playground equipment is designed, materials and structure.Learning how to join materials together in different ways to make strong structures.Learn how to use pictures and words to show ideas in a plan.To design and male a product swing frame.Learn how to use pictures and words to show ideas in a plan, to design and then make a product based on a rectangular frame.Learn how to use pictures and words to show ideas in a plan, to design and then make a seesaw.Learn how to use pictures and words to show ideas in a plan, to design and then make a product of your choice. | **Maths****(KS1, pg 58-71)**Learning to explore our outside areas using our senses.Using a simple shape maths trail to explore an area, create a picture using found objects and frame it with sticks.Identify trees using their leaves and sort and classify by size and shape.Learn to identify natural and manmade object and use these to make a picture.Learn to use an arrow trail to find mini beasts and natural materials.Learn to use shapes and pattern to create a 2D or 3D model of a woodland creature and name the shapes used.Learn to make a shelter for human using natural materials and the knowledge of human requirements.Learn to make a habitat for minibeast using natural materials and our knowledge of habitat requirements.Learn to light a fire and understand the risks involved.Learn to make charcoal. | **Art****(KS1, pg 170-183)**Creating out own watercolour paints from plants in the outdoors.Using shapes from nature to explore colour, patterns and lines.Investigate natural patterns and create own patterns using natural materials.Exploring textures in the outdoor learning area.Exploring shape and form in nature by making sculptures from natural objects.Exploring form by making clay tree spirit faces. | **Materials****(KS1, pg 86-99)**Learning to identify materials and compare their suitability for different purposes.Learning to test different materials to find out how they can be used for a different purpose.Learning about materials and how they can change shape when they are heated.Learning to build towers using a range of materials and testing how rigid the towers become.Learning to test materials and classify and sort them according to their properties.Learning to test different materials to see which surface is most appropriate for a toy car ramp.Learn to build bridges using a range of materials and to perform a simple to test to see whether they can hold weight. | **Music – body percussion****(KS1, pg 212-225)**Listen to and identify sounds within our outdoor sound scape.Explore the sounds of nature through natural materials and objects.Explore our bodies as musical instruments and make sounds through gesture and movement.Create a musical composition to tell a story of a changing seasons.Layer words with movement and sound to make natural musicians. |
| **Mindful Moment** | -Pupils reflect on their time in school and what they enjoy doing.-Able to identify their own strengths and skills.-How to maintain positive relationships with peers in school. | -Pupils will develop a sense of their own identify in relation to their family, where they live and school.-Pupils will understand what it means to be part of a community.-Work as a team. | Pupils will look at how they can actively work to protect a species, they will create a bug hotel ensuring creepy crawlies have all they need to keep them safe.Pupils reflect on what is happening to the bees and make links about how they feel when they are not treated kindly or fairly. | Pupils will look at how art makes us feel, they will be encouraged to use vocabulary associated with describing their feelings.Pupils will make links between colour and emotions and use these colours to explain and describe how they feel. | Pupils will think about the range of emotions they might feel when visiting the funfair. They'll imagine the scary experience of a ghost train, the thrills of a rollercoaster and the excitement of a pirate ship. They will discuss how it is ok to feel nervous and afraid when going on these rides, and think about the things they can do to help them feel safer.Pupils will look at how the global climate has changed over the last 200 years, and what we can do to make sure we care for our planet.Pupils will think about how they look, and learn how they can be more comfortable with their own image. |  |
| **Science** | **Everyday Materials**-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 **Experiments-** **Comparative and fair testing:**-Hook- Little Red Riding Hood keeps getting wet as she walked through the forest to Grandma’s house. Can you find a suitable material to make her a new coat out of? (Waterproof/Not Waterproof)- Hook- Mr Green muddled up the plants in his garden centre. He now can’t decide how to order them for his customers. Can you help him?- Hook- Richard has lots of different animals in his toy box. He can’t decide how to sort them. Can you help him?**Identifying and classifying:** -Material hunt: Hook- Fiona wants to go on a martial hunt for all the things that are made from the same material. She chooses wood. Can you do the same? Choose your own material. **Pattern Seeking:**-Hook-Laura thinks that older children have longer legs. Is she correct?- Hook- Sam likes to make long daisy chains. She needs to find a place in the field where the most daisies grow. Can you investigate this? | **Seasonal changes*** Observe changes across the four seasons
* Observe and describe weather associated with the seasons and how day length varies

