

	Aut 1 Staying Alive	Aut 2 Magnificent Materials	Spr Home and Away	Sum – Seaside Rescue
Project Focus	Science, History , D.T (cooking), Art (painting)	Science, D.T and Art (printing)	Science, Geography, Art (clay)	Geography, History and Art (artists)
Key Knowledge <i>(5-10 things you want the children to know well by the end)</i>	<p>To understand the human lifecycle.</p> <p>To understand the basic needs of a human. ( balanced diet, exersize and hygiene)</p> <p>To understand the significance of Florence Nightingale and her impact on healthcare today.</p> <p>To know how to create shades of the same colour.</p> <p>To understand what dynamics are in music.</p>	<p>To identify different materials.</p> <p>To understand how different materials are suitable for different purposes.</p> <p>To name 2 different designers and compare how their work is different.</p> <p>To know how to join to two piece of material using a running stitch.</p> <p>To know what pitch is.</p> <p>To know what an algorithm is.</p>	<p>To know what a human/ physical feature is.</p> <p>To know the 7 continents and 5 seas.</p> <p>To identify the North, South Pole and the equator on a map.</p> <p>To identify countries and capital cities of the United Kingdome on the map.</p> <p>To know that why some plants and animals live in England but not in Pakistan.</p> <p>To know the difference between living/non-living and things that have never been alive.</p> <p>To know what a food chain is. (Predator/prey/producer/consumer)</p> <p>To understand an animal lifecycle.</p> <p>To know what plants need to grow.</p> <p>To know how to join clay.</p> <p>To know what tempo is.</p>	<p>To know what a human/ physical feature is.</p> <p>To know who Grace Darliing is and her impact on the RNLI.</p> <p>To know the main events of the Titanic.</p> <p>To know how seaside holidays have changed since Victorian times.</p> <p>To know what an Explorer is and name some famous Explorers and what they discovered.</p> <p>To name some famous artists.</p>
Key Vocabulary <i>(about ten words you want the children to know well by the end)</i> <i>Tier 2 words</i>	<p>Hygiene</p> <p>Balance</p> <p>Compare</p> <p>Observe</p> <p>Significant</p> <p>Suggest</p> <p>Purposeful</p> <p>Design</p> <p>Make</p>	<p>Similar</p> <p>Different</p> <p>Functional</p> <p>Appealing</p> <p>Evaluate</p> <p>Predict</p> <p>Identify</p> <p>Suitability</p> <p>common</p> <p>range</p> <p>complex</p> <p>pitch</p>	<p>Locate</p> <p>Explore</p> <p>Describe</p> <p>Mature</p> <p>Depend</p> <p>simple</p> <p>suitable</p> <p>features</p> <p>devise</p> <p>perspectives</p> <p>organise</p> <p>store</p>	<p>Generate</p> <p>Contributed</p> <p>Construct</p> <p>Location</p> <p>Direction</p> <p>manipulate</p> <p>retrieve</p> <p>purposeful</p> <p>select</p> <p>duration</p> <p>criteria</p>

			(previously taught: identify, compare, observe, different, similar)	(previously taught: compare, identify, devise, explore, devise)
Stimulus	Trip to Abbeydale Industrial Hamlet, visit from Sheffield Nursing and Midwifery Department	Visit from a Waste and recycling workshop. Links to Sheffield Hallam University Product Design.	Visit to Sheffield Town Hall and Cathedral and food at Aagraah's restaurant.	Visit to Withernsea Lighthouse, RNLI and a visitor into school about the Titanic.
Outcome	Children create a healthy sandwich and poster about right choices for a healthy lifestyle.	Children create a tote bag made out of an old T.Shirt.	Children to create a celebration afternoon for parents with food.	Children to create an art celebration for the end of term.
