

Areas of learning

As **Historians** we will be looking at the history of the Carnival particularly in relation to Somerset and Rio. We will also be comparing and contrasting seaside holidays now and in the past – using a variety of different sources.

As **Geographers** we will be naming and locating the main continents and oceans of the world, focussing on South America and Brazil in particular. We will also look at two contrasting localities – Glastonbury and Rio and compare the two, describing both physical and human features of the environment.

As **Scientists** we will be looking at seaside creatures and their habitats. We will also be considering variation and sorting the sea creatures according to different criteria.

As **Artists and Designers** we will be drawing lines to re-create the sea and the waves. We will also be looking at famous artist's seascapes and attempt to recreate our own. In our painting we will be mixing different shades of blue. We will be collaging under the sea scenes. We will also be investigating, designing, making and evaluating our own pair of sunglasses.

As **Musicians** we will be listening to and learning sea shanties.

PSHE: Safety Education through a Health and Safety Enrichment week
R.E: Rules and Choices
P.E: Multi-Skills and Athletics
Fun with Languages

Enterprise

As enterprising people we will:

be planning our own Squash and Biscuits fundraising event with an 'Under the Sea ' theme.

Rights Respecting

As Rights Respecting citizens we will:

Consider children's right to play at the seaside in the past.
Article 31 - UNCRC
'All children have a right to relax and play, and to join in a wide range of activities'

World and Community

As members of our world and wider community we will:

Appreciate the wonders of the sea and those creatures that live there

Spiritual and Moral

In our spiritual and moral development we will:

Consider the importance of rules within religion and everyday life and consider our own choices in relation to this.

Under the Sea/Rio

Art and Design

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

Music

Pupils should be taught to:
* use their voices expressively and creatively by singing songs and speaking chants and rhymes
• play tuned and untuned instruments musically
• listen with concentration and understanding to a range of high-quality live and recorded music
* experiment with, create, select and combine sounds using the inter-related dimensions of music.

PE

- Athletics
- Games
- To develop practical skills in order to participate, compete and lead a healthy lifestyle

Design and Technology

When designing and making, pupils should be taught to:

Design
Make
Evaluate
Technical Knowledge

Pupils should be taught about:

- significant places in their own locality – Clevedon Pier (the only structurally intact Grade 1 listed pier in the whole of the country)
- changes within living memory and beyond. Where appropriate, these should be used to reveal aspects of change in national life – seaside holidays in the past
- events beyond living memory that are significant nationally or globally .For example, the Olympic Games link to London 2012 and Rio 2016

Geography

Pupils should be taught to:

- identify seasonal and daily weather patterns in the location of cold areas of the world in relation to the Equator
- * 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 - Rio
- * use basic geographical vocabulary to refer to:
- * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Science

Pupils should be taught to:

- * explore and compare the differences between things that are living, dead, and things that have never been alive
- * 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
- * identify and name a variety of plants and animals in their habitats, including micro-habitats
- * 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.
- * observe changes across the four seasons*
- * observe and describe weather associated with the seasons and how day length varies
- * **non statutory for Y2 in Y1*

Computing

Programming

Program a robot or software to do a particular task/Use programming software to make objects move/Tell you the order I need to do things to make something happen and talk about this as an algorithm/Watch a program execute and spot where it goes wrong so that I can debug it.

Technology in our Lives

Tell you why I use technology in my home and community./Identify benefits of using technology including communicating with others/Start to understand that other people have created the information I use.

e-Safety

Talk about why I should go online for a short amount of time./Describe the things that happen online that I must tell an adult about./Know that not everyone is who they say they are on the Internet/Talk about why it is important to be kind and polite online and in real life

Handling Data

Tell you what kind of information I could use to help me investigate a question/Start to understand a branching database

Multimedia

Use technology to organise and present my ideas in different ways./Use the keyboard on my device to add, delete and space text for others to read/Save and open files on the device I use.

PSHE / Rights Respecting

To try new things
Work hard
Concentrate
Push themselves

Imagine
Improve
Understand Others
Not others

History

Aims

To investigate and interpret the past

Milestone 1

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented.

