



Let's go Wild



Year 1/2

Spring 2019



Immersion



SPARCS

African day with parents

Pictogram of favourite animal—decide which to adopt.

Experiences

Visit to Flamingo Land zoo

Adopt an animal

Presentation of Learning

African dance , show case artwork, do artwork with parents.

Make packaging for fruit kebabs/smoothie

Jewellery pasta painting

Resources for the term:

Art resources and extra for presentation of learning

Clay

Fruit

Globes

National Curriculum Links Geography

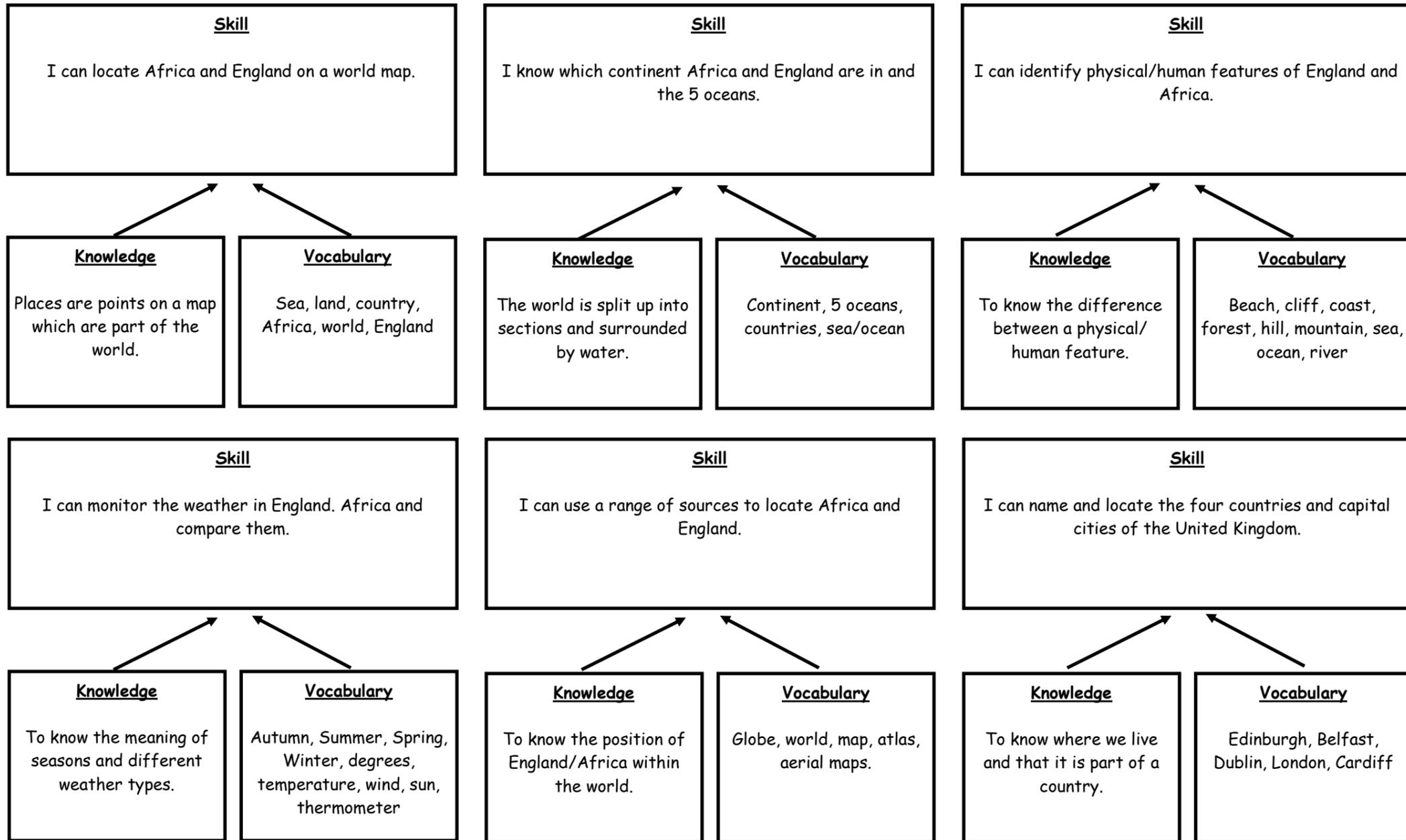
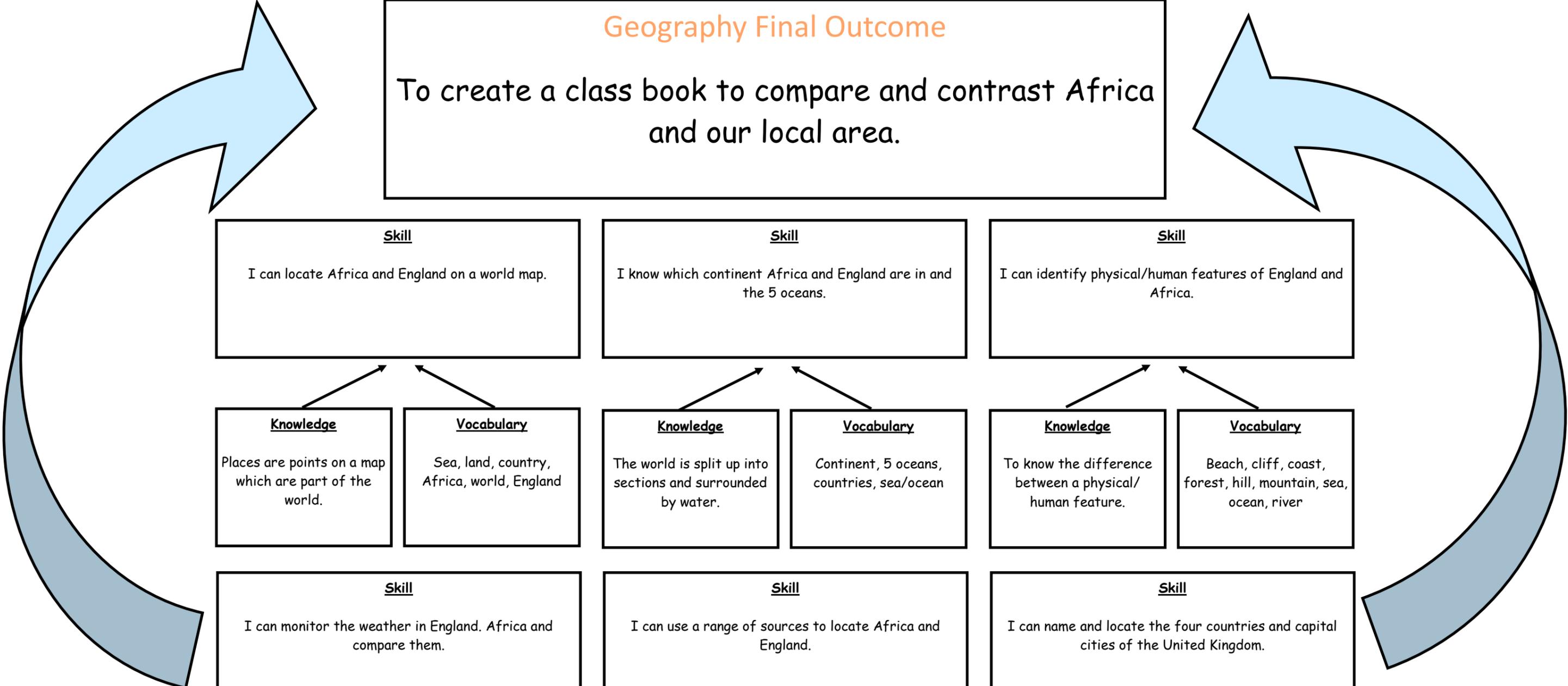
NC1: To name and locate the world's seven continents and five oceans
NC3: To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European location
NC5a: To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
NC6: To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the