Driver: Citizenship <i>Enable children to make their own decisions and to take responsibility for their own lives and communities. Develop children's understanding of their communities from the local (Sheffield) to the national (British) and finally to the global (World).</i>	<b>To show kindness to people in their own lives and their community. To show empathy to others. To take responsibility for their own health and wellbeing.</b>	<b>For children to take responsibility for caring for their environment and their planet. For children to understand how they can contribute to caring for their local environment and understand why this is important.</b>	<b>To enable children to develop an understanding their own community from the local (Sheffield) to the national (British) and to the global (Pakistan) To make relationships with children from other parts of the world. To create a sense of pride and belonging to Sheffield. To celebrate links to other parts of the world. To collaborate with others in the celebrate our culture and heritage.</b>	<b>For children to take responsibility for their own safety and wellbeing. To understand the contribution that others make to society (RNLI)</b>
Driver: Aspiration <i>Provide children with the necessary skills, knowledge and understanding to succeed irrespective of socio-economic background and/or gender. Promote self-efficacy - which is an individual's belief in his or her innate ability to achieve goals.</i>	Inspirational People: Marie Curie, Florence Nightingale Aspirations: Careers in Health Care and positive role models. Links with University of Sheffield Nursing  To demonstrate that individual people can make important, positive impacts on society. To show that gender/race/socio-economic background should not be a barrier to achievement and through <b>determination</b> and <b>resilience</b> people can <b>achieve</b> .	Inspirational People: William Morris and Cath Kidston Aspirations: Careers in environmental management, ecology and product design. Links with local authority environmental management. Links with University of Sheffield/Sheffield Hallam University product design. Links to local makers/designers. To visit the bare essentials shop/ shop visit to school to discuss how to reduce waste.  To <b>motivate</b> children to care for their environment and provide them with the skills and knowledge to do this. To demonstrate <b>determination</b> and <b>ambition</b> in creating products and designs which can effect change?	Inspirational People: Nelson Mandela, Malala Yousafzau: Education for women, Magid Magid  Aspirations: Careers in local and central democracy. Visit from local MP / Councillor. Paul Blomfield.  To <b>motivate</b> children to learn about their local area and the wider world. To develop children <b>ambitions</b> and to show them how <b>resilience</b> can <b>achieve</b> local and national change. To help children focus on how they can <b>achieve</b> their goals and ambitions. To show understanding and tolerance of different religions and beliefs.	Inspirational People: Grace Darling, RNLI  Aspirations: to provide an understanding of how volunteers contribute to society.  To develop an understanding that through motivation and determination, people can support others and contribute to society.

<p>Science Objectives</p>	<ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions.</li> </ul> <p><b>Animals, including humans</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>Plants</b> 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. (seasonal pots in the classroom planted at the beginning of each term).</p>	<ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions.</li> </ul> <p><b>Uses of Everyday Materials</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting</li> </ul>	<ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions.</li> </ul> <p><b>Living things and their habitats</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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</li> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>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</li> <li>life cycle of an animal</li> <li>Study of key individual- Chris Packham</li> </ul> <p><b>Plants</b> 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>	<p><b>Plants</b> 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. (seasonal pots in the classroom planted at the beginning of each term).</p>
Science Sequence	Asking simple questions and recognising	Performing simple tests e.g. with support	Performing simple tests e.g. with support construct a fair	

