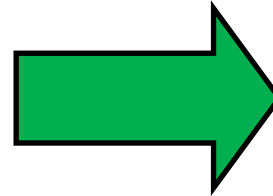


# Learning Challenges

## Exploration Question

Who put the colours in the rainbow?



WOW moment How does colour make you feel? (Children take part in paint activities e.g. throwing paint onto wood to create splashes, using giant paintbrushes on the playground and using glass paint on windows where appropriate.) Making art work for displays and corridors.

What is it like to present the weather? (Workshop of weather presenting using the green screen and making links with speaking and listening)

Is the weather the same all over the world?

How often does the weather change?

Can we create our own seasonal tree?

## Immersion - *experience that will grasp hearts and minds*

Environment - rainbows, maps, classroom divided into the north and south hemisphere and using the vocabulary within the classroom, weather station, daily weather station, rainfall gauges outside and using outdoor area as an observation zone to monitor the weather.

### Trips and Experiences -

BBC visitors centre to look at media centre and then create one back in school, Queens Gardens (colour walk)

Project Title  
**A Colourful World**  
EYFS/Y1 Provision  
based learning.

## Audience and Exhibition

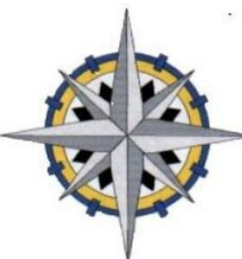
Weather forecast recorded and presented on the class blogs weekly for their local area and across the UK (UK for Y2 only) - using green screen.

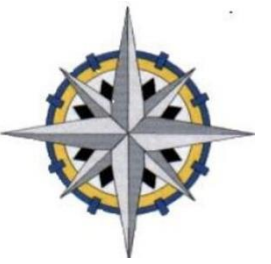
'Rainbow' exhibition to parents based on spreading positivity and community spirit - theme is collaborative learning and the community coming together to create a huge Wansbeck community rainbow to symbolise the strength of the community during lockdown and positive steps forward.

## Outcomes

*How will learning be demonstrated?*

- Weather diary from observations outside.
- Textile tree celebrated and on show in corridor and display to show weaving skill.
- Weather reports/recordings for the blog.
- Work shared on Blogs and children commenting on each others' work.
- Home learning projects with 'rainbows' being the key theme.
- Cloud spotting outside and finding different shapes - linked to a cloudy lesson.





# Wansbeck Key Drivers



-Information book about weather/seasons e.g.

## Academic

### Reading and Key Text Links:

'The Monkey with a Bright Blue Bottom' by Steve Smallman

'The Day the Crayons Quit' by Drew Daywalt

Wind on the Hill - A.A.Milne (see HCAT anthology document)

Non-fiction books related to the weather and seasons and applying these into our curriculum work.

A Cloudy Lesson—animation <https://www.literacyshed.com/the-inventors-shed.html>

'A cloud maker and his apprentice grandson are busy making clouds but everything doesn't happen as it should. As things don't go according to plan, the pair of them learn that good ideas come from happy accidents.'

Writing instructions on how to make clouds - this could be linked to emotions.

Invent ways in which other natural phenomena are made e.g lightning, thunder, link this to emotions and feelings.

Make sure you go cloud spotting out side - can the children find shapes in the sky? Perhaps Y2 use similes and metaphors to describe them e.g. a cloud chasing another like a puppy across the sky.

Related to both the Literacy Key Texts and other curriculum areas, children read short passages of text independently and answer Af2 and Af3 questions to be stuck into the topic books related to the curriculum area that we are learning about.

## Social

Understanding the importance of being an 'active' member of our school community and reflections on experiences in lockdown.

Positive messages created to go up around school to show what the children are thankful for in terms of their community e.g. I am thankful for my family keeping me safe.

We will use technology to create weather forecasts which are recorded and presented on the class blogs weekly for the UK and world-wide.

We will continue to blog our Literacy work and using social media to get the audience of an author and gain some communication between us and them.

Contact Paul Hudson and other local weather forecasters as an audience for our work and gain an insight into being a weather presenter. Possible Zoom meeting - rather than school visit if this is not possible.

## Emotional

Make links to emotions and how the pandemic made/still makes children feel and what we can do to help with our emotions.