Milestone 2

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.

Basic Skills / Lesson Ideas

Find out about seaside holidays in Victorian times and in the 1920's using old photographs and the Milly Molly Mandy stories

To build an overview of world history

- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.

- Describe changes that have happened in the locality of the school throughout history.
- Give a broad overview of life in Britain from ancient until medieval times.
- Compare some of the times studied with those of other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children

Describe the history of Clevedon Pier and link to seaside holidays in Victorian times

History

Aims

Milestone 1

Milestone 2

Basic Skills / Lesson Ideas

To understand chronology

- Place events and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives.
- Use dates where appropriate.

- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.

Sequence seaside holidays in the past linked to advance of transport

To communicate historically

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace

- Use appropriate historical vocabulary to communicate, including:
 - dates
 - time period
 - era
 - change
 - chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Share and present information found out during independent research

Aims

Milestone 1

Milestone 2

Basic Skills / Lesson Ideas

To investigate places

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name and locate the world's continents and oceans

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- 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.
- Use a range of resources to identify the key physical and human features of a location.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of Europe and identify their main physical and human characteristics.

Locate the 7 continents of the world and the 4 main oceans on a world map. Identify Brazil and Rio in South America. Begin to describe the climate and countryside in South America.

To investigate patterns

- 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.
- 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.
- Identify land use around the school

- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
- Describe geographical similarities and differences between countries.
- Describe how the locality of the school has changed over time.

Look at average temperature in Glastonbury compared to that in Rio. Link to the equator.

Aims

To communicate geographically

Milestone 1

- Use basic geographical vocabulary to refer to:
- **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.
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

Milestone 2

- Describe key aspects of:
- **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
- **human geography**, including: settlements and land use.
- Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

Basic Skills / Lesson Ideas

Compare key physical and human features of Rio and Glastonbury. Make a simple map of Glastonbury and Rio in relation to the UK and Brazil

Aims

Milestone 1

Milestone 2

Basic Skills / Lesson Ideas

To work scientifically

- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions

- Ask relevant questions.
- Set up simple practical enquiries and comparative and fair tests.
- Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings.

To understand plants

- Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.
- Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.
- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

- Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Name and identify different types of plants that you would find by the sea and under the sea.

Aims

Milestone 1

Milestone 2

Basic Skills / Lesson Ideas

To understand animals and humans

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).
- Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene

- Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Identify that humans and some animals have skeletons and muscles for support, protection and movement.
- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions

Identify and name a wide variety of different sea creatures. Describe basic needs.

To investigate living things

- Explore and compare the differences between things that are living, that are dead and that have never been alive.
- 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

- Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups.
- Give reasons for classifying plants and animals based on specific characteristics.
- Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats

Look at the different habitats of different sea creatures and compare and contrast. E.g. rock pools, shore, deep sea

Aims

Milestone 1

Milestone 2

Basic Skills/Lesson Ideas

To code

Control motion by specifying the number of steps to travel, direction and turn

- Add text strings, show and hide objects and change the features of an object.

Select sounds and control when they are heard, their duration and volume

Control when drawings appear and set the pen colour, size and shape

Specify user inputs (such as clicks) to control events

- Specify the nature of events (such as a single event or a loop).

Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).

- Use specified screen coordinates to control movement.
 - Set the appearance of objects and create sequences of changes.
 - Create and edit sounds. Control when they are heard, their volume, duration and rests.
 - Control the shade of pens
 - Specify conditions to trigger events.
 - Use IF THEN conditions to control events or objects
 - Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).
 - Use variables to store a value.
 - Use the functions define, set, change, show and hide to control the variables
 - Use the Reporter operators
- () + ()
 () - ()
 () * ()
 () / () to perform calculations.

Drawing 2d shapes with Beebots/Roamer
 Creating shapes with 2Go including work on debugging

To connect

Participate in class social media accounts.

- Understand online risks and the age rules for sites

- Contribute to blogs that are moderated by teachers.
- Give examples of the risks posed by online communications.
- Understand the term 'copyright'.
- Understand that comments made online that are hurtful or offensive are the same as bullying.
- Understand how online services work.