<p>of Learning</p>	<p>that they can be answered in different ways e.g. why did it...? Will it...? Where does it...?</p> <p>Use their observations to help them answer questions</p> <p>Use some scientific words to describe what has been seen</p> <p>Compare several things, noticing patterns and relationships</p> <p>Performing simple tests e.g. with support construct a fair test to find out the conditions for growth</p> <p>Suggest how to find things out</p> <p>Give a simple reason for their answer</p>	<p>construct a fair test to find out the conditions for growth</p> <p>Suggest how to find things out</p> <p>Give a simple reason for their answer e.g. the plant died because it wasn't watered.</p> <p>Talk about what they have found out and how they found it out using the language of hypothesis for Y2</p> <p>-I predict that... because ... -It is ... because ... -I don't think ... because ... and -... will happen because ... -I know this, so I think ... -This will happen because ... -Because I know that ..., I know that ... -Due to this ... I know that ...</p> <p>Identifying and classifying, suggesting ways to sorting and group things</p> <p>Use text, diagrams, pictures, charts, tables to record observations</p>	<p>test to find out the conditions for growth</p> <p>Suggest how to find things out</p> <p>Give a simple reason for their answer e.g. the plant died because it wasn't watered.</p> <p>Talk about what they have found out and how they found it out using the language of hypothesis for Y2</p> <p>-I predict that... because ... -It is ... because ... -I don't think ... because ... and -... will happen because ... -I know this, so I think ... -This will happen because ... -Because I know that ..., I know that ... -Due to this ... I know that ...</p> <p>Identifying and classifying, suggesting ways to sorting and group things</p> <p>Use text, diagrams, pictures, charts, tables to record observations</p>	
<p>History Objectives</p>	<p><i>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (when it was Crimea War (1856, Modern Day Hospital)</i></p> <p><i>Why Florence Nightingale is famous and how the work of Florence Nightingale contributed to national and international achievements.</i></p>		<ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	<p><i>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p><i>Boats: The Titanic</i> Grace Darling and the work of the RNLI Look at how holidays changed related to travel looking at Victorians and 1950s. <i>Some should be used to compare aspects of life in different periods</i> Explorers: Christopher Columbus / Neil Armstrong</p>
<p>History Sequence of Learning</p>	<p>Recount changes in own life over time</p> <p>Recount events from significant periods of history, identifying a key individual and place</p> <p>Use common words and phrases related to the passage of time 'then, now, years ago. Use language related to the past and present tense.</p> <p>Use language connected to historical roles</p>		<p>Use common words and phrases related to the passage of time 'then, now, years ago. Use language related to the past and present tense.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Uses past and present when telling others about an event.</p>	<p>Puts 4 people, events or objects in order using a given scale.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Uses past and present when telling others about an event.</p> <p>Construct a simple time-line</p> <p>Recount events from significant periods of history, identifying a key individual and place</p> <p>Use common words and phrases related to the passage</p>

	<p>such as 'prime minister, king</p> <p>Looks carefully at pictures or objects to generate questions about the past.</p> <p>Justify explanations about what an object was used for in the past, linking to historical knowledge</p> <p>Use given sources of evidence to use to help answer questions.</p> <p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p>			<p>of time 'then, now, years ago . Use language related to the past and present tense.</p> <p>Use language connected to the measurement of time e.g. hours, weeks, years,</p> <p>Use language connected to historical roles such as 'prime minister, king</p> <p>Looks carefully at pictures or objects to generate questions about the past.</p> <p>Justify explanations about what an object was used for in the past, linking to historical knowledge</p> <p>Use given sources of evidence to use to help answer questions.</p> <p>Generate questions about the past, including about the motivations and experiences of historical people</p> <p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p>
Geography Objectives			<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country ( Pakistan)</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul> <p><b>Human and physical geography</b></p> <p>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features e.g.: hill, mountain, sea, ocean, river, soil, vegetation, valley, season and weather</li> <li>key human features e.g.: city, factory, house, office, and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>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</li> </ul>	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features e.g.: beach, cliff, coast, sea, ocean</li> <li>key human features e.g.: town, port, harbour</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <p>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>
Geography Sequence of Learning			Name and locate the world's seven continents and five oceans.	Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast,

			<p>Use simple compass directions and locational and directional language to describe the location, features and routes on a map</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: hill, mountain, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, factory, farm, house, office, and shop</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>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>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>forest, hill, mountain, sea, ocean</p> <p>key human features, including: city, town, port, harbour</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>