Geographers

As Geographers we will compare and contrast our local area with one in Africa. We will name and locate the 7 continents and 5 oceans in the world. We will develop our use of geographical language by naming physical features of the United Kingdom and African; using this information we will compare and contrast. Using maps, atlases and globes we will identify the United Kingdom and its countries, and the continent and oceans that we have learnt about. We will enjoy learning about children in Africa.

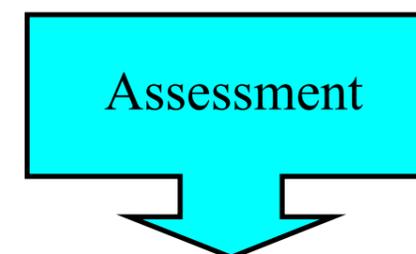
Geography Final Outcome

To create a class book to compare and contrast Africa and our local area.





Humanities



Objective	Emerging	Expected (End of Year 2)	Exceeding
To investigate places	<p>I ask and answer questions about places and environments.</p> <p>I describe what sort of things I see in a place or environment.</p> <p>With support I can use world maps, atlases and globes to identify continents and oceans</p> <p>I can use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>I can name the worlds continents.</p> <p>I ask and answer questions about places and environments.</p>	<p>I ask and answer geographical questions I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>I can use world maps, atlases and globes to identify the countries, continents and oceans studied.</p> <p>I use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>I can name and locate the world's continents and oceans.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p>
To investigate patterns	<p>I describe what sort of things I see in a place or environment.</p> <p>With support I can use world maps, atlases and globes to identify the United Kingdom</p>	<p>I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p>	
To communicate geographically	<p>I can use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>I can name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>I can use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop 	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use

National Curriculum Links

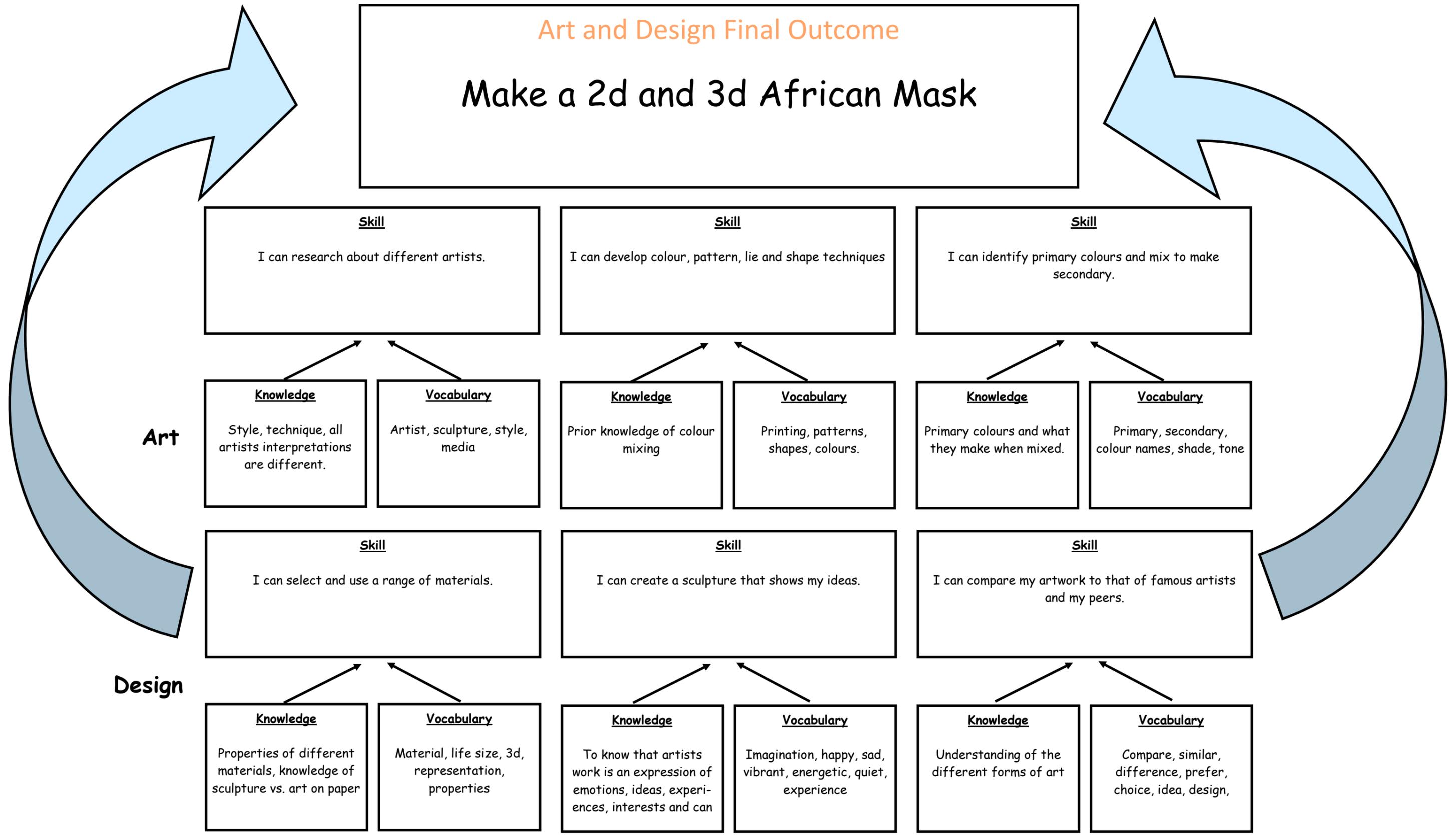
- NC1: To use a range of materials creatively to design and make products
- NC2: To use **drawing**, **painting** and **sculpture** to share their ideas, experiences and imagination
- NC3: To develop techniques in using colour, pattern, texture, line, shape, form and space
- NC4: To learn about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and making links to their own

