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products from the UK • explain why foods come from specific regions Antarctica, Africa, North America, South America • describe which of these continents have significant hot and/or cold areas • describe specific human and physical landscapes for these continents • use specific place knowledge to	products from the UK • explain why foods come from specific regions Antarctica, Africa, North America, South America • describe which of these continents have significant hot and/or cold areas • describe specific human and physical landscapes for these continents • use specific place knowledge to		identify foods that can be bought on the local high street and can	formed the natural wonders • explain their choice of local wonders • respond to some of the open	
continents have significant hot and/or cold areas • describe specific human and physical landscapes for these continents • use specific place knowledge to	continents have significant hot and/or cold areas • describe specific human and physical landscapes for these continents • use specific place knowledge to			questions (see Background information) • correctly use all of the key vocabulary.	Some children can: • describe and locate the continents: Asia, Oceania, Europe,
physical landscapes for these continents • use specific place knowledge to	physical landscapes for these continents • use specific place knowledge to		products from the UK $ullet$ explain why foods come from specific regions		
	understand the threats facing the habitats of a significant animal.				

Geography: vocabulary and knowledge;

All	Hero/heroes local past image photograph experts explorer map discover adventure	explorer map discover equipment hero memorial events timeline titanic	assembly line have on car manufacturing?" invented travel journey transport steer driver modern engine
	local past image photograph experts explorer map discover	discover equipment hero memorial events timeline	journey transport steer driver modern
	local past image photograph experts explorer map discover	equipment hero memorial events timeline	transport steer driver modern
	image photograph experts explorer map discover	hero memorial events timeline	steer driver modern
	photograph experts explorer map discover	memorial events timeline	driver modern
	experts explorer map discover	events timeline	modern
	experts explorer map discover	timeline	
Most	explorer map discover	timeline	
Most	map discover	titanic	
Most	discover		explorer
Most		nowadays	map
Most		past	adventure
Most		part	race
Most	Portrait	Significant	Century
Most	Chronology	Previously	Eyewitness
	Sequence	Century	Evidence
	Sequence	Decade	
	Significant	Navigation	Trade
	-	Unchartered	Inventor
Como	Courage	Unchartered	Inventor
Some	Observe		
	Evidence		
	Source		
	All children can: extract information from several types of source	All children can; consider one reason why an event or person might be significant. • give one valid	All children can: identify a few similarities, differences and changes
	including written, visual and oral sources and artefacts. • select valid	reason why the explorer is important.	occurring within a particular topic. • identify a couple of differences and at least
	information about the life of a local hero from more than one type of		one relevant similarity between the early and modern trains
	source	Most children can: identify a range of significant aspects of a theme, society, period or person, and	
		offer some comments on why they have chosen those aspects. $ullet$ give a number of valid reasons	Most children can: identify independently a range of similarities,
	Most children can: select information independently from several	why the explorer is significant. • demonstrate an understanding of the term 'significance'. • give a	differences and changes within a specific time period. •recognise a number of
Kov	different types of source including written, visual, oral sources and	valid reason why one aspect of an explorer's life is particularly important. • begin to make	similarities and differences between the early and modern trains • With some
Key	artefacts to answer historical questions. • independently select valid	connections between the achievements of one explorer with those of another explorer from a	guidance, they can also explain similarities and differences between three trains
nowledge	information about the life of a local hero from a range of types of source	different time period.	from different periods
	 able to select key information to answer questions 		
	, , , , , , , , , , , , , , , , , , , ,	Some children can: provide some valid reasons for selecting an event, development or person as	Some children can: describe independently and accurately similarities,
	Some children can: comment on a few valid causes and effects relating to	significant. • give a broad range of valid reasons for why the explorer is significant. • demonstrate a	differences and changes both within and across time periods and topics. •
	many of the events covered. • independently and confidently select valid	secure understanding of the term 'significant'. • give some valid reasons why one aspect of an	confidently describe a number of similarities and differences between three trains
	information about the life of a local hero from a range of types of source	explorer's life is particularly important. • can make valid connections and judgements between the	from different periods • provide a valid comment on the most important difference
	 select key information from a number of sources to answer questions 	achievements of one explorer and those of another explorer from a different time period.	that has occurred in the trains over time
	demonstrates an understanding that some sources will be more useful	demovementa of one explorer and diose of another explorer from a amerent time period.	
	than others depending on the activity and subject		
	than others depending on the activity and subject		

History: vocabulary and knowledge;