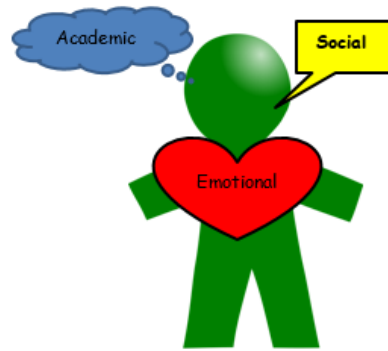
Discuss/complete PSHE work on how being back in school and in a routine makes us feel.

Focus on the need for positivity and to focus on something that makes us feel good and think 'good thoughts' - link this to our Rainbow symbol and showcase event.

Links to class texts and looking at the range of emotions across the different character within a range of texts.

Make links to the weather and how this might affect our lives e.g. activities, clothes, attendance.

How Art is linked to emotions e.g. how it makes us feel and how it can represent our emotions.



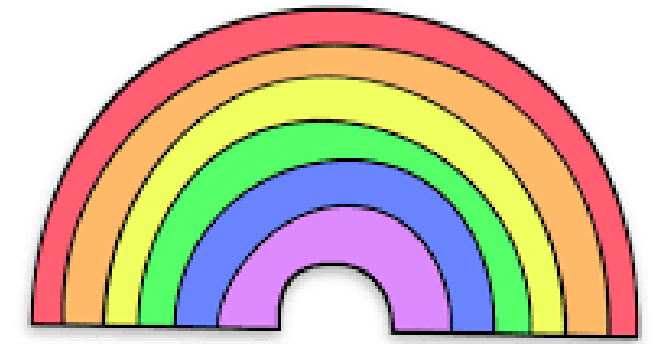
# Wansbeck Character Curriculum

Activity	Character skills demonstrated	What opportunity will we provide the children with?	How will we evidence this? How will the children reflect on this?	What date will this be done by?
Paddle in the sea and know how to stay safe in water	Confidence, Teamwork			
Take a trip on a coach to the seaside	Wider experience, Confidence			
Speak in front of the class	Leadership, Good communicators, Confidence	Children will all complete a short speech at the end of Year 2 to talk about what they most enjoyed about being in KS1 before moving to KS2.	Photograph and copy of speech.	Final week before transition week.
Experience attending a club	Resilience, Responsibility, Teamwork, Confidence, Respect	Completed		
Plant bulbs or seeds and watch them grow	Responsibility, Wider Experience,	Completed		
Be a class monitor	Leadership, Confidence, Responsibility, Good Communicator			
Go to a whole school TEAM event	Leadership, Listening, Good communicator.	Children will attend a whole school team event for summer term.	Photographs and evidence of learning in books.	End of Summer term.

Join in supporting a local charity	Responsibility, Good Communicator, Supporting others			
Visit the local area and understand the importance of some things in our local community.	Wider Experience, Pride	Completed		
Write a letter to a pen pal in a local city and post the letter in a post box.	Wider Experience, Good Communicator.			
Upload something onto the school blog as a group	Good communicator, Aspiration, Pride	Children will all upload a weather report onto the blog.	Evidenced on the blog.	Children will be chosen to complete this each week.
Listen to visitors coming into school to talk about their careers.	Aspiration, Listening	Children will listen to a visitor talking about their job experience connected to weather e.g. this may be through a blog or information shared with the children.	Children will write a small reflection about what they learnt.	End of Summer term.
Attend a theatrical performance in a HCAT school	Aspiration, Listening			

It is understandable for children to feel anxious about impact of coronavirus. The return to school should help by providing routine and a sense of stability. We need to consider how to support pupils who may:

- Continue to have anxieties related to the virus
- Have found the long period at home hard to manage
- Be subject to safeguarding concerns
- Make safeguarding disclosures after returning to school
- Have lost family member due to the virus
- Be currently transitioning into a new educational phase



We need to ensure through our curriculum that pupils have opportunities to:

- Develop coping skills and self-care techniques
- Talk about their experiences during the outbreak
- Have one-to-one conversations with trusted adults, if needed
- Learn about topics related to Coronavirus (e.g. hygiene)
- Renew and develop friendships and peer groups
- Take part in other enriching developmental activities

Start with well-being

The majority of children and young people have good mental wellbeing most of the time. The starting point should therefore be teaching pupils the factors that contribute to and help us maintain wellbeing.