Computing Objectives	<i>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 recognise common uses of information technology beyond school.(NC)</i>	<i>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.(NC)</i>	<ul style="list-style-type: none"> <li>use technology safely and 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 create and debug simple programs, use technology purposefully to create, organise, store, manipulate and retrieve digital content (NC)</li> </ul>	<ul style="list-style-type: none"> <li>use technology safely and 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 create and debug simple programs, use technology purposefully to create, organise, store, manipulate and retrieve digital content (NC)</li> </ul>
Computing Scheme of Work - Sheffield LA	<p><b>How do I improve my program? (5.2)</b></p> <p>I understand that the order of commands in a program is important. Debugging is an important part of improving our programs.</p> <p><b>Key Skills using a computer (0.2)</b></p> <p>Revise how to <b>access school technology</b>, e.g. log on to computer or start up tablet. Make an algorithm/ diagram/picture story to remind children of the process. Remind pupils why we use passwords, and why we shouldn't tell them to other people.</p>	<p><b>How do I improve my algorithms (4.2)</b></p> <p>Recognise common uses of information technology beyond school; 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.(NC) (Purple mash 2logo)</p> <p><b>Key Skills using a computer (0.2)</b></p>	<p><b>What is a branching database (3.2)</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private.(NC) (2question – animals)</p> <p><b>How do I use a computer as a writer (1.2)</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or <i>contact on the internet or other online technologies.</i></p> <p><b>Key Skills using a computer (0.2)</b></p>	<p><b>How do I create a multimedia story? (2.2)</b></p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and 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. Use Purple Mash to lagon, save work, retrieve and edit work.(NC) (2animate)</i></p> <p><b>Key Skills using a computer (0.2)</b></p>

<p>Art and Design Objectives</p>	<ul style="list-style-type: none"> <li>To learn about the work of a range of artists</li> <li>To develop a wide range of art and design techniques in using shape, form and space</li> </ul>	<p>Pupils should be taught: Learn about the work of a range of artists, craft makers and designers, describing the similarities and differences between different practices and disciplines and making links to their own work e.g. printing– using range of materials and link to William Morris &amp; modern designer (Cath Kidston)</p> <p>Printing more complex designs</p>	<p>Pupils should be taught: To use a range of materials to design and make products by making a tea cup. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Pupils should be taught: To know about the work of a range of designers looking at the work of Andy Goldsworthy (sculpture on the beach).</p> <p>To know about the work of a range of artists through paintings of sea landscapes (Van Gogh and Lowry)</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (Father’s Day – Kandinsky Pictures)</p>
<p>Art and Design Sequence of Learning</p>	<p>Learn about a range of artists using self-portraits (Picasso, Van Gogh) Describe the similarities and differences between different practices, making links to their own work</p> <p><b>Drawing</b> To explore properties and possibilities of materials (e.g. can you rub it out? Can you smudge it? How might you use it to create texture? Can you do a wash over it?) Which materials are resistant to water/paint)</p> <p>Explore <b>texture, line, shape, pattern and colour</b>. Draw for a sustained period of time from both the study of the works of other artists and real objects (still life).</p> <p>(self-portrait, fruit)</p> <p>Understanding and exploring scale by looking at relative sizes in the same composition (which objects are bigger and which are smaller)</p> <p><b>Painting</b> Explore light and dark shades of the same colour (e.g. colour card). Mix correct shade of colour to use in composition. (self-portrait, fruit)</p>	<p>Learn about a range of artists, craft makers and designers Describe the similarities and differences between different practices and disciplines, making links to their own work</p> <p><b>Printing</b> Make marks in print with a variety of objects, including natural and made objects. Continue to develop different printing techniques e.g. monoprint, block, relief and resist printing. Introduce and use basic printing vocabulary (texture, pattern, line and shape). Design patterns of increasing complexity (for example using shapes of different sizes, or by overlapping).