Art and Design

As artist we will explore the work of Jimoh Buraimo and look at how he uses colour to create art that is inspired by Africa. We will learn how to use different painting and drawing and mix colour to enhance our creations. We will also look at the artwork of Goncalo Mabunda and how he uses everyday objects to create sculptures to represent African traditions. We will look at other artists from Africa to explore texture, line, shape and form to create our own inspirational art.

Art and Design Final Outcome

Make a 2d and 3d African Mask



Skill
I can research about different artists.

Skill
I can develop colour, pattern, line and shape techniques

Skill
I can identify primary colours and mix to make secondary.

Knowledge
Style, technique, all artists interpretations are different.

Vocabulary
Artist, sculpture, style, media

Knowledge
Prior knowledge of colour mixing

Vocabulary
Printing, patterns, shapes, colours.

Knowledge
Primary colours and what they make when mixed.

Vocabulary
Primary, secondary, colour names, shade, tone

Skill
I can select and use a range of materials.

Skill
I can create a sculpture that shows my ideas.

Skill
I can compare my artwork to that of famous artists and my peers.

Knowledge
Properties of different materials, knowledge of sculpture vs. art on paper

Vocabulary
Material, life size, 3d, representation, properties

Knowledge
To know that artists work is an expression of emotions, ideas, experiences, interests and can

Vocabulary
Imagination, happy, sad, vibrant, energetic, quiet, experience

Knowledge
Understanding of the different forms of art

Vocabulary
Compare, similar, difference, prefer, choice, idea, design,

Art

Design

National Curriculum Links Design and Technology

Food and Cookery

NC9: use the basic principles of a healthy and varied diet to prepare dishes

NC10: understand where food comes from.

Design

NC1: To design purposeful, functional, appealing products for themselves and other users based on design criteria