Once understanding of wellbeing is established you will be able to teach pupils to understand and identify

- When someone may be experiencing poor mental health
- Contributing factors to poor mental health
- Positive strategies to improve wellbeing
- When people need help from others



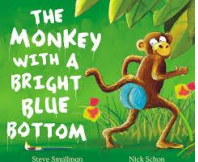

Mental wellbeing is closely related to several other topics such as:



- Relationships, bullying, internet safety and harms
- Physical health, healthy eating, drugs, alcohol and tobacco

Think about:

- Links to these subjects across the curriculum
- Find ways to link knowledge and vocabulary across topics
- Design lessons which enable pupils to make connections between mental wellbeing and other topics.

**How can we build mental wellbeing into our topic?**

Statutory Guidance	How would we teach this?	Links to this this topic
<p>Know mental wellbeing is a normal part of daily life, in the same way as physical health</p>	<p>Teach pupils that, like physical health, mental wellbeing is an important part of daily life that is influenced by different factors, including exercise. Explain to younger pupils that things they value, enjoy or are good at can all support mental wellbeing. Positive relationships, and eating and sleeping well can also help.</p>	<p>Link to the weather and how we can make different choices depending on the weather e.g. when it is raining and can't go outside, we can complete craft activities.</p> <p>Making a rainbow and on each different colour writing something they love doing which supports their mental wellbeing e.g. making something out of craft materials, colouring or going out for a walk.</p> 
<p>Know there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p>	<p>Teach pupils to identify and name the range and degrees of emotions in daily life. Pitch lessons to match developmental stage.</p> <p>Stage 1: Recognising fear, joy, disgust, surprise, sadness, anger, happiness.</p> <p>Stage 2: Recognising pride, shame, dismay, jealousy, embarrassment, empathy.</p> <p>Stage 3: Recognising multiple emotions (feeling good, bad or indifferent at the same time), false emotions (pretending to like a present).</p> <p>Teach younger pupils to recognise: emotional triggers (losing a toy, routine change) that the behaviour of others can affect their wellbeing their own behaviour and emotions can affect others</p>	<p>Link feelings to colours e.g. blue for feeling sadness.</p> <p>Link to Mondrian painting and creating blocks of colour based on feelings e.g. red for anger.</p> <p>Link feelings to Artists studied e.g. Mondrian and Miro.</p> <p>Link to transition work in early week when setting class routines and expectations about how behaviour of others can affect us.</p> 
<p>Know how to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<p>Establish and build younger pupils' vocabulary for: things that make them feel happy or sad things that could make someone else feel happy</p>	<p>Link to 'The Monkey with the Bright Blue Bottom' and how his actions made other characters feel in the story.</p> <p>Links to inference skills in Reading.</p> 
<p>Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>For younger pupils model appropriate: responses to events/situations ways to express emotions</p> <p>Also provide opportunities for pupils to practise recognising appropriate emotions and behaviour.</p>	<p>Drama links/reading links/inference skills to class texts.</p> <p>Links to how weather affects our mood and how we can be proactive during Winter to take control of our emotions.</p> <p>Link to attendance and attending school on time, even when we don't want to get out of bed when it is dark and raining outside.</p> <p>Discuss appropriate response to ending of 'The Monkey with the Bright Blue Bottom'.</p> 
<p>Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>	<p>Teach pupils that physical activity (activity that gets heart pumping) has been proven to be good for mental wellbeing. Pupils should be physically active every day for at least 60 minutes. Ensure pupils know and experience the benefit of activity, such as: PE at school walking or cycling to school physically demanding activity out of or inside school (e.g. daily mile-long walk, jogging, sports)</p> <p>Explain that this is the minimum and that the more exercise they do the better their wellbeing is likely to be.</p> <p>Explain that contact with other people has also been proven to be good for mental wellbeing. Ensure that pupils know and experience the benefits of social interaction inside and outside school, including by: taking part in clubs (e.g. sports clubs, rainbows, beavers) participating in groups of people who share interests (e.g. drama clubs) helping out with volunteering projects at school</p>	<p>Go on a colour walk around school, in local area, in a local park and make this an Art lesson but build in importance of exercise and walking with a trusted adult. Link colour walk to emotions as mentioned above. Link to Tate Gallery:</p> <p><small>Today we're going to go on a colour walk. What is a colour walk? A colour walk is a walk where you try to look for all the colours of the rainbow. You might think of it like a treasure hunt, where the treasure is colour! Artist Richard Long made this piece by walking backwards and forwards along the same path over and over again. Today we're going to document a walk in a different way. We are going to try and use colours to notice unusual objects and the colours of things all around us! For this walk we are going to focus on each colour of the rainbow, one by one.</small></p> <p>Continue daily mile. Character curriculum links with joining a club.</p>