</p>	<p>Learn about a range of artists, craft makers and designers Describe the similarities and differences between different practices and disciplines, making links to their own work</p> <p><b>Clay</b> Manipulate clay/dough for a variety of purposes including creating smooth surface. Explore sculpting clay for a variety of purposes. To know how to join pieces of clay together using liquidised clay (slip) so that when the model/construction dries out the pieces don’t fall off. To know that clay changes its nature when exposed to high temperature (or to air). <b>Malleable, sculpting, smooth surface, join, slip.</b></p> <p><b>Painting (Mother’s day cards)</b> Know how to select appropriate brush size to match the scale/style of work being produced.</p> <p>Manipulate brushes as a tool e.g. stippling.</p> <p>Mix to create different secondary colours.</p> <p>Talk with confidence using artistic vocabulary.</p> <p><b>Scale, style, stippling, effects, colour, shade, lighter, darker, mix, composition.</b></p>	<p>Learn about a range of artists, craft makers and designers Describe the similarities and differences between different practices and disciplines, making links to their own work</p> <p><b>Drawing</b> Explore <b>texture, line, shape, pattern and colour</b>. Draw for a sustained period of time from both the study of the works of other artists and real objects (still life). Expanding sketching skills, using shading to explore contrast, depth, light and shadow (e.g. to create 3D effect). Use a variety of tools – pencils, rubbers, Texture, wash, rub, smudge, texture, line shape, pattern, colour, still life, scale, sketch, composition, contrast, light, shadow, depth. Understanding and exploring scale by looking at relative sizes in the same composition (which objects are bigger and which are smaller)</p> <p><b>Painting</b> Know how to select appropriate brush size to match the scale/style of work being produced.</p> <p>Manipulate brushes as a tool e.g. stippling.</p> <p>Mix to create different secondary colours.</p> <p>Explore light and dark shades of the same colour (e.g. colour card).</p> <p>Mix correct shade of colour to use in composition.</p> <p>Talk with confidence using artistic vocabulary.</p> <p><b>Scale, style, stippling, effects, colour, shade, lighter, darker, mix, composition.</b></p>

<p>Design and Technology Objectives</p>	<p>Design:</p> <ul style="list-style-type: none"> <li>• A purposeful, functional, appealing, healthy sandwich</li> <li>• Generate, develop and communicate their ideas through drawing</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to cut bread, vegetables etc.</li> <li>• Select from and use a wide range of ingredient to make a healthy sandwich, deciding on type of bread and filling using knowledge of healthy food</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of pre made sandwiches from local supermarkets</li> <li>• Evaluate their ideas and products against design criteria</li> </ul>	<p>When designing and making a tote <b>bag out of an old T shirt</b>, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing bags</li> <li>• evaluate their ideas and products against design criteria</li> </ul>		<p>Design and make a sail boat (wood) with an anchor</p> <p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>▪ select from and use a range of tools and equipment ( shape by bending, joining using glue and finishing).</li> <li>▪ select from and use a wide range of materials and components.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>▪ evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers], in their products.</p>
<p>Cooking objectives</p>	<ul style="list-style-type: none"> <li>• Use the basic principles of a healthy diet to prepare dishes</li> <li>• Select from an use a wide range of ingredients to prepare sandwiches</li> <li>• Understand where food comes from (visit to Allotments)</li> </ul>		<ul style="list-style-type: none"> <li>• Use the basic principles of a healthy diet to prepare dishes</li> <li>• Select from and use a wide range of ingredients to prepare dishes from Pakistan.</li> <li>• Understand where food comes from</li> <li>• Visit to Asian restaurant</li> <li>• Use the basic principles of a healthy diet to prepare dishes</li> <li>• Select from and use a wide range of ingredients to prepare dishes from Pakistan.</li> <li>• Understand where food comes from</li> <li>• Visit to Asian restaurant</li> </ul>	
<p>Design and Technology Sequence of Learning</p>	<p>Generate design criteria based on what they are making and who it is for -Say how the product will be suitable for the user -Say how or why it will be appealing -Say how their product will be made -Say why the materials they are using have been chosen</p>	<p>Language Design Criteria, Safety, Functional/Purposeful Appealing</p> <p>Generate design criteria based on what they are making and who it is for -Say how the product will be suitable for the</p>		<p>Language Design Criteria, Safety, Functional/Purposeful Appealing</p> <p>Generate design criteria based on what they are making and who it is for -Say how the product will be suitable for the user</p>

