



This topic is designed to welcome children into KS1 by building on their experiences of traditional tales learnt in previous years. Children will study a range of traditional tales and these stories will link into scientific exploration of materials. Their writing will involve creating stories in the style of a traditional tale and in writing a science report. There is a creative focus with the children exploring drawing skills and exploring design using materials studied and linking to the traditional tales. In computing the children look at information technology around us, identifying IT and how its responsible use improves our world in school and beyond.

Stories from different cultures

SUBJECT AREAS

SCIENCE

- To ask simple questions based on a situation
- Select appropriate equipment to test things out
- To observe closely, using simple equipment
- To perform simple tests
- To gather and record data to help in answering questions
- To select information from a range of given sources
- Explore and create diagrams, drawings and physical models
- To use pictograms and simple tables
- To suggest improvements to tests
- To evaluate the effectiveness of observations
- To recall different materials and their properties
- To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- To describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties
- To identify what materials are suitable for based on their properties
- To test materials for different purposes based on their properties, for example making boats
- To understand the vocabulary of Opaque, Translucent and transparent To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

GEOGRAPHY

- To answer some questions using different resources, such as books, world maps, the internet and atlases
- To know where the equator, north pole and south pole are on a globe or atlas
- To name and locate the seven continents and five oceans

COMPUTING

- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content
- Recognise common uses of information technology beyond school
- 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
- Developing the skills associated with sequencing in unplugged activities

MUSIC

- Follow pitch movement with their hands and use high low and middle voices
- Identify the pulse and join in getting faster and slower together
- Identify how different sounds can give message
- Sing with sense of awareness of pulse and control rhythm
- Identify different sound sources
- Create and choose sounds in response to given stimulus
- Accompanying song by clapping the pulse
- Create sound effects
- Play instruments in different ways
- Perform together and follow instructions that combine the musical element

ART & DESIGN

- To experiment with different tools and surfaces
- To draw as a way of recording experiences and feelings
- To discuss use of shadows, use of light and dark
- To develop the mixing of colours
- Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes
- Explore 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
- Express thoughts and feelings about a piece of art
- Explain how a piece of art makes them feel

DESIGN TECHNOLOGY

- To explain what the product is for, and how it will work
- Use pictures and words to plan
- To have own ideas and plan what to do next
- To make suggestions as to what I need to do next.
- Understand which tools they are using and why
- To choose suitable materials and explain choices depending on characteristics
- To talk about my work, linking it to what I was asked to do
- To talk about things that other people have made
- To describe what went well, thinking about design criteria
- To talk about what I would do differently if I were to do it again and why
- To measure materials
- To use own ideas to try to make product stronger
- To use levers or slides
- To begin to understand how to use wheels and axles

PHYSICAL EDUCATION

- To describe how my body feels before, during and after an activity
- To show how to exercise safely
- To understand why being active is good for them
- To copy and repeat actions and skills
- To move with control and care
- To repeat and explore actions with control and coordination
- To explore ways to move their body through high, low, tall and short movements
- To copy sequences and repeat them
- To hold a still shape whilst balancing on different points of the body
- To jump in a variety of ways and land with increasing control and balance
- To climb onto and jump off the equipment safely
- To roll and jump in different ways
- To travel in a balanced and controlled way
- To use contrast in my own sequences
- To think of more than one way to create a sequence
- To work on my own and with a partner to create a sequence of movements

RELIGIOUS EDUCATION

- To name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- To name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions
- To explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
- To retell the story of Christmas and begin to understand the story
- To suggest meanings of some religious and moral stories
- To express their own ideas, opinions and talk about their work creatively using a range of different medium
- To reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- To identify what matters to them and others, including those with religious commitments, and communicate their responses
- To recognise that religious teachings and ideas make a difference to individuals, families and the local community