Science: vocabulary and knowledge

knowledge ALL children should at least know Please referoffspring which grow into adults.of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.and bulbs grow into mature plants.deat to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.Nowledge ALL children should at least know Please referTo find out about and describe the basic needs of animals, including humans, for survival (water, food and air).of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.To find out how the shapes of solid objects made from some materials can be changed by squashing,To find out how the shapes of solid objects made from some materials can be changed by squashing,	Year Two	Animals, including humans (The Hero's) Autumn 1	Uses of everyday materials (The Troll) Autumn 2	Plants Young Gardeners Spring 1	Living things and their
All medicine materials metical metical metical metical metical metical metical All fat metical metical metical Mast fat property signed property lise/bit property lise/bit property lise/bit Mast fat property signed property lise/bit property lise/bit property lise/bit property lise/bit Mast fat property lise/bit property lise/bit property lise/bit property lise/bit Mast fat property lise/bit property lise/bit property lise/bit property lise/bit Mast fat property lise/bit property lise/bit property lise/bit property lise/bit Mast - To indepict lise and animals, listical phrameting, listical phramatery listical phramatery listical phramatery listical phr		Health		Plants	
AL index index index index AL index index index index Most index index index </th <td></td> <td>balanced diet</td> <td>transparent</td> <td>growth</td> <td>(micr</td>		balanced diet	transparent	growth	(micr
All nutural earth (te sail) All Image: same same same same same same same same		medicine	materials	seedling	
ALL Image: set of the set			man-made	shoot	
ALL Image: set of the set			natural		
activity Carbohydrates Protein Protein Some		sugars starch vegetable seafood grains beans dairy	property flexible solid liquid gas	Plants (locally-found and/or school- relevant plants, trees, vegetables) nutrients seed dispersal mature healthy	
Somefunction purpose pressure Forces elasticgerminate pollinationSome• To notice that animals, including humans, for survival (knowledge ALL children should at least know Please refer• To notice that animals, including humans, for survival (water, food animals, including humans, for survival (water, food and air).• To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.• To observe and describe how seeds and air).• To observe and describe how seeds and bulbs grow into mature plants.• To describe the importance for humans of exercise, Please refer• To describe the importance for humans of exercise, form some materials can be changed by squashing,• To observe and describe how seeds and auity.• To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.• To observe and describe how seeds and bulbs grow into mature plants. • To find out and a suitable temperature to grow and stay healthy.• To find out and asuitable temperature to grow and stay healthy.• To identify and compare the suitability of a variety of everyday materials can be changed by squashing,		activity Carbohydrates Protein heart rate			
knowledge ALL children should at least know Please referoffspring which grow into adults.of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.and bulbs grow into mature plants.deat • To find out adults describe how plantsNumber of the importance for humans of exercise, Please refer• To describe the importance for humans of exercise, • To describe the importance for humans of exercise,• Of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.• To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.• To find out adults	Some	puise	function purpose pressure Forces elastic boiling point molten rust reflection	germinate	со
knowledge ALL children should at least know Please referoffspring which grow into adults.of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.and bulbs grow into mature plants.deat • To find out and describe how plantsNumber of spring which grow into adults.• To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).• To find out how the shapes of solid objects made from some materials can be changed by squashing,• To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.• To find out how the shapes of solid objects made temperature to grow and stay healthy.• To find out how the shapes of solid objects made temperature to grow and stay healthy.• To find out how the shapes of solid objects made temperature to grow and stay healthy.• To find	Кеу	• To notice that animals, including humans, have	• To identify and compare the suitability of a variety	• To observe and describe how seeds	To explore an
should at least know Please referanimals, including humans, for survival (water, food and air).particular uses.need water, light and a suitable temperature to grow and stay healthy.suitable diffe otheTo describe the importance for humans of exercise,To find out how the shapes of solid objects made from some materials can be changed by squashing,need water, light and a suitable temperature to grow and stay healthy.suitable temperature to grow and stay healthy.					dead, and thir
least know Please referand air).To find out how the shapes of solid objects made from some materials can be changed by squashing,temperature to grow and stay healthy.difference othe		• To find out about and describe the basic needs of	plastic, glass, brick, rock, paper and cardboard for	• To find out and describe how plants	To identify that
Please refer • To describe the importance for humans of exercise, from some materials can be changed by squashing, other		animals, including humans, for survival (water, food	particular uses.	need water, light and a suitable	suited and des
Please refer • To describe the importance for humans of exercise, from some materials can be changed by squashing, other	least know		 To find out how the shapes of solid objects made 		different kinds
	Please refer				other.
					including micr
of skills and					including filer
knowledge					

ir habitats (Walk on the Wild Side) Summer 2

Habitats

nicro)habitat (and name some e.g. log, pond) microscopic environment life cycle food chain