**Experiments-****Identifying and classifying/ Observing changes over time/ Research:** Hook- Mrs Holden- Gough needs to know which trees we have in our school grounds so that we can look after them properly. How can we help her? Do the trees always look the same? **Observing over time:** Hook- Mrs Holden- Gough says she prefers the summer because she says there are more hours of sunlight each day. Is she correct? **Observing Over Time:**-Hook- Mrs Holden- Gough says she prefers the summer because she says there are more hours of sunlight each day. Is she correct?- Hook- Mrs Holden- Gough says she prefers the summer because she says there are more hours of sunlight each day. Is she correct? | **Living Things and Their Habitats*** Explore and compare the differences between things that are living, dead, and things that have never been alive
* Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
* Identify and name a variety of plants and animals in their habitats, including micro-habitats 
* Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food 

 GDS: Could a hedgehog survive without hibernation**Experiments-****Pattern Seeking:** Hook- Katie thinks there are looks of woodlice in the hedgerows. Jason thinks there is more under the rocks. Who is correct?**Identifying and classifying and research:** Hook- There are lots of animals that live in a zoo. Dan found 3 animals that live in Australia. He wants to know what each of them are and why they live in Australia and not in the UK. **Research:** Hook- John says that all living things breathe. Kirsty says that this isn’t true because fish live underwater and you can breathe underwater.  | **Plants*** 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.

**Experiments-** **Comparative and fair testing:** Hook- Sam is going on holiday. He thinks that the plants will be ok without water. Is he correct? What do plants need to grow?**Comparative and fair testing:** Hook- Sam is going on holiday. He thinks that the plants will be ok without water. Is he correct? What do plants need to grow? Observing over time: Hook- Megan has 3 bulbs, a daffodils, a tulip and an amaryllis. He wants to know which of the plants will flower most quickly and how long the flowers will last.  | **Everyday Materials*** 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

**Possible Experiments-****Comparative and fair testing:** Hook- A large egg is found in the classroom. When it is broken open a toy alien is found inside with a message from its parents. “Look after our young please while we are travelling. Our planet Noom is very warm, your planet is not warm enough for our child. Please find a material to use to make a thermal suit.”**Identifying and classifying**: Hook- Ted thinks curly Curly Wurlys are stretchy. Is he correct? | **Animals including Humans*** Notice that animals, including humans, have offspring which grow into adults
* Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
* Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

**Experiments-** **Comparative and fair testing:** Hook- Dirty Bertie video to show germs spreading.**Comparative and fair testing:** Hook- James thinks that children get faster as they get older. Is he correct?  |
| **History** | * Changes within living memory
* Find answers to simple questions about the past from sources of information
* Place objects in chronological order
* To describe an artefact/object/photo from the past
* Use some of the different ways the past is represented to gather information
* Recognise that their own lives are different from the lives of people in the past
 | - Identify and talk about similarities and differences between old and new  -Begin to identify some of the different ways the past is represented -Recognise their own lives are different from the lives of people in the past -Significant historical events, people and places in their own locality   |  |  |  |  |
| **Geography**  | * Use aerial photos to recognise landmarks and basic human ad physical features.
* Describe and compare human and physical features of a place.
 | - Make observations about features which give a place character -Use simple fieldwork and observational skills to study the geography of their school and its grounds and the human and physical features of its surrounding environment  -Use aerial photos to recognise landmarks and basic human ad physical features    | -Use world maps, atlases and globes to identify the United Kingdom and its countries, countries of the world, continents and oceans.-Devise simple maps and construct basic symbols in a key.-Explore aerial photographs and plan perspectives to identify landmarks and basic human and physical features.-Use simple compass directions (North, South, East, West) and locational and directional language (e.g. far, near; left , right) to describe the locational features and routes on a map. |  |  |  |
| **ICT** | **Quizzes**NCCE (6)Scratch/Scratch Jnr**Privacy and Security**-I can describe how online information about me could be seen by others.-I can explain what passwords are and can use passwords for my accounts and devices.-I can explain how many devices in my home could be connected to the internet and can list some of those devices. | **Coding**Purple Mash Unit 1.1 (5)OR Robot Algorithms NCCE (6)<https://drive.google.com/drive/folders/1PGR8HPe5-PFYS6BfuXvUWiWehWHTRaTG>**Online Bullying**-I can describe appropriate ways to behave towards other people online and why this is important. | **Information Technology Around Us**NCCE (6)<https://drive.google.com/drive/folders/1Y1ZScqRymQeKRFmN90oIyA22A4cTIF__>Health, well-being and lifestyle-I can identify rules that help keep us safe and healthy in and beyond the home when using technology.-I can give some simple examples.  | **Digital Photography**Creating Pictures NCCE (6) <https://drive.google.com/drive/folders/1Gdh3Zw0uKesSOyqAhCqE2M_-hC0ePG8m> usingSnapseed photo editor*APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.***Managing online information, copyright and ownership****-** I can demonstrate how to use key phrases in search engines to gather accurate information online.- I can explain what autocomplete is and how to choose the best suggestion. | **Making Music**Purple Mash Unit 2.7 (3)**Presenting Ideas**Purple Mash 2.8 (4)*APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.***Online Relationships and Reputation**-I can identify ways that I can put information on the internet.-I can recognise some ways in which the internet can be used to communicate.**-**I can explain how to search for information about others online. | **Pictograms**Purple Mash Units 1.3 (3)**Binary Trees**Purple Mash Unit 2.4 (3)*APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.***Self-Image and Identity**-I can explain what is meant by the term ‘identity’.-I can explain how people can represent themselves in different ways online. |
| **Music**  | * Play and create rhythmic patterns
* Recognise instruments in pieces of music.
* Discuss the elements; rhythm, pitch, tempo, dynamics and pulse.
 | * Perform with others for a musical production.
* Combine music and dance.
* Understand the importance of warming up the voice.
 | * Recognise simple structure in a piece of music.
* Sing, play, improvise and compose rock music.
* Sequence sounds to create an effect.
* Listen to and appraise songs.
 | * Recognise musical repetitions in melodies.
* Use symbols to represent sounds.
* Follow directions to play instruments.
* Explore the structures of songs.
* Sing and perform songs.
 | * Recognise and describe changes in pitch.
* Create long/short sounds on instruments.