	<p>volunteering elsewhere (e.g. litter picking with people in the local community)</p> <p>Teach pupils that good mental wellbeing depends on getting the right amount of sleep every day:</p> <ul style="list-style-type: none"> <li>children aged 3 to 5 need 10 to 13 hours</li> <li>children aged 6 to 12 need 9 to 12 hours</li> <li>young people aged 13 to 18 need 8 to 10 hours</li> </ul> <p>Explain pupils can develop a routine to reduce screen time and prioritise sleep, social interaction and physical activity, which are vital for wellbeing, for example, by:</p> <ul style="list-style-type: none"> <li>agreeing a weekly online limit with their parents</li> <li>switching off their phone 2 hours before bed</li> </ul>	<p>Making links to animals in 'Monkey with a Bright Blue Bottom' text and how these animals sleep e.g. nocturnal and linking to our own sleeping patterns and routines.</p>
<p>Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>Teach younger pupils to make positive connections between things they enjoy (activities, friends) and feeling good.</p>	<p>Links to the weather - what activities do we enjoy with the different seasons that make us feel positive.</p> 
<p>Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>	<p>Teach pupils the difference between boredom, isolation and loneliness. Anyone (including adults) can experience these feelings - whether or not they have people with them.</p> <p>Encourage younger pupils to use creative activities (such as telling or writing stories) to tackle boredom.</p> <p>Emphasise that they can seek out a trusted adult or friend when they feel lonely.</p>	<p>Link to DT work - making pictures using left over scraps of materials.</p> <p>Setting home/school learning project which could continue to be developed over the term through mini-projects to develop their creative selves.</p>
<p>Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<p>Teach that:</p> <ul style="list-style-type: none"> <li>bullying can make people feel bad and negatively affects mental wellbeing</li> <li>all types of bullying can hurt people (including 'cyberbullying')</li> <li>you can't always tell if someone is being hurt by bullying</li> <li>bullying can affect someone long after an incident has happened (it can affect their whole life)</li> </ul> <p>Emphasise that bullying should not be tolerated and that people should ask for help if they need it</p>	<p>Links to Literacy Shed 'The Anti-Bullying Shed'.</p> <p><a href="https://www.literacyshed.com/anti-bullying-shed.html">https://www.literacyshed.com/anti-bullying-shed.html</a></p> 
<p>Know where and how to seek support (including recognising the triggers for seeking support).</p>	<p>Tell younger pupils that they should always ask for help when they need it, such as when they or someone else is worried or upset.</p>	<p>Make links to, 'The Day the Crayons Quit'.</p> <p>Discuss how the crayons communicated their worries and concerns and link this to letter writing and finding a trusted adult.</p> 
<p>Know ... whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>	<p>Ensure all pupils know their appropriate adults to ask for support when they or somebody else is feeling hurt, upset, worried or angry (including about issues arising online).</p> <p>Identify their key trusted adults at school and remind pupils they can also talk to any other teacher.</p>	
<p>Know it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>	<p>Teach pupils that feeling emotions such as sadness doesn't mean we are unwell - feelings often change throughout the day and over longer periods.</p> <p>Sometimes mental wellbeing can be affected, e.g. by life events or seemingly lower-level stressors and:</p> <p>people sometimes need help to get better or cope, e.g. help from family, friends, a doctor.</p>	<p>Links to, 'The Day the Crayons Quit' and discussion around how the crayons are feeling and why they might be feeling this way.</p> <p>Work linked to our community and people in our community who can offer us support.</p>

## Geography

### Overview

As geographers we will be learning about weather and the geographical vocabulary for weather. To begin this unit of work, we will ensure children think about weather in terms of starting with the child. We will get the children to recognise different types of weather and how these are similar or different to one another e.g. rain and sleet. Each day we will monitor the



weather as a class and discuss the weather as the day continues. We will complete weather observations and use our outdoor area to gather information about the weather and observations of weather patterns. We will recognise how weather impacts our environment such as making the mud wet when it rains. We will also make observations about how the weather affects plants and animals and talk about the changes in plants over time as the weather changes e.g. most flowers grow in Summer or hotter months as opposed to Winter.

The children will be introduced to a map of the UK and understand where we live. We will learn about different seasons and understand which is the hottest and which is the coldest and how this impacts our lives, we will know and recognise the main weather symbols and use these symbols to create our own oral weather reports.