Make

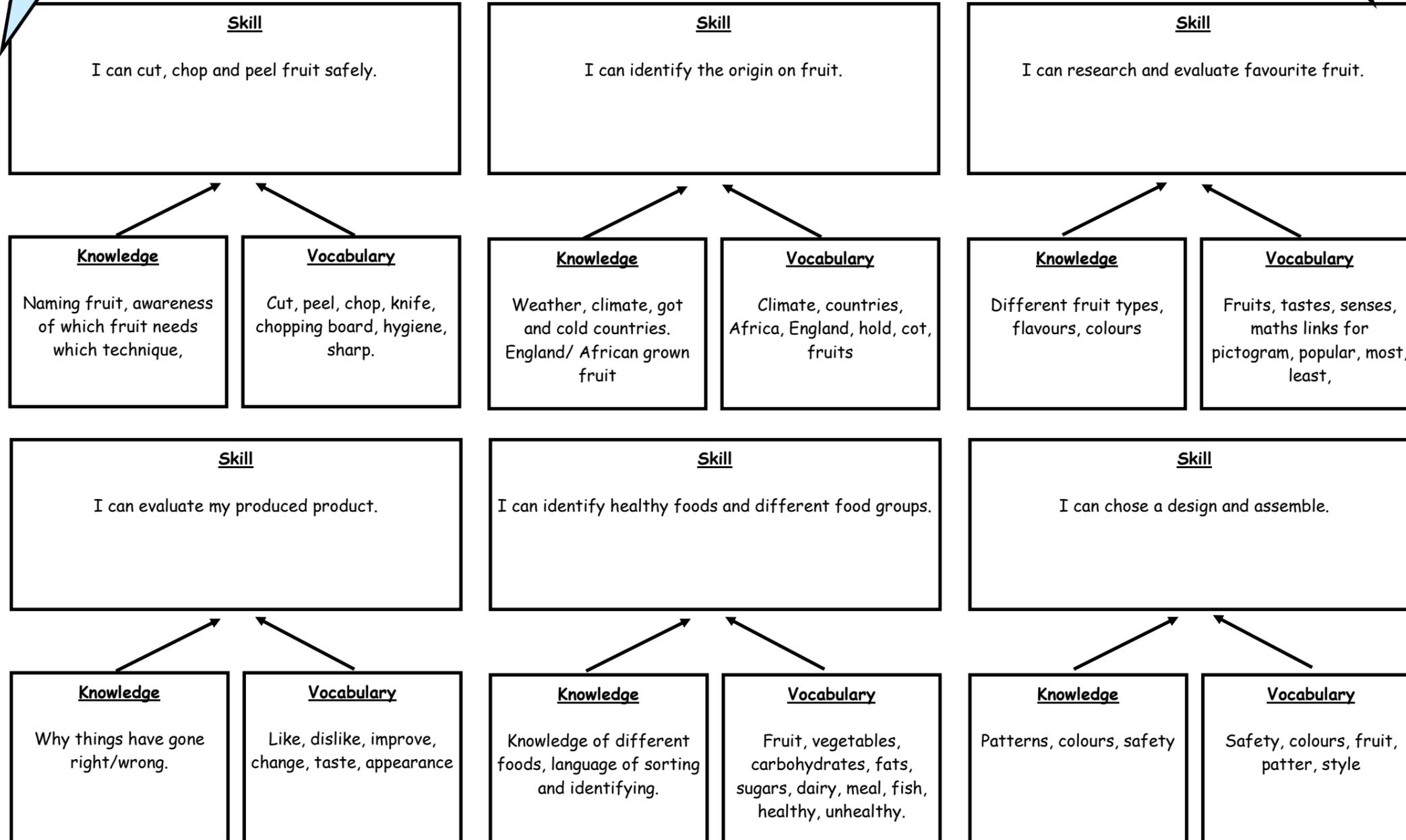
NC4: To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Design and Technologists

As Designers we will research where our food comes from. We will look at the types of climates that different foods need to be able to grow. We will look at recipes that including exotic fruits. We will look at a healthy diet and use the principles of this to make a variety of different menus, including fruit kebabs using fruits found in Africa. We will plant and grow some of our own healthy food.

Design Technology Final Outcome

To produce a fruit kebab that looks appealing





Art and Design



Objective	Emerging	Expected	Exceeding
To develop ideas	<p>I respond to ideas and starting points</p> <p>I explore some materials and methods</p>	<p>I explore lots of different materials as ideas develop</p> <p>I explore ideas and collect visual information</p>	<p>Develop ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources.</p> <p>Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language</p>
To master techniques	<p>I can join simple objects together</p> <p>I can use rolled up paper, straws, paper, card as materials.</p> <p>I can use techniques such as rolling and cutting</p> <p>I can add colour, pattern and texture to objects</p> <p>I can draw lines of different sizes and thickness.</p> <p>I am starting to colour inside the lines</p>	<p>I use a combination of shapes.</p> <p>I can include lines and texture.</p> <p>I use rolled up paper, straws, paper, card and clay as materials.</p> <p>I can use techniques such as rolling, cutting, moulding and carving showing control in the methods and materials I use in my work</p> <p>I can colour (own work) neatly following the lines.</p> <p>I can show pattern and texture by adding dots and lines.</p>	<p>I use a combination of shapes.</p> <p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>Include texture that conveys feelings, expression or movement.</p> <p>Use clay and other mouldable materials.</p> <p>Add materials to provide interesting detail.</p> <p>Use different hardnesses of pencils to show line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p>
To take inspiration from the greats	<p>I can talk in a group about the work of notable artists, artisans and designers.</p> <p>I can use some of the ideas of artists studied to create pieces</p>	<p>I can show different tones by using coloured pencils.</p> <p>I can describe the work of notable artists, artisans and designers.</p> <p>I can use some of the ideas of artists studied to create pieces.</p>	