 - Demonstrate understanding of the difference between pulse and rhythm.- Join in & stop as appropriate when playing with others. | * Recognise simple notation and play a range of tuned instruments.
* Play a simple accompaniment.
* Respond to music cues
* Perform own rhythms and melodies.
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| **PE** | **Multi – Skills**-Choose skills for a particular modified simple gameWork as a team in relays to -Begin to travel, send and receive a ball with variety of equipment in different way | **Gym/Dance*** Explore basic gym actions and shapes using changes of speed, level and direction.
* Know how to carry and place equipment copy and create basic movements for simple sequences

  | **Health Related Fitness*** Develop balance, agility, and co-ordination
* Recognise and describe what it feels like during different types of exercise
* Explore basic fitness levels
 | **Team Games – 1nvasion Games*** Explore and use skills and actions as directed in the game they are playing
* Participated in modified versions of invasion games
* Recognise good quality of performance
 | **Team Games – Striking and Fielding**Explore and use skills and actions as directed in the game they are playing* Participated in modified versions of invasion games
* Recognise good quality of performance
 | **Athletics*** To improve individual performances in running, jumping and throwing.
* Develop the idea of competing against self to beat previous bests.
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| **Art**  | **Self Portrait/Lowry**Explore ideas and collect information;-draw lines of varying thickness;-use different materials to draw, for example pastels, chalk, felt tips;-use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. | **Murals / Jenny Leanard**-Begin to explore and record simple ideas or experiences in a sketchbook.-Record and explore ideas from first hand observations.-Use outline and tone to draw shapes., patterns and outlines.-Identify primary colours by name.-Mix primary shades and colours.-Mix and match colours to artefacts and objects.-Begin to explore the work of artists, craftspeople and designers from different times, cultures, making links to their own work. | **Minibeast Collage**-Use outline and tone to draw shapes., patterns and outlines.-Handle and manipulate a range of rigid and malleable materials and describe how they feel.-Use modelling materials such as clay to make 3d forms (real or imagined).-Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.-Experiment with a range of artistic techniques e.g. collage and printing.-Build repeating patterns using colours, shapes and natural materials.-Take a photograph of someone else or a scene.-Use the zoom feature to capture detail.-Begin to explore the work of artists, craftspeople and designers from different times, cultures, making links to their own work.-Review what they have done and say what they think and feel about it.-Identify what they might change in their current work or develop in future work. | **Symmetrical Paper Cutting, Tiles, symmetrical building drawings.****Artist: Kandinsky, observational drawing.**-Begin to explore and record simple ideas or experiences in a sketchbook.-Record and explore ideas from first hand observations.-Use outline and tone to draw shapes., patterns and outlines.-Using a variety of tools and techniques including different brush sizes, layering, mixing media, scraping through.-Work on different scales.-Handle and manipulate a range of rigid and malleable materials and describe how they feel.-Use modelling materials such as clay to make 3d forms (real or imagined).-Identify primary colours by name.-Mix primary shades and colours.-Mix and match colours to artefacts and objects.-Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.-Experiment with a range of artistic techniques e.g. collage and printing.-Build repeating patterns using colours, shapes and natural materials.-Take a photograph of someone else or a scene.-Use the zoom feature to capture detail.-Begin to explore the work of artists, craftspeople and designers from different times, cultures, making links to their own work.-Review what they have done and say what they think and feel about it.-Identify what they might change in their current work or develop in future work. | **Painting of a funfair**-Begin to explore and record simple ideas or experiences in a sketchbook.-Record and explore ideas from first hand observations. | **Awaiting**-Experiment with a range of artistic techniques e.g. collage and printing.-Build repeating patterns using colours, shapes and natural materials.-Take a photograph of someone else or a scene.-Use the zoom feature to capture detail. |