### National Curriculum Links

#### ELG - The World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

G1 name and locate the world's continents and oceans

G4 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

G7 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

### Skills

	Year 1	Year 2
Skills and Fieldwork	<p><b>Use North and South on maps of the UK.</b></p> <p>Locate features on a map of the school and the local area using a key.                      Know their address including postcode                      Draw basic maps of the local area.</p>	<p><b>Use the four points of a compass on maps within the UK.</b></p> <p>Know and use left, right, below, next to Understand maps within the locality (City)  <b>Draw symbols in a key.</b></p>
Locational Knowledge	<p>Understand the concept of the world.</p> <p><b>Name and locate the 4 countries of the UK.</b>  <b>Name the three seas that surround the UK.</b>  <b>Understand the UK is an island and is surrounded by the sea.</b></p>	<p><b>Name and locate the capital cities of the 4 countries of the UK.</b></p> <p>Name and locate the 7 continents of the world. Know the names and locate the 5 oceans of the world</p>
Place Knowledge	<p>Compare a rural and urban location, relative to where your school is. (Small area of the United Kingdom)</p> <p><b>Know features of hot and cold places in the world</b></p>	<p><b>Compare a small area of the UK to a contrasting non-European country - looking at the similarities and differences relating to human and physical features.</b></p>
Human and Physical Geography	<p><b>Know what is the hottest and coldest season in the UK</b>  <b>Know and recognise the main weather symbols</b></p> <p>Know the main differences between city, town and village</p>	<p>Identify the following physical features mountain, lake, island, valley, river, cliff, forest and beach</p> <p>Explain some of the advantages and disadvantages of living in a city or village</p>



Vocabulary	feature symbol label locate annual beach beach cliff coast forest hill mountain sea ocean river soil weather survey route orient coordinate City Town Farm house office port harbour shop valley vegetation season

What will the provision look like?



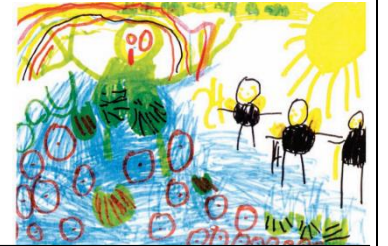
**Outdoor area:**  
Weather stations created outdoors for the children to make observation/recording regarding the weather.



Weather centre role-play area to apply vocabulary.



Investigation of melting using snow/ice cubes to focus on the process of melting.



**Creative area:**  
For children to be inspired to draw pictures of themselves in response to the weather e.g. what clothes will they draw themselves wearing if the sun is shining?



**Knowledge and Understanding/Science area:**  
A seasonal table full of tactile objects related to the season or a particular type of weather. Children to make observations and investigate this area with magnifying glasses and links to the outside.



Artwork linked to application of knowledge regarding seasons.

Sorting objects into 'typical' seasons - try and use real life, practical objects rather than pictures.



## Art

### Overview

Overview: As artists we will learn about primary and secondary colours and experiment with these patterns using thick and thin brushes to create lines. The children will continue to experiment with this in the provision.

We will look at the work of Mondrian and Miro and we will recreate their art work. We will talk about how they used blocks of colour to create an effect. When looking at these artists, Year 1 will



describe what can be seen and give an opinion about the work of an artist, know the name of the artist studied, ask questions about a piece of art and start to use some of the ideas of artists studied to create pieces.



## Design and Technology

### Overview

As Designers we will explore different materials and look at the uses of different materials and how they are used in real life products such as umbrellas, swimwear and wellington boots. We will then learn how to manipulate different materials and evaluate which materials are better for the task of creating a textile tree e.g. which



material would work best for the trunk and why? Which materials would work best for the branches and why? We will make the link to a textile tree by linking this to the seasons and the children will use their knowledge of seasons to determine what the season tree will look like and how it will represent the four seasons on different branches. We will make textile sample cards describing each textile and their best uses with examples of how these have used within real life products.



Following this we will gather our research and cards together to make a textile tree structure. To decorate this tree further we will sew our materials together to create a large class textile tree and we will embroider our pieces of materials with our names to celebrate making this structure. Once the tree is completed, we will knit a square using our favourite colour to represent our selves, as a class, on the tree.