Objective	Emerging	Expected	Exceeding
To master practical skills	<p>I think of ideas for purposeful designs.</p> <p>I use tools and manipulate materials with help when needed</p>	<p>I design products that have a clear purpose and an intended user.</p> <p>I make products, refining the design as work progresses</p>	<p>Design with purpose by identifying opportunities to design.</p> <p>Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design.</p>
To design, make, evaluate and improve	<p>Food</p> <p>I have made a food product.</p> <p>I know that I have to wash my hands and keep work surfaces clean when preparing food.</p> <p>With support I measure or weigh ingredients</p> <p>I use models pictures and words to say what I want to do next</p> <p>I talk about my own and others work and describe how a product works.</p> <p>With help I suggest how work could be improved</p>	<p>Food</p> <p>I cut, peel or grate ingredients safely and hygienically.</p> <p>I can measure or weigh using measuring cups or electronic scales.</p> <p>I assemble or cook ingredients.</p> <p>I explore objects and designs to identify likes and dislikes of the designs.</p> <p>I suggest improvements to existing designs.</p> <p>I explore how products have been created.</p>	<p>Food</p> <p>Prepare ingredients hygienically using appropriate utensils.</p> <p>Measure ingredients to the nearest gram accurately. Follow a recipe.</p> <p>Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p> <p>Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</p> <p>Improve upon existing designs, giving reasons for choices.</p> <p>Disassemble products to understand how they work.</p>

National Curriculum Links

NC1: To use their voices expressively by singing songs and speaking chants and rhymes
NC2: To play tuned and un-tuned instruments musically
NC3: To listen with concentration and understanding to a range of high-quality live and recorded music

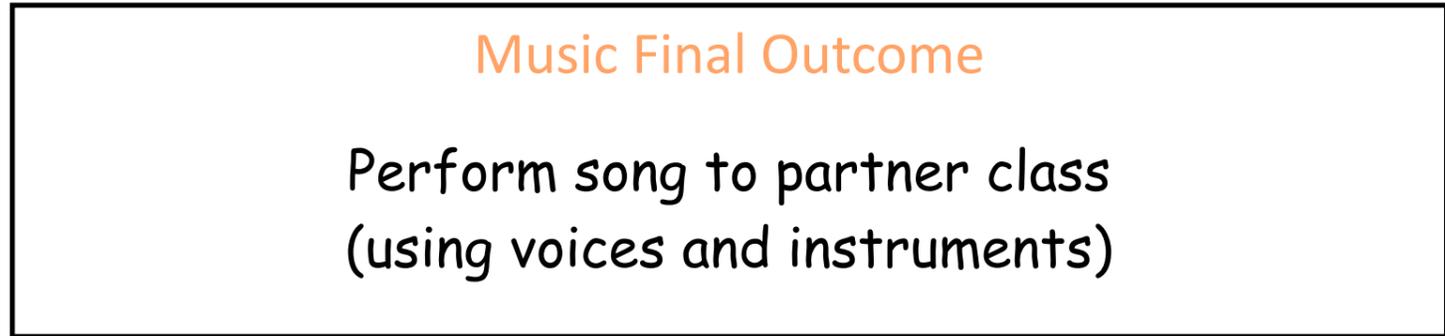
Music

(Yr1) Unit Title: *In the Groove/Round and Round*
(Yr2) Unit Title: *I want to play in a band/Zootime*

As Musicians we will explore different music and musical styles/instruments. We will learn to listen to each other as we play as an ensemble and sing as a class. We will learn about different genres from Rock to Reggae. We will listen to the way that composers create feelings within a piece. We will sing together and

Music Final Outcome

Perform song to partner class
(using voices and instruments)



Skill
I can sing with others, following the melody.

Skill
I can follow instructions of how and when to sing or plan and instrument.

Skill
I can make and control long and short sounds with my voice and instruments.

Knowledge
What a song is. How to change voice to sign.

Vocabulary
Tune, rhythm, timing, melody

Knowledge
All words and instruments have a time in a song so it all fits together

Vocabulary
Time, tune, verse, chorus, beat, instrument names

Knowledge
How to use long and short sounds with voice.
How instruments work.

Vocabulary
Long, short, control, voice, instrument,

Skill
I can create a sequence of long and short sounds.

Skill
I can clap rhythms.

Skill
I can use symbols to represent a composition and use them to help with a performance.

Knowledge
How to use short and long sounds for effect.
Purpose of a song.