	<ul style="list-style-type: none"> <li>-Look at real-life examples of their product</li> <li>Discuss and apply their knowledge of safety</li> <li>-Use equipment safely</li> <li>Articulate and record what they like about existing products and how they could be changed</li> <li>-Use a simple design criteria to articulate and record what went well, as well as what they would change and why.</li> </ul>	<p>user</p> <ul style="list-style-type: none"> <li>-Say how or why it will be appealing</li> <li>-Say how their product will be made</li> <li>-Say why the materials they are using have been chosen</li> <li>-Look at real-life examples of their product</li> <li>-Make mock-ups by practising specific parts of the design (e.g., practise a running stitch using binka)</li> <li>Discuss and apply their knowledge of safety</li> <li>-Use equipment safely</li> <li>-Begin to use standard measures to mark out materials in accordance with the design</li> <li>-Use a variety of materials and tools to cut, begin to shape and assemble a product in accordance with the design</li> <li>Articulate and record what they like about existing products and how they could be changed</li> <li>-Use a simple design criteria to articulate and record what went well, as well as what they would change and why.</li> </ul>		<ul style="list-style-type: none"> <li>-Say how or why it will be appealing</li> <li>-Say how their product will be made</li> <li>-Say why the materials they are using have been chosen</li> <li>-Look at real-life examples of their product</li> <li>-Make mock-ups by practising specific parts of the design (e.g., practise a running stitch using binka)</li> <li>Discuss and apply their knowledge of safety</li> <li>-Use equipment safely</li> <li>-Begin to use standard measures to mark out materials in accordance with the design</li> <li>-Use a variety of materials and tools to cut, begin to shape and assemble a product in accordance with the design</li> <li>Articulate and record what they like about existing products and how they could be changed</li> <li>-Use a simple design criteria to articulate and record what went well, as well as what they would change and why.</li> </ul>
Cooking	<ul style="list-style-type: none"> <li>- that most food comes from plants or animals</li> <li>- that food has to be farmed, grown elsewhere (e.g. home) or caught</li> <li>- that everyone should eat at least five portions of fruit and vegetables every day</li> <li>- how to prepare simple dishes safely and hygienically, without using a heat source</li> <li>- how to use techniques such as cutting, peeling and grating</li> </ul>		<ul style="list-style-type: none"> <li>- that most food comes from plants or animals</li> <li>- that food has to be farmed, grown elsewhere (e.g. home) or caught</li> <li>- that everyone should eat at least five portions of fruit and vegetables every day</li> <li>- how to prepare simple dishes safely and hygienically, without using a heat source</li> <li>- how to use techniques such as cutting, peeling and grating</li> </ul>	
Music Objectives	<ul style="list-style-type: none"> <li>▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>▪ play untuned instruments musically</li> <li>▪ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>▪ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>▪ play untuned instruments musically</li> <li>▪ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>▪ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>▪ play tuned and untuned instruments musically</li> <li>▪ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>▪ experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>▪ play tuned and untuned instruments musically</li> <li>▪ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>▪ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>

<p>Music Sequence of Learning</p>	<p>Talk about music heard with appropriate vocabulary. e.g. the change within the pitch -Refer to the dimensions of music Create and clap own rhythms.</p> <p>Create patterns of sound – long/short, high/low, loud/soft (quiet) and relate to correct terminology. *Refer to dimensions of music Sing simple songs and chants (with actions) E.g. building rhythmic and melodic memory.</p> <p>Use voice to create sounds – e.g. humming, whispers, clicks and whistles.</p> <ul style="list-style-type: none"> <li>• Dynamics: understand loud, quiet and silence.</li> </ul>	<p>Talk about music heard with appropriate vocabulary. e.g. the change within the pitch -Refer to the dimensions of music Create own composition based on a given stimulus and think of ways to improve.</p> <p>Create patterns of sound – long/short, high/low, loud/soft (quiet) and relate to correct terminology. *Refer to dimensions of music Sing simple songs and chants (with actions) E.g. building rhythmic and melodic memory.</p> <p>Use voice to create sounds – e.g. humming, whispers, clicks and whistles. Create patterns of sound – long/short, high/low, loud/soft (quiet) and relate to correct terminology. *Refer to dimensions of music</p> <p>Use instruments to reflect a topic or add sound effects to a story, explaining why they chose the particular instrument/s.</p> <p>Pitch: recognise and respond to high, low and middle sounds.</p>	<p>Talk about music heard with appropriate vocabulary. e.g. the change within the pitch -Refer to the dimensions of music Create own composition based on a given stimulus and think of ways to improve.</p> <p>Create patterns of sound – long/short, high/low, loud/soft (quiet) and relate to correct terminology. *Refer to dimensions of music Sing simple songs and chants (with actions) E.g. building rhythmic and melodic memory.