| DT | **Build your ideal classroom**-Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups or digital representation.-Select, explain and use a range of tools and equipment for practical tasks (for example; cutting, shaping, joining and finishing).-Select from and use a range of materials and components, including construction materials and textiles, according to their characteristics.-Compare ideas and products with design criteria, explaining how closely a final product matches the design criteria. | **Personalize T-shirt design**-Design purposeful, functional and appealing products for themselves and others users based on a design criteria.-Explore and evaluate a range of existing products. | **Bug shelter.**-Select from and use a range of materials and components, including construction materials and textiles, according to their characteristics.May be subject to change once curriculum is published. |  | **Carousels**-Design purposeful, functional and appealing products for themselves and others users based on a design criteria.-Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups or digital representation.-Select, explain and use a range of tools and equipment for practical tasks (for example; cutting, shaping, joining and finishing)-Select from and use a range of materials and components, including construction materials and textiles, according to their characteristics.-Explore and evaluate a range of existing products.-Compare ideas and products with design criteria, explaining how closely a final product matches the design criteria.-Build structures explaining how they can be made stiffer and more stable.-Explore and use mechanisms (for example, levers, sliders, wheels and axels), in products. | **Recipes for a balanced diet.**Explore a broad range of food and food types beginning and simply prepare food for cooking i.e. peel, chop, grate. |
| RE | **7. What can stories teach us?** The tortoise and the hare. How stories can be made up but contain Truth. The Good Samaritan. Living life like the Good Samaritan. Ordinary heroes in everyday life. The story of Guru Nanak and Malak Bhago. What does it mean?  | **8. What was Muhammad like?** The story of Muhammad. His first revelation – the Night of Power. Islam and the Qur’an. The example of Muhammad. The thirsty camel. The angry woman. What do these stories tell us about what Muhammad was like? | **9. What is prayer?** Different ways of thanking and of praising people. Different ways of praising God. Christian praise in music. Praising God in how we live life – the Clown of God. Muslim praise of God five times a day. Raising their own questions about prayer. Capture pupils’ thoughts about prayer.  | **10. Why is Purim celebrated?** Introduction to Judaism. Trigger artefacts. The belief in a living God. The light that wouldn’t go out. The story of Queen Esther. The celebration of Purim. Why is Purim celebrated? Revisit – Why is Easter celebrated?  | **11. Are there signs of God?** Are there signs of God in the natural world? The Bible creation story (Gen 1:131,2:1-4). Observe symmetry, beauty, pattern, regularity in the world. Explore Qur’an statements about signs (ayats) of God. Are there signs of God?  | **12. Why is the church important to many Christians?** Explore the idea of having a special place – a place of security, where you feel at peace. Visit a local church. Symbols of belief, of God’s presence. Capture pupils own questions and thoughts. |
| French |  |  | **Les Salutations**-Start to understand some of the familiar words in what is heard.-Learn to articulate key words introduced in the lesson and understand their meaning.-Be able to identify the written version of a wider range of the words I hear.-Appreciate short stories and fairy tales and songs. | **Colours and Numbers**-Start to understand some of the familiar words in what is heard.-Learn to articulate key words introduced in the lesson and understand their meaning.-Be able to identify the written version of a wider range of the words I hear.-write familiar words using a model or vocabulary list | **Shapes**-Start to understand some of the familiar words in what is heard.-Learn to articulate key words introduced in the lesson and understand their meaning.-Be able to identify the written version of a wider range of the words I hear.-write familiar words using a model or vocabulary list- Start to understand that foreign languages can have different structures to English. E.g. Many nouns have a determiner/article in foreign languages which we don't have in English. | **I can…**-Start to understand some of the familiar words in what is heard.-Learn to articulate key words introduced in the lesson and understand their meaning.-Be able to identify the written version of a wider range of the words I hear.-Start to reproduce nouns and determiners/articles from a model. |