Vocabulary
Song, tune, long, short, compose, listen, rhythm

Knowledge
To understand songs have a rhythm which they follow

Vocabulary
Clap, pause, rhythm, tune, timing, beat, repeat, chorus, verse

Knowledge
Understanding of how music is written and read with symbols.

Vocabulary
Note, voice, instrument, beat, tune, timing, repeat, short, long, loud, soft



Art and Design



Objective	Emerging	Expected	Exceeding
To perform	<p>Begin to build a repertoire of songs.</p> <p>Explore the different sounds of musical instruments.</p> <p>Understand and respond to words, symbols and signs that relate to tempo, dynamics and pitch, e.g. faster, slower, louder, higher and lower.</p>	<p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch.</p>	<p>Sing from memory with accurate pitch</p> <p>Maintain a simple part within a group</p> <p>Pronounce words within a song clearly</p> <p>Show control of voice</p> <p>Play notes on an instrument with care so that they are clear</p>
To compose	<p>Create own simple compositions, carefully selecting sounds.</p> <p>Make and communicate choice when performing, playing, composing, listening and appraising.</p> <p>Create simple graphic scores using pictures or symbols.</p>	<p>Create a sequence of long and short sounds.</p> <p>Clap rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect.</p> <p>Create short, musical patterns.</p> <p>Create short, rhythmic phrases.</p>	<p>Perform with control and awareness of others</p> <p>Compose and perform melodic songs</p> <p>Use sound to create abstract effects</p> <p>Create repeated patterns with a range of instruments</p> <p>Create accompaniments for tunes</p> <p>Use drones as accompaniments</p> <p>Choose, order, combine and control sounds to create an effect</p> <p>Use digital technologies to compose pieces of music</p>
To transcribe	<p>Use a growing musical vocabulary of words, signs or symbols to describe what is played and heard.</p>	<p>Use symbols to represent a composition and use them to help with a performance.</p>	<p>Devise non-standard symbols to indicate when to play and rest.</p> <p>Recognise the notes EGBDF and FACE on the musical staff.</p>
To describe	<p>Listen carefully to music.</p>	<p>Identify the beat of a tune</p> <p>Recognise changes in timbre, dynamics and pitch</p>	<p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p> <p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p>

National Curriculum Links

NC1: To 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
NC2: To participate in team games, developing simple tactics for attacking and defending
NC3: To perform dances using simple movement patterns.

PE

We will develop different ways of moving through practising our dance and gymnastic skills.
We will put together a short performance to showcase to our parents or another class.
I tennis we will learn to hit the ball accurately, catch and how to hold a tennis tournament.

Skill

I can copy dance moves.

Skill

I can make up a short dance.

Skill

I can roll, curl, travel and balance in different ways.

Final Outcome

To showcase a final routine to partner class/assembly.

Knowledge

To understand that a dance is a collection of moves performed in a sequence.

Vocabulary

Copy, stretch, move, push, curl, roll, step, stamp, repeat

Knowledge

A dance is a sequence of moves.

Vocabulary

Stretch, move, push, curl, roll, step, stamp, repeat

Knowledge

To know how to roll and balance and travel in a variety of ways safely.

Vocabulary

Space, safely, slow, fast, copy, stretch, move, push, curl, roll, step, stamp, repeat

Skill

I can throw a ball underarm

Skill

I can hit a ball with a racket

Skill

I can throw and catch with both hands.

Final Outcome

To take part in a tennis match.

Knowledge

What is meant by throwing a ball and that it should be thrown with a target in mind.

Vocabulary

Throw, underarm, overarm, target, hold, aim

Knowledge

The racket is intended to hit the ball. The ball should move towards the other player.

Vocabulary

Racket, ball, target, aim, hit, pressure

Knowledge

To know that you must watch where the ball is travelling and forward think.