Quadblogging and E Safety posters –

Computing

Aims

Milestone 1

Milestone 2

Basic Skills/Lesson Ideas

To communicate

Use a range of applications and devices in order to communicate ideas, work and messages.

Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.

Pic Collage posters on tablets
Quadblogging

To collect

Use simple databases to record information in areas across the curriculum.

Devise and construct databases using applications designed for this purpose in areas across the curriculum.

Shapes – 2graph, 2investigate and furbles

Aims	Bronze	Silver	Basic Skills/Lesson Ideas
<p>To try new things</p> <p>To work hard</p>	<ul style="list-style-type: none"> • Try new things with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest. <ul style="list-style-type: none"> • Work hard with the help of others. • Enjoy the results of effort in areas of interest. • Take encouragement from others in areas of interest 	<ul style="list-style-type: none"> • Try new things when encouraged. • Enjoy new experiences. • Join clubs or groups. • Talk about new experiences with others <ul style="list-style-type: none"> • Enjoy working hard in a range of activities. • Reflect on how effort leads to success. • Begin to encourage others to work hard 	
<p>To concentrate</p> <p>To push themselves</p>	<ul style="list-style-type: none"> • Give attention to areas of interest. • Begin to 'tune out' distractions. • Begin to show signs of concentration. • Begin to seek help when needed <ul style="list-style-type: none"> • Express doubts and fears. • Explain feelings in uncomfortable situations. • Begin to push past fears (with encouragement). • Listen to people who try to help. • Begin to try to do something more than once 	<ul style="list-style-type: none"> • Focus on activities. • 'Tune out' some distractions. • Search for methods to help with concentration. • Develop areas of deep interest <ul style="list-style-type: none"> • Begin to understand why some activities feel uncomfortable. • Show a willingness to overcome fears. • Push past fears and reflect upon the emotions felt afterwards. • Begin to take encouragement and advice from others. • Keep trying after a first attempt. 	

Aims	Bronze	Silver	Basic Skills/Lesson Ideas
<p>To imagine</p> <p>To improve</p>	<ul style="list-style-type: none">• With help, develop ideas.• Respond to the ideas of others'.• Respond to questions about ideas.• Act on some ideas <ul style="list-style-type: none">• Share with others likes about own efforts.• Choose one thing to improve (with help).• Make a small improvement (with help).	<ul style="list-style-type: none">• Begin to enjoy having new ideas.• Show some enthusiasm for the ideas of others.• Ask some questions in order to develop ideas.• Show enjoyment in trying out some ideas <ul style="list-style-type: none">• Share with others a number of positive features of own efforts.• Identify a few areas for improvement.• Attempt to make improvements.	
<p>To understand others</p> <p>To not give up</p>	<ul style="list-style-type: none">• Show an awareness of someone who is talking.• Show an understanding that ones own behaviour affects other people.• Listen to other people's point of view <ul style="list-style-type: none">• Try again with the help of others.• Try to carry on even if a failure causes upset.• Keep going in activities of interest.• Try to think of oneself as lucky.	<ul style="list-style-type: none">• Listen to others, showing attention.• Think of the effect of behaviour on others before acting.• Describe the points of view of others. <ul style="list-style-type: none">• Find alternative ways if the first attempt does not work.• Bounce back after a disappointment or failure.• Show the ability to stick at an activity (or a club or interest).• See oneself as lucky.	

Aims

Milestone 1

Milestone 2

Basic Skills/Lesson Ideas

To develop ideas

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop

- Develop ideas from starting points throughout the curriculum.
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language

To take inspiration from the greats (classic and modern)

- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others.

Look at the work of Turner in particular his seascapes. Use his ideas to make own seascapes.