Animals including humans

mammal adult young insect brain heart lungs bones

Habitats

food source predator prey produce reproduce

Animals including humans

amphibian toddler child teenager skeleton

Habitats

surroundings conditions (and describe e.g. damp, dark) variety suited adapted

Animals including humans

develop live young eyebrows wrist ear lobe (etc)

and compare the differences between things that are living, things that have never been alive.

that most living things live in habitats to which they are describe how different habitats provide for the basic needs of inds of animals and plants, and how they depend on each

and name a variety of plants and animals in their habitats, nicrohabitats.

map for more detail.		• To describe ho animals, using different source

how animals obtain their food from plants and other ng the idea of a simple food chain, and identify and name urces of food. Art: vocabulary and knowledge

Year 2	<u>Historic Heroes</u> <u>Sculpture</u>	<u>Unsinkable</u> <u>Movement – Impressionism</u> <u>Artist – Richard Nowak (American)</u>	
All	Sculpt Mould Shape Paint decorate Sketch Colour	Draw Sketch Line Shape Shade Colour Impressionism Sketch Colour Scumbling Hatching Cross-hatching Blending Smudging Sgraffito	
Most	Carving Piercing Applique Design Compare Image Emotions Compare Contrast	Design Compare Image Design Emotions Compare Contrast Shade Tone	
Some	Engraving Imprinting Illustrate Observation Depth Mood	Emotion Observation Mural	
Key knowledge ALL children should at least know Please refer to the progression of skills and knowledge map for more detail.	Skills – Using clay to create simple patterns and textures.	 Skills - Experiment with primary watercolours to create different shades of the same colour that you would want to use in a Titanic scene. Discuss how artists use colour to convey feelings and emotions, and on a palette, label colours that reflect known feelings. Create a pencil drawing of the Titanic from close observation of photographs and paintings representing the ship accurately. 	Skills – Explo Explore print patterns (eg.

<u>Walk on the Wild Side</u> <u>Movement – Pointillism</u>

Paint Colour Pointillism Tool Shade printing Sketch Colour Scumbling Hatching Cross-hatching Blending Smudging Sgraffito

Tone Block printing Mono printing Design Compare Image Design Emotions Compare Contrast Shade

Relief printing Observation Media

olore pointillism using paints or permanent markers

inting by using a range of tools to create different eg. Potatoes, brushes, pens, pegs...)

	Year Two		
	Construction Inc. Mechanisms	Textiles	Cooking and nutrition
		Key Vocabulary	
ALL	Design	Design	Design
	Plan	Plan	Plan
	Evaluate	Evaluate	Evaluate
	Scissors	Improve	Healthy
	Glue	Materials	Unhealthy
	Таре	fabric	Spread
	Safe		Cut
	Saw		Grate
			Mix
			Knife, spoon
			Wash
			Soap
			Water
			Clean
Most	Success	Ideas	Balanced diet
	Market research	Wool	Food groups
	Materials	Cotton	Diet
	Join	Nylon	Hygiene
	Axel	Fleece	
	Wheel	Thread	
	Blu tack	Needle	
	Tape (making and Sellotape)	Textiles	
	Hot glue	Join	
	Safety		
Como	Dumoso	Stitch	Nutrition
Some	Purpose Audience	Pattern	Nutrition
Care las - 1 - 1			
ey knowledge	DESIGN	DESIGN	DESIGN
ALL children	Design purposeful, functional products based on a class	• Design a functional, appealing product based on a class design criteria	• Design an appealing product based on a class design criteria
hould at least	design criteria	• Generate and develop their ideas through talking and drawing.	• Generate, develop and communicate their ideas through talking and drawing.
know	• Generate, develop, model and communicate their ideas	МАКЕ	MAKE
Please refer	through talking, drawing, mock-ups and ICT and, where	• Use a range of tools including scissors, thread, glue to join materials	Use a range of tools to spread, cut and grate
to the	appropriate	• Select from a wide range of materials based on their appropriateness for	•Understand and demonstrate how to use tools safely
progression	МАКЕ	the task	
of skills and	• Use simple tools to cut		COOKING AND NUTRITION
knowledge	• Fold, roll and mould materials to create the product		Understand the basic principles of cleanliness when preparing food
map for more	TECHNICAL KNOWLEDGE		 understand where food comes from
detail.	• Build structures, exploring how they can be made stronger,		
	stiffer and more stable		

Design and Technology; vocabulary and knowledge; all children should know;