### National Curriculum Links

Exploring and using media and materials ELG: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative ELG: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

A1a To use a range of materials creatively to design and make products

A1b Using drawing, painting and sculpture to share their ideas, experiences and imagination

A2 Developing techniques in using colour, pattern, texture, line, shape, form and space

A3 About the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

### National Curriculum Links

**Textiles - plan, design, make, repair and evaluate decorative and/or practical objects, using a range of textiles and common techniques such as sewing, embroidery and knitting.**

D1 Design

(a) design purposeful, functional, appealing products for themselves and other users based on design criteria

D2 Make

(b) select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

D3 Evaluate

(a) explore and evaluate a range of existing products

(b) evaluate their ideas and products against design criteria

D4

(a) build structures, exploring how they can be made stronger, stiffer and more stable

### Skills

	Year 1	Year 2
Painting	Use thick and thin brushes. Mix primary colours to make secondary.	Use thick and thin brushes to produce lines Mix primary colours to make secondary colours to use in our art work Add white to colours to make tints and black to colours to make tones.

### Skills

Progression of Key Skills	Year 1	Year 2
Food	Start to cut, peel or grate ingredients safely with support	Cut, peel or grate ingredients safely Weigh ingredients to use a recipe
Technical skills	Cut materials safely with support Measure to the nearest cm with support	Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen) <b>Mechanics</b>

		<b>Create colour wheels</b>
Knowledge needed to master techniques	<p>Know how to show how people feel in drawings</p> <p>Know how to use pencils to create lines of different thickness</p> <p>Know how to create moods in art work</p> <p>Know the names of the primary and secondary colours</p>	<p>Choose and use three different grades of pencil when drawing</p> <p>Know how to use charcoal, pencil and pastel to create art</p> <p>Know how to mix paint to create all the secondary colours</p> <p>Know how to create brown with paint</p> <p>Know how to create tints with paint by adding white</p> <p>Know how to create tones with paint by adding black</p>
Knowledge of artists	<p>Describe what can be seen and give an opinion about the work of an artist</p> <p>Know the name of the artist studied</p> <p>Ask questions about a piece of art</p> <p>Start to use some of the ideas of artists studied to create pieces.</p>	<p>Suggest how artists have used colour, pattern and shape</p> <p>Know how to create a piece of art in response to the work of another artist</p>

		Create products using levers, wheels and winding mechanisms
Design	<p>Start to design products based on a design criteria</p> <p>Use own ideas to design and describe how it works through talking and drawing</p> <p>Make a simple plan before making</p>	<p>Design products based on a design criteria</p> <p>Design products that have a clear purpose and an intended user using talking, drawing, templates and mock ups</p>
Make	Use own ideas to make something	Make products, refining the design as work progresses.
Evaluate	Explain what works well	Explain what works well and what does not work well
<b>Progression of Key Knowledge</b>		
Food	<p>Know the basic principles of a healthy diet.</p> <p>Know where foods they eat come from</p> <p>Know how to prepare food safely</p> <p>Know how to make food preparation hygienic through handwashing</p>	<p>Know the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Know where a range of foods come from (some different to what is in their usual diet)</p> <p>Know how to prepare food safely</p> <p>Know how to make food preparation hygienic through handwashing and utensils being clean.</p> <p>Know how to use basic scales on weighing equipment</p>
Technical Knowledge	<p>Know how to make their own model stronger</p> <p>Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p>	<p>Know how to make a model stronger, stiffer and more stable</p> <p>Know how to use wheels and axles when appropriate to do so.</p>
Design	Discuss what makes a design appealing to a user	Know what makes a design appealing to the user
Make	<p>Know the right resources to use to make our product</p> <p>Know the right tools to use to make our product</p>	<p>Know the right resources to use to make our product and explain why they are appropriate</p> <p>Know the right tools to use to make our product and explain why they are appropriate</p>
Evaluate	<p>Know how something works and able to explain it</p> <p>Know what works well in their work</p>	Know what works well and what does not work well in their work

**What will this look like in the provision?**



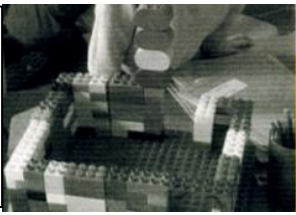
Children to have access to creative area to create painting based on emotions/feelings work and links to the seasons.

Children to use modelling materials to access open-ended challenges such as making something for a 'rainy day' or to protect them from the sun.



Children to make things to go into the role-play area.

Children to have access to building equipment to create own buildings and use imagination.



**What will this look like in the provision?**







Using junk modelling to create objects linked to this area of learning.