Aims

Milestone 1

Milestone 2

Basic Skills/Lesson Ideas

Collage:
To master techniques

- Use a combination of materials that are cut, torn and glued.
- Sort and arrange materials.
- Mix materials to create texture

- Select and arrange materials for a striking effect.
- Ensure work is precise.
- Use coiling, overlapping, tessellation, mosaic and montage

Collage Seascapes and work on the rainbow fish

Painting:
To master techniques

- Use thick and thin brushes.
- Mix primary colours to make secondary.
- Add white to colours to make tints and black to colours to make tones.
- Create colour wheels.

- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Mix colours effectively.
- Use watercolour paint to produce washes for backgrounds then add detail.
- Experiment with creating mood with colour

Colour mixing to recreate sea

Sculpture:
To master techniques

- Use a combination of shapes.
- Include lines and texture.
- Use rolled up paper, straws, paper, card and clay as materials.
- Use techniques such as rolling, cutting, moulding and carving.

- Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
- Include texture that conveys feelings, expression or movement.
- Use clay and other mouldable materials.
- Add materials to provide interesting detail.

Digital Media
To master techniques

- Use a wide range of tools to create different textures, lines, tones, colours and shapes

- Create images, video and sound recordings and explain why they were created.

Aims

Milestone 1

Milestone 2

Basic Skills/Lesson Ideas

Drawing:
To master techniques

- Draw lines of different sizes and thickness.
- Colour (own work) neatly following the lines.
- Show pattern and texture by adding dots and lines.
- Show different tones by using coloured pencils.

- Use different hardnesses of pencils to show line, tone and texture.
- Annotate sketches to explain and elaborate ideas.
- Sketch lightly (no need to use a rubber to correct mistakes).
- Use shading to show light and shadow.
- Use hatching and cross hatching to show tone and texture.

Drawing different sea creatures investigating pattern, texture and tone

Textiles
To master techniques

- Use weaving to create a pattern.
- Join materials using glue and/or a stitch.
- Use plaiting.
- Use dip dye techniques

- Shape and stitch materials.
- Use basic cross stitch and back stitch.
- Colour fabric.
- Create weavings.
- Quilt, pad and gather fabric

Print:
To master techniques

- Use repeating or overlapping shapes.
- Mimic print from the environment (e.g. wallpapers).
- Use objects to create prints (e.g. fruit, vegetables or sponges).
- Press, roll, rub and stamp to make prints.

- Use layers of two or more colours.
- Replicate patterns observed in natural or built environments.
- Make printing blocks (e.g. from coiled string glued to a block).
- Make precise repeating patterns.

Use sponge shapes to create wave pictures

Aims

Milestone 1

Milestone 2

Basic Skills/Lesson Ideas

Food:
To master
practical skills

- Cut, peel or grate ingredients safely and hygienically.
- Measure or weigh using measuring cups or electronic scales.
- Assemble or cook ingredients.

- Prepare ingredients hygienically using appropriate utensils.
- Measure ingredients to the nearest gram accurately.
- Follow a recipe.
- Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).

See separate Enrichment Day
planning

Textiles
To master
practical skills

- Shape textiles using templates.
- Join textiles using running stitch.
- Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).

- Understand the need for a seam allowance.
- Join textiles with appropriate stitching.
- Select the most appropriate techniques to decorate textiles

Materials:
To master
practical skills

- Cut materials safely using tools provided.
- Measure and mark out to the nearest centimetre.
- Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).
- Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).

- Cut materials accurately and safely by selecting appropriate tools.
- Measure and mark out to the nearest millimetre.
- Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).
- Select appropriate joining techniques

Design and make own sunglasses

Electricals and
electronics:
To master
practical skills

- Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).

- Create series and parallel circuits

Aims	Milestone 1	Milestone 2	Basic Skills/Lesson Ideas
<p>Computing: To master practical skills</p> <p>Mechanics: To master practical skills</p>	<ul style="list-style-type: none"> • Model designs using software • Create products using levers, wheels and winding mechanisms 	<ul style="list-style-type: none"> • Control and monitor models using software designed for this purpose. • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). 	<p>See separate Enrichment Day planning</p>
<p>Construction: To master practical skills</p> <p>To design, make, evaluate and improve</p>	<ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design 	<ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. 	<p>Design and Make own sunglasses</p>

Aims

To take inspiration from design throughout history

Milestone 1

- Explore objects and designs to identify likes and dislikes of the designs.
- Suggest improvements to existing designs.
- Explore how products have been created.