</p> <p>Use voice to create sounds – e.g. humming, whispers, clicks and whistles. Create patterns of sound – long/short, high/low, loud/soft (quiet) and relate to correct terminology. *Refer to dimensions of music</p> <p>Use instruments to reflect a topic or add sound effects to a story, explaining why they chose the particular instrument/s. Begin to use correct technique when playing a range of percussion instruments e.g. xylophone</p> <p>Keep a steady beat and copy more complex rhythm patterns.</p> <p>Play 3 notes on an instrument e.g. recorders Tempo: understand fast and slow</p> <p>Timbre: identify different percussion sounds and how they are made</p>	<p>Talk about music heard with appropriate vocabulary. e.g. the change within the pitch -Refer to the dimensions of music Create own composition based on a given stimulus and think of ways to improve.</p> <p>Create patterns of sound – long/short, high/low, loud/soft (quiet) and relate to correct terminology. *Refer to dimensions of music Sing simple songs and chants (with actions) E.g. building rhythmic and melodic memory.</p> <p>Use voice to create sounds – e.g. humming, whispers, clicks and whistles. Create patterns of sound – long/short, high/low, loud/soft (quiet) and relate to correct terminology. *Refer to dimensions of music</p> <p>Use instruments to reflect a topic or add sound effects to a story, explaining why they chose the particular instrument/s. Texture: recognise and respond to one sound leading to many sounds.</p> <p>Structure: understand and identify beginning, middle and end and use of repetition and introduction.</p> <p>Duration: recognise and respond to a pulse and patterns of long and short sounds.</p>
<p>PE Objectives</p>	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p>	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p>	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and 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.</p>	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p>

PE Scheme of Work Real PE/Dance	REAL PE / REAL GYM/ SWIMMING	REAL PE / SWIMMING / REAL GYM	DANCE / REAL PE	REAL PE / REAL GYM
<i>RE – Locally Agreed Syllabus – Sheffield LA/SACRE</i>	<p>Know about and understand a range of religions and world views</p> <p>Express ideas and insights about the nature, significance and impact of religions and world views</p> <p>Gain and deploy the skills needed to engage seriously with religions and world views</p> <p>Unit B Myself</p>	<p>Know about and understand a range of religions and world views</p> <p>Express ideas and insights about the nature, significance and impact of religions and world views</p> <p>Gain and deploy the skills needed to engage seriously with religions and world views</p>	<p>Know about and understand a range of religions and world views</p> <p>Express ideas and insights about the nature, significance and impact of religions and world views</p> <p>Gain and deploy the skills needed to engage seriously with religions and world views</p>	<p>Know about and understand a range of religions and world views</p> <p>Express ideas and insights about the nature, significance and impact of religions and world views</p> <p>Gain and deploy the skills needed to engage seriously with religions and world views</p>
PSHE Scheme of Work (Sources: PSHE Association/CWP /Online Safety Curriculum – Sheffield LA)	<ul style="list-style-type: none"> <li>about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</li> <li>about making healthy choices</li> <li>about basic personal hygiene routines and why these are important</li> <li>to recognise what they are good at and set simple goals</li> <li>about growing, changing and becoming more independent</li> <li>the correct names for the main parts of the body of boys and girls</li> <li>about the importance of respect for differences and similarities between people</li> <li>about groups and communities that they belong to</li> </ul> <p>SRE: Differences CWP Resources To introduce the concept of male and female and gender stereotypes To identify differences between males and females To focus on sexual difference and name body parts</p> <p>Substance Education: Keeping Safe</p>	<ul style="list-style-type: none"> <li>about group and class rules and why they are important</li> <li>about respecting the needs of ourselves and others</li> <li>about looking after the local environment</li> <li>about privacy in different contexts</li> </ul>	<ul style="list-style-type: none"> <li>about rules for keeping safe (in familiar and unfamiliar situations)</li> <li>how to ask for help if they are worried about something</li> <li>about the people who work in their community</li> <li>how to get their help, including in an emergency</li> </ul> <p>SRE: Differences CWP Resources To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p>Substance Education: Keeping Safe CWP Resources To explore substances and situations that are safe or unsafe To consider safety rules for at home and at school</p>	<ul style="list-style-type: none"> <li>about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid</li> <li>about appropriate and inappropriate touch</li> <li>that hurtful teasing and bullying is wrong</li> <li>what to do if teasing and bullying is happening</li> </ul> <p>Mental Health: Recognising feelings (1 lesson) PSHE association Pupils learn: about a range of feelings to tell how other people are feeling to ask for help with our big feelings</p>

