

NATIONAL CURRICULUM CONTENT

TEACHING & LEARNING OUTCOMES

OTHER POINTS TO NOTE

Material World

To include:

- **Science:** Uses of Everyday Materials
- **Art & Design:** Materials (Collage)
- **Design & Technology:** Puppets (Textiles)

Possible Educational Visits:

- Science Museum
- Tate Modern
- Angel Puppet Theatre, Islington
- Shadow Puppet Show

Science

Working Scientifically

- ✓ Asking simple questions and recognising that they can be answered in different ways
- ✓ Observing closely, using simple equipment
- ✓ Performing simple tests
- ✓ Identifying and classifying
- ✓ Using their observations and ideas to suggest answers to questions
- ✓ Gathering and recording data to help in answering questions

Uses of 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

Art & Design

- ✓ To use a range of materials creatively to design and make products
- ✓ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ✓ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ✓ About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Design and Technology

Design

- ✓ Design purposeful, functional, appealing products for themselves and other users based on design criteria
- ✓ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- ✓ Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- ✓ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- ✓ Explore and evaluate a range of existing products
- ✓ Evaluate their ideas and products against design criteria

Technical knowledge

- ✓ Build structures, exploring how they can be made stronger, stiffer and more stable

Geography

Locational knowledge

- ✓ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Human and physical geography

- ✓ Use basic geographical vocabulary to refer to:
 - ⇒ Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - ⇒ Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- ✓ 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~~
- ✓ 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
- ✓ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- ✓ Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

- Explore the properties of a range of materials; identifying what makes them suitable or unsuitable for particular purposes, then sorting and classifying them accordingly.
- Investigate how solid materials can be changed by bending, squashing, twisting and stretching.
- Identify and discuss the uses of different everyday materials to become familiar with how some materials are used for more than one thing (e.g. metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (e.g. spoons can be made from plastic, wood, metal, but not normally from glass).
- Identify unusual and creative uses for everyday materials.
- Compare how and why everyday materials are used within the local environment, including around the school and home; making and recording observations.
- Explore people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.

- Investigate a range of art by artists who use different materials, e.g. metal, textiles, everyday objects; identify similarities and differences within technique and structure.
- Create works of art using and combining a range of man-made and natural materials.
- Explore colour, pattern, texture, line, shape, form and space.

- Investigate and evaluate a range of existing puppets, e.g. glove/sock, stick, string, shadow puppets; exploring the different materials used, the construction process as well as how they are operated.
- Identify their similarities and differences, as well as any likes and dislikes.
- Develop ideas for making own puppets; applying what they have learnt through investigation to the design process.
- Construct own puppet using appropriate and carefully selected techniques, materials and tools.
- Evaluate their puppets, discussing and recording successes as well as areas for improvement.

See Collins Connect 'Snap Science' Teaching Framework and Online Platform - <http://connect.collins.co.uk>

UNIT: Shaping Up
UNIT: Materials: Good Choices

Artists:

- Andy Scott (Metal)
- Barbara Shapiro (Textiles)
- Guy Reid (Wood)

Resources:

- Textile Supplies [e.g. Fabric, Coloured Felt, Threads, Sewing Needles, Fabric Pens/Paint, Googly Eyes, Feathers], Wooden Dowel, Card, String, Split-Pins.

This unit could also be linked to History: Historical Events, People & Places (London), to create a puppet show.

Land of Hope and Glory

To include:

- **Geography:** The United Kingdom
- **History:** Historical Events, People & Places (London)

Possible Educational Visits:

- Museum of London
- National Portrait Gallery
- London Fire Brigade Museum
- The London Dungeons

- St. Pauls Cathedral
- The Houses of Parliament
- British Legion
- School Visit by Members of the community to Share Memories.

History

- ✓ Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London or events commemorated through festivals or anniversaries]
- ✓ Significant historical events, people and places in their own locality

- Recognise different significant events, nationally and globally, beyond living memory and know how they are commemorated within London (e.g. Remembrance Day).
- Conduct an in-depth study of different historical events that have taken place within the local area, London (e.g. the Great Fire of London, the plague).
- Investigate the lives of significant people living within the local area, London, or have been involved with local historical events (e.g. Guy Fawkes).
- Plot historical events onto a chronological timeline.