Milestone 2

- Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.
- Improve upon existing designs, giving reasons for choices.
- Disassemble products to understand how they work

Basic Skills/Lesson Ideas

Examine different styles of sunglasses for research into best sunglasses design

Aims

Milestone 1

Milestone 2

Basic Skills/Lesson Ideas

Games:
To develop practical skills in order to participate, compete and lead a healthy lifestyle

- Use the terms 'opponent' and 'team-mate'.
- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Develop tactics.
- Lead others when appropriate

- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly.
- Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).
- Pass to team mates at appropriate times.
- Lead others and act as a respectful team member

Rounders and various different team games including short tennis and kwick cricket

Dance:
To develop practical skills in order to participate, compete and lead a healthy lifestyle

- Copy and remember moves and positions.
- Move with careful control and coordination.
- Link two or more actions to perform a sequence.
- Choose movements to communicate a mood, feeling or idea

- Plan, perform and repeat sequences.
- Move in a clear, fluent and expressive manner.
- Refine movements into sequences.
- Create dances and movements that convey a definite idea.
- Change speed and levels within a performance.
- Develop physical strength and suppleness by practising moves and stretching

Aims

Gymnastics
To develop practical skills in order to participate, compete and lead a healthy lifestyle

Milestone 1

- Copy and remember actions.
- Move with some control and awareness of space.
- Link two or more actions to make a sequence.
- Show contrasts (such as small/tall, straight/curved and wide/narrow).
- Travel by rolling forwards, backwards and sideways.
- Hold a position whilst balancing on different points of the body.
- Climb safely on equipment.
- Stretch and curl to develop flexibility.
- Jump in a variety of ways and land with increasing control and balance

Milestone 2

- Plan, perform and repeat sequences.
- Move in a clear, fluent and expressive manner.
- Refine movements into sequences.
- Show changes of direction, speed and level during a performance.
- Travel in a variety of ways, including flight, by transferring weight to generate power in movements.
- Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).
- Swing and hang from equipment safely (using hands).

Basic Skills/Lesson Ideas

Athletics:
To develop practical skills in order to participate, compete and lead a healthy lifestyle

- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Develop tactics when competing with others

- Sprint over a short distance up to 60 metres.
- Run over a longer distance, conserving energy in order to sustain performance.
- Use a range of throwing techniques (such as under arm, over arm).
- Throw with accuracy to hit a target or cover a distance.
- Jump in a number of ways, using a run up where appropriate.
- Compete with others and aim to improve personal best performances

Athletics skills – see separate Pro Coaching planning

Aims

Milestone 1

Milestone 2

Basic Skills/Lesson Ideas

To perform

- Take part in singing, accurately following the melody.
- Follow instructions on how and when to sing or play an instrument.
- Make and control long and short sounds, using voice and instruments.
- Imitate changes in pitch.

- Sing from memory with accurate pitch.
- Sing in tune.
- Maintain a simple part within a group.
- Pronounce words within a song clearly.
- Show control of voice.
- Play notes on an instrument with care so that they are clear.
- Perform with control and awareness of others

Sea Shanties – Bonny Bobby Shaftoe and the Drunken Sailor

To compose

- Create a sequence of long and short sounds.
- Clap rhythms.
- Create a mixture of different sounds (long and short, loud and quiet, high and low).
- Choose sounds to create an effect.
- Sequence sounds to create an overall effect.
- Create short, musical patterns.
- Create short, rhythmic phrases.

- Compose and perform melodic songs.
- Use sound to create abstract effects.
- Create repeated patterns with a range of instruments.
- Create accompaniments for tunes.
- Use drones as accompaniments.
- Choose, order, combine and control sounds to create an effect.
- Use digital technologies to compose pieces of music

See separate enrichment day planning

To transcribe

- Use symbols to represent a composition and use them to help with a performance

- Devise non-standard symbols