	<p>CWP Resources</p> <ul style="list-style-type: none"> <li>To be able to identify some hazardous substances</li> </ul>			
	<p>H1 what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>H2 to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p>H6 the importance of, and how to, maintain personal hygiene about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>H7 how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</p> <p>H3 to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>H8 about the process of growing from young to old and how people's needs change</p> <p>H9 about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>H10 the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p> <p>R8 to identify and respect the differences and similarities between people</p> <p>L4 that they belong to different groups and communities such as family and school</p>	<p>L1. how they can contribute to the life of the classroom and school</p> <p>L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p>L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p> <p>H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p>	<p>H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>H14. about the ways that pupils can help the people who look after them to more easily protect them</p> <p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>	<p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>H14. about the ways that pupils can help the people who look after them to more easily protect them</p> <p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p>
Writing Objectives	writing for different purposes	writing for different purposes	writing about real events	writing about real events / writing for different purposes

Project Link	(instructions for making a sandwich) writing narratives about personal experiences and those of others (real and fictional)  (Writing a letter from Florence Nightingale)	(Write instructions for making their bag.)  writing poetry about recycling  Make a poster about recycling using the four sentence types.)	(Recount of trip)  (Report comparing England and Pakistan)	(Report about Grace Darling)  (Report about The Titanic)  (Recount of the trip to Withernsea)
Speaking and listening objectives Project links	listen and respond appropriately to adults and their peers  ask relevant questions to extend their understanding and knowledge  select and use appropriate registers for effective communication.	use relevant strategies to build their vocabulary  articulate and justify answers, arguments and opinions  use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  speak audibly and fluently with an increasing command of Standard English  participate in presentations and performances  gain, maintain and monitor the interest of the listener(s)	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  participate in discussions consider and evaluate different viewpoints, attending to and building on the contributions of others
Maths Objectives Project Link	interpret and construct simple pictograms, tally charts, block diagrams and simple tables  ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity  ask and answer questions about totalling and comparing categorical data.  (finding out about favourite bread)	Compare and sort 2d and 3d shapes in everyday materials. Data handling about everyday materials/ recycling.	<b>Maths:</b> comparing temperatures at different points in the year from England and Pakistan.  interpret and construct simple pictograms, tally charts, block diagrams and simple tables  (Tally charts of favourite human feature in Sheffield)	tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times (related to the Titanic)
Reading Objectives link	being introduced to non-fiction books that are structured in different ways.  discussing and clarifying the meanings of words, linking new meanings to known vocabulary  (Reading information books about being healthy and Florence Nightingale)  Though provoking book:	being introduced to non-fiction books that are structured in different ways.  discussing and clarifying the meanings of words, linking new meanings to known vocabulary  listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  (Reading read a variety of fiction and non-	being introduced to non-fiction books that are structured in different ways.  discussing and clarifying the meanings of words, linking new meanings to known vocabulary  listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  ( <b>Reading:</b> poetry books from around the world, stories from other countries, information books about different countries and religions. Snail and a Whale as inspiration)	being introduced to non-fiction books that are structured in different ways.  discussing and clarifying the meanings of words, linking new meanings to known vocabulary  listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  (Reading information books about Grace Darling, The Titanic, poetry about seaside, stories set at the seaside)

		fiction texts based on materials. Poetry about recycling. ) Thought provoking book:	Thought provoking book:	Thought provoking book:
--	--	--	-------------------------	-------------------------