Building outdoors and linking this to the outdoor environment using different materials.



Links to Maths Curriculum to create topic-based Maths lessons

	Maths objectives	How does this link to the topic?
Measurement	<p>Y1:</p> <ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> </ul> <p>Y2:</p> <ul style="list-style-type: none"> <li>compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</li> </ul>	<p>Create practical problems linked to volumes of water linked to rain water e.g. ordering volume of rain water in rain gauges outdoors.</p> <p>Linking vocabulary to rain gauges outdoors e.g. full/empty etc.</p> <p>Year 2 to compare this information using mathematical symbols.</p> 
Measurement	<p>Y1:</p> <ul style="list-style-type: none"> <li>Measure and begin to record mass/weight, capacity and volume (link to multiplication by counting up in intervals e.g. 10kg, 20kg, 30kg etc)</li> </ul> <p>Y2:</p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) and mass (kg/g) to the nearest appropriate unit, using rulers and scales.</li> </ul>	<p>Recording using rain gauges from outdoor area</p> <p>Y2 develop this further to measure in CM to nearest unit using scale/ruler.</p>
Geometry	<p>Y1:</p> <ul style="list-style-type: none"> <li>Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.</li> </ul> <p>Y2:</p> <ul style="list-style-type: none"> <li>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> </ul>	<p>Through our Art work we will look at recognising 2D shapes in Art.</p>  

Geometry	<p>Y1:</p> <ul style="list-style-type: none"> <li>Describe position, direction and movement, including whole, half, quarter and three quarter turns.</li> </ul> <p>Y2:</p> <ul style="list-style-type: none"> <li>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</li> </ul>	<p>Having a weather vane and looking at the direction in terms of direction and movement.</p> 
Measures	<p>Y2:</p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure capacity (l/ml) and temperature (oC) to the nearest appropriate unit, using thermometers and measuring</li> <li>Compare and order volume/capacity &amp; record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> </ul>	<p>Using thermometers in our outdoor environment to track temperature across a period of time. Using mathematical symbols to make comparisons between changes in temperature.</p>
Time	<p>Y1:</p> <ul style="list-style-type: none"> <li>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</li> <li>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]</li> <li>Recognise and use language relating to dates, including days of the week, weeks, months and years</li> </ul> <p>Y2:</p> <ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> <li>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</li> </ul>	<p>Using information gained to apply vocabulary related to time e.g. Yesterday it was raining. Apply observations of weather into comparing and describing time e.g. yesterday the sun was shining earlier than today. Make links to weather and dates including days of the week e.g. On Tuesday the weather was Sunny. In December it snows a lot. Year 2 link changes in weather pattern to intervals of time e.g. yesterday it rained for one hour longer than today. Year 2 can keep a weather diary using clock facts to show the time the weather was recorded.</p>
Statistics	<p>Y2:</p> <ul style="list-style-type: none"> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>ask and answer questions about totalling and comparing categorical data.</li> </ul>	<p>Creating tally charts to show which season is our classes favourite. Presenting children with statistics/data on the weather which they answer simple questions to. Construct block diagrams about which weather we prefer the most</p>

## Science (See separate planning)

### Year 1 and Year 2

Overview: As Scientists we will look at Everyday Materials. We will work Scientifically by:

- ✓ 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

**EVERYDAY MATERIALS** - identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard.

**EVERYDAY MATERIALS** - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

**EVERYDAY MATERIALS** - distinguish between an object and the material from which it is made

**EVERYDAY MATERIALS** - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

**EVERYDAY MATERIALS** - describe the simple physical properties of a variety of everyday materials

**EVERYDAY MATERIALS** - compare and group together a variety of everyday materials on the basis of their simple physical properties

## Computing (DEC Curriculum)

### Overview

Digital Literacy (see Literacy planning where linked to Literacy)

#### Year 1

Strip Designer to label UK weather in different seasons

Record weather forecasts to post on the blog using the camera on the iPad

After using signifiers to retell a story children use the app puppet pals to retell a story from Literacy children use speaking and listening skills to produce the retelling

Green screen - weather presentations.

#### Year 2

Children produce an e book using My Story about weather around the world

Use book creator to retell A Cloudy Lesson adding sound buttons and developing vocabulary.

Using iMovie produce a video of a weather forecast and edit it to post on the blog.

Green screen - weather presentations.

### E Communication and Collaboration

#### Year 1

Use class blog to showcase work.. Children make oral comments Encourage parental engagement and view external comments with children.

