

	Autumn Cycle A		Spring Cycle A	Summer Cycle A
Topic Objectives: Geography or History	<p>Into the Woods <i>If you go down to the woods today, what will you find?</i></p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 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. 		<p>When Winter Comes <i>How is the UK different to the Arctic Regions? Who lives in a place like this?</i></p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<p>Wonders of the World <i>Which wonder would you visit?</i></p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans. 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 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
				<p>At the Seaside <i>Why do people love to be beside the seaside?</i></p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 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 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Science Objectives	<u>Plants & Seasons</u>	<u>Everyday Materials</u>	<u>Application of everyday materials</u>	<u>Animals including Humans</u>
	<p>1a1: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>1a2: Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>2b1: observe and describe how seeds and bulbs grow into mature plants</p> <p>2b2: find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>1c1: Distinguish between an object and the material from which it is made</p> <p>1c2: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>1c3: Describe the simple physical properties of a variety of materials</p> <p>1c4: Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>2d1: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>2d2: find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Seasons</p> <p>1d1: Observe changes across the four seasons</p> <p>1d2: Observe and describe weather associated with the seasons and how day length varies</p>	<p>1c1: Distinguish between an object and the material from which it is made</p> <p>1c2: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>1c3: Describe the simple physical properties of a variety of materials</p> <p>1c4: Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>2d1: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>2d2: find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>1b1: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>1b2: Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>1b3: Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>2c1: notice that animals, including humans, have offspring which grow into adults</p> <p>2c2: find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>

DT Objectives	<p><u>Glove Puppet</u> Design:</p> <ul style="list-style-type: none"> 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. <p>Make:</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks, (or 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. <p>Evaluate:</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products. evaluate their ideas and products against design criteria. 		<p><u>Recipes from around the world</u></p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 	<p><u>Moving pictures linked to the seaside</u></p> <p>Design:</p> <ul style="list-style-type: none"> 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. <p>Make:</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks, (or 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. <p>Evaluate:</p> <ul style="list-style-type: none"> evaluate their ideas and products against design criteria. <p>Technical knowledge: explore and use mechanisms, (for example levers, sliders, wheels and axles), in their products.</p>
	Art Objectives	<p><u>Artist Study: Andy Goldsworthy</u> To use drawing, painting and sculpting 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.</p> <p>About a range of artists,</p> <p>The use a range of materials creatively to design and make products.</p>	<p><u>Painting: Winter scenes</u> To use drawing, painting and sculpting 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.</p> <p>The use a range of materials creatively to design and make products.</p>	<p><u>Clay Skills: To create a clay pot</u> To use drawing, painting and sculpting 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.</p> <p>The use a range of materials creatively to design and make products.</p>

	Autumn Cycle B		Spring Cycle B	Summer Cycle B
Topic Objectives: Geography or History	<p>Castles <i>Where did all the castles come from?</i></p> <ul style="list-style-type: none"> 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 significant historical events, people and places in their own locality. 	<p>Healthy me <i>How do we stay healthy?</i></p> <ul style="list-style-type: none"> 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] 	<p>Our Local Area <i>How has Mexborough changed and what might it look like in the future?</i></p> <ul style="list-style-type: none"> 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 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 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] significant historical events, people and places in their own locality. 	<p>London <i>Why do people visit London?</i></p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science Objectives</p>	<p><u>Using Everyday materials</u></p> <p>1c1: Distinguish between an object and the material from which it is made</p> <p>1c2: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>1c3: Describe the simple physical properties of a variety of materials</p> <p>1c4: Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>2d1: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>2d2: find out how the shapes of objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><u>Animals including humans</u></p> <p>1b2: Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>1b4: Identify, name, draw and label the basic parts of the human body and say what part of the body is associated with which sense</p> <p>2c1: notice that animals, including humans, have offspring which grow into adults</p> <p>2c2: find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>2c3: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><u>Application of everyday materials</u></p> <p>1c1: Distinguish between an object and the material from which it is made</p> <p>1c2: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>1c3: Describe the simple physical properties of a variety of materials</p> <p>1c4: Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>2d1: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>2d2: find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><u>Plants</u></p> <p>1a1: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>1a2: Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>2b1: observe and describe how seeds and bulbs grow into mature plants</p> <p>2b2: find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><u>Living Things & their habitats</u></p> <p>2a1: explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>2a2: 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</p> <p>2a3: identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>2a4: 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.</p>
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DT Objectives	<p>Healthy Meal</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. 	<p>Moving vehicles</p> <p>Design:</p> <ul style="list-style-type: none"> • 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. <p>Make:</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks, (or 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. <p>Evaluate:</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products. • evaluate their ideas and products against design criteria. <p>Technical knowledge: explore and use mechanisms, (for example levers, sliders, wheels and axles), in their products.</p>	<p>Creating a London landmark</p> <p>Design:</p> <ul style="list-style-type: none"> • 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. <p>Make:</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks, (or 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. <p>Evaluate:</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products. • evaluate their ideas and products against design criteria. <p>Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable.</p>
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Art Objectives	<p><u>Artist Link: Paul Klee & Drawing – Sketching Conisbrough Castle</u></p> <p>To use drawing, painting and sculpting 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.</p> <p>About 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.</p> <p>They use a range of materials creatively to design and make</p>	<p><u>Artist Study & collage: Giuseppe Arcimboldo</u></p> <p>To use drawing, painting and sculpting 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.</p> <p>About 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.</p> <p>They use a range of materials creatively to design and make products.</p>	<p><u>Artist Study – Daniel Jones & Sculpture: Clay Design</u></p> <p>To use drawing, painting and sculpting 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.</p> <p>About 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.</p> <p>The use a range of materials creatively to design and make products.</p>	<p><u>Textiles: sewing (running stitch)</u></p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>The use a range of materials creatively to design and make products.</p>
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