- ✓ 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

- ✓ 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

- ✓ Use technology purposefully to create, organise, store, manipulate and retrieve digital content – *Word Processing, Presentation, Graphics, Digital Media (capturing video & sound footage, photography, animation) and Data Handling*
- ✓ Recognise common uses of information technology beyond school

Computing

Suggested Software:

- World Wide Web (www) – Search Engine
- CEOP – www.thinkuknow.co.uk
- LGFL: E-Safety Framework
- LGFL London Mail

Suggested Software:

- 2Simple Software (& Purple Mash): 2Go, 2logo, 2DIY, 2Simulate
- Roamer World
- Purple Mash 2Code: Chimp Lessons, Debug Challenges Chimp
- J2Code www.j2e.com/j2code

Suggested Equipment:

- Floor Robots - BeeBot, Pro-Bot
- Floor Mats/Grids – Character/Story Journey

Suggested Software:

- 2Simple Software (& Purple Mash): 2Paint A Picture, 2Design and Make, 2Type, 2Create a Story, 2Create, 2Publish, 2Connect, 2Photo, 2Animate, 2Count, 2Graph, 2Question, 2Investigate, 2Calculate, 2Music – Explore, Beat & Sequence
- Purple Mash Topics www.purplemash.com
- LGFL 2Simple Talking Stories
- Clicker 6
- Microsoft Office: Word, PowerPoint, Excel
- BBC Dance Mat www.bbc.co.uk

Suggested Equipment:

- Tablets
- Digital Cameras
- Tuff Cams
- Recordable Microphones
- Film Production Equipment, e.g. lighting, green screen, tripod
- Data Loggers

Incorporate across all topics

To include:

- **Computing:** E-Safety and Digital Literacy
- **Computing:** Programming and Computer Science
- **Computing:** Creative use of ICT
- **PHSE:** Health and Wellbeing
- **PHSE:** Relationships
- **PHSE:** Living in the Wider World

PHSE

Pupil should have the opportunity to learn:

- ✓ what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
- ✓ 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
- ✓ to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- ✓ about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings
- ✓ about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- ✓ the importance of and how to maintain personal hygiene
- ✓ how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others
- ✓ about the process of growing from young to old and how people's needs change
- ✓ about growing and changing and new opportunities and responsibilities that increasing independence may bring
- ✓ the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- ✓ that household products, including medicines, can be harmful if not used properly
- ✓ rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety))
- ✓ about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them
- ✓ 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'

Pupil should have the opportunity to learn:

- ✓ to communicate their feelings to others, to recognise how others show feelings and how to respond
- ✓ to recognise how their behaviour affects other people
- ✓ the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises
- ✓ to recognise what is fair and unfair, kind and unkind, what is right and wrong
- ✓ to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- ✓ to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- ✓ to offer constructive support and feedback to others
- ✓ to identify and respect the differences and similarities between people
- ✓ to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- ✓ 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)
- ✓ that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- ✓ to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- ✓ that there are different types of teasing and bullying, that these are wrong and unacceptable
- ✓ how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Pupil should have the opportunity to learn:

- ✓ how to contribute to the life of the classroom
- ✓ to help construct, and agree to follow, group and class rules and to understand how these rules help them
- ✓ that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)
- ✓ that they belong to various groups and communities such as family and School
- ✓ what improves and harms their local, natural and built environments and about some of the ways people look after them
- ✓ that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- ✓ about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices

<p>Also to cover:</p> <ul style="list-style-type: none"> • Music: Christmas Performance • PE: Ball Skills – Basket Ball/Netball • PE: Gymnastics • Languages: Spanish • Religious Education: Celebrations (<i>Include an in-depth study of Judaism</i>) <p>Possible Educational Visits:</p> <ul style="list-style-type: none"> • Local Places of Worship – Synagogue • School Visit by Family Member and/or Local Religious Leader to Share Beliefs. 	<p>Music</p> <ul style="list-style-type: none"> ✓ Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Explore a selection of songs using voices for a performance (Christmas Nativity). 	
	<p>PE</p> <ul style="list-style-type: none"> ✓ 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</p> <ul style="list-style-type: none"> ✓ 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 	<p><i>Record performances and evaluate.</i></p>
	<p>Languages</p>	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs and rhymes. • Engage in conversations; ask and answer questions.
	<p>RE</p> <ul style="list-style-type: none"> • Hear and/or read a variety of religious stories. • Explore how a range of special occasions are celebrated within the home as well as at places of worship. • Understand that religious believers celebrate important occasions with rituals and festivals which express their beliefs and feelings. • Identify the similarities and differences between a variety of celebrations. 	<p>Resources:</p> <ul style="list-style-type: none"> • Religious stories/books. • Artefacts from a variety of religions.