Vocabulary

Catch, hands, close, watch, control



PE



Emerging	Expected	Exceeding
	<p style="text-align: center;">Dance</p> <p style="text-align: center;">I can move to music I can copy dance moves I can perform my own dance moves I can make up a short dance I can move safely in a space.</p> <p style="text-align: center;">Gymnastics</p> <p style="text-align: center;">I can make my body curled, tense, stretched and relaxed. I can control my body when travelling and balancing. I can copy sequences and repeat them. I can roll, curl, travel and balance in different ways.</p> <p style="text-align: center;">Tennis</p> <p style="text-align: center;">I can throw under arm I can hit a ball with a racket I can move and stop safely I can throw and catch with both hands</p>	<p style="text-align: center;">Dance</p> <p style="text-align: center;">Take the lead part when working with a partner in a group. Use dance to communicate a idea</p> <p style="text-align: center;">Gymnastics</p> <p style="text-align: center;">Work in a controlled way Include change of speed and direction Include a range of shapes Work with a partner to create, repeat and improve a sequence with at least three phases.</p> <p style="text-align: center;">Tennis</p> <p style="text-align: center;">Catch with one hand. Throw and catch accurately. Hit a ball accurately with control. Vary tactics and adapt skills depending on what is happening in a match.</p>

Spring 1

Year 1 - Gymnastics/Dance

Year 2 - Gymnastics

Spring 2

Year 1 - Basic skills/ striking and fielding

Year 2- Tennis and multi skills



KS1

Computing



National Curriculum Links Computing

NC3—Create and debug simple programs
 NC4 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
 NC6 - 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.

Computing - Puzzling Times

Overview: As digital creators we will develop skills, knowledge and strategies to design and create our own game. We will create a puzzle game that will appeal to a younger audience (4-6 year olds). We will make digital posters about our games and design a digital 'Top Trumps' card about one of the characters from the game. All of our ideas will be collated in a digital 'Game Design Book'. Our games will fit with our 'Let's Go Wild' theme with the characters created all linked to animals we have been learning about in. We will then create invitations for younger children in the school to play our games.

Skill

I can explain simple rules and give examples to keep us safe and healthy when using technology.
 (Digital Literacy)

Skill

I can design and draw characters for a game using a variety of digital painting tools.
 (Information Technology)

Skill

I can design and create a program for others to play.
 (Computer Science)

Knowledge

- Spending too much time on technology can mean we do not get enough exercise.
- Using technology before bed can make it difficult for us to sleep.
- How a 'Candy Crush' style game works.
- It is important to take regular breaks from using technology.
- Understand how to look after technology. E.g. keep liquids away, do not drop hand-held tech.

Vocabulary

- Time limits
- Rest breaks
- Healthy
- Technology
- Tablet
- iPad
- Phones
- Puzzle Games

Knowledge

- Know how to navigate the app 'Sketch Nation'
- Know how to navigate the app 'Book Creator'
- Know how to select the drawing tool in 'Book Creator'
- Know how to change the colour of the drawing pen and the thickness of lines in the app 'Book Creator'
- Know how to use the drawing tools in the app 'Sketch Nation' (fill, pen, eraser and colour change)

Vocabulary

- Background
- Eraser
- Fill tool
- Size tool
- Character
- Game Piece
- Edit

Knowledge

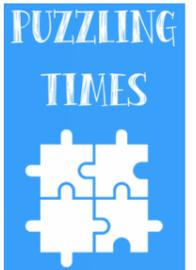
- Know how to use the app 'Sketch Nation'.
- Know how to use basic features of the app 'Book Creator'.
- Know how to change simple settings of a game.
- To understand the target audience and know their needs.

Vocabulary

- Puzzle Game
- Audience
- Design
- Develop
- Book Creator
- Sketch Nation

Final Outcome

We will design and create our own 'Candy Crush' style puzzle game for the youngest children in our school. The game will have a 'wild animal' theme and will be colourful and engaging. Throughout the project we will create a digital book to collect our ideas and





Other Curriculum Elements



Enterprise drivers

- E4 Effective Communication
- E11 Making Ethical Decisions
- E12 Financial Literacy
- E13 Product and Service

To organise and promote a Sculpture exhibition. To make sculptures and invite parents to a 'gallery' event. During the event sell refreshments, including fruit salads with ingredients from around the world. Money raised to sponsor a Lion at the Yorkshire Wildlife Park

British Values and SMSC

We will fundraise to adopt an African animal and discuss the difficulties faced by the animals in captivity. We will vote for the type of animal we wish to adopt as a class.

RE

Year 1 - Jesus as a friend (Christianity)
Was it always easy for Jesus to show friendship?

Year 2 - Passover (Judaism)
How important is it for Jewish people to do what God asks them to do?

Jigsaw PSHE

Dreams and Goals

To talk about how it feels to succeed in a new challenge and how to celebrate this

Healthy Me

To talk about my amazing body and how I need to keep it healthy