E Safety Week

Introduce QR codes to find a website and look at where we find QR codes

#### Year 2

Use class blog to blog work in groups.. View work and make comments on work from other groups. Develop quadblogging

E Safety Week

Use QR codes to visit websites related to topic.

Internet—Use a search engine to search by deciding on key words. Begin to find information that is relevant to their research.

Computer Science

Year 1 and 2

Using the network system

Understanding of saving and retrieving data across programs used

Programming (Gaming)

Use programming in a context to make a game. Use 2DIY and iPad apps to make a game based on topic theme

Look at how programming is used beyond the school—relate to real life context.

National Curriculum Links

C1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

C2 create and debug simple programs

C3 use logical reasoning to predict the behaviour of simple programs

C4 use technology purposefully to create, organise, store, manipulate and retrieve digital content

C5. use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet

C6 Recognise common uses of communication technology beyond the school

Expected Indicators			Exceeding Indicators		
Digital Literacy	E Communication and Collaboration	Computer Science	Digital Literacy	E Communication and Collaboration	Computer Science

<p>I can switch on and log onto a desktop computer  I can save my work with a given name  I can create a folder on a desktop computer  I can print a document</p> <p>iPads  I can press the home button and swipe to switch on the iPad  I understand that on an iPad app the work automatically saves  I can navigate, open and close apps</p> <p>Publishing  I can create a textbox  I can move a textbox or picture around the page  I can search for, manipulate and inset a clip art picture</p>	<p>Across a range of devices  I can describe what information I can get from the Internet  I can search using a given word and explain what I did  I can look at pictures and watch videos on a website  I can say facts I have found on a website  I can scroll up and down to explore websites and click on Hyperlinks</p> <p>I can scan QR codes</p> <p>I understand that a blog is a web log  With support I can write a blog post  With support I can leave a comment on a blog post  Participate in class social media accounts.</p> <p>I can describe different uses of information technology beyond the school  I can explain what digital communication is  Understand online risks and the age rules for sites.</p>	<p>Across a range of devices  I can move a programmable toy in different directions  I can combine commands to draw a trail or follow a route  I can enter a sequence of commands before running them  I can explain what an algorithm and a flowchart works  Add text strings, show and hide objects and change the features of an object.  Control when drawings appear and set the pen colour, size and shape.  Specify user inputs (such as clicks) to control events.  Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).</p>	<p>I can log in and find my documents on a desktop computer  I understand that I only log in as myself and do not share my password  I can save my work and understand the difference between save and save as  I can rename a folder on a desktop computer  I can copy, paste and delete a folder on a desktop computer  I can print a document using preferences e.g. number of pages  I can take a screen shot of the screen</p> <p>iPads  I can take a screenshot using the home button and the off button  I can emailing a video or photo from inside photos.  I can take a photo using the built in camera app  I can take a video using the inbuilt camera app</p> <p>Publishing  I can resize a text box  I can rotate a textbox  I can insert multiple text boxes and pictures onto a page  I can insert a picture  I can delete a text box or picture</p>	<p>Across a range of devices  I can describe what an ISP and URL are  I can describe how search results can be ranked and can be filtered  I can find out facts by navigating websites  I can compare websites to check facts  I can book mark a web page as a favourite  I can use the word kid in a search to gain more kid friendly websites  I can do a multiple word search on a search engine  I can copy text from the Internet to put into a document  I can copy an image to put into a document  I can explain how QR codes could be helpful  Contribute to blogs that are moderated by teachers.  I can send and reply to online messages sensibly  Give examples of the risks posed by online communications.  I Understand that comments made online that are hurtful or offensive are the same as bullying.  I can describe online hazards  I can explain how to respond to online hazards safely  I can explain what an avatar is and why they are used</p>	<p>Across a range of devices  I can move a programmable toy in different directions  I can combine commands to draw a trail or follow a route  I can enter a sequence of commands before running them  I can use iteration to repeat commands  I can create a procedure (group of commands) to do a specific task  I can explain what an algorithm and a flowchart works  I can describe an algorithm with one decision in  I can explore a computer simulation that copies real life  I am beginning to show how to control a simulation  Create and edit sounds. Control when they are heard, their volume, duration and rests  Specify conditions to trigger events.  Use IF THEN conditions to control events or objects.  Use variables to store a value.  Use the functions define, set, change, show and hide to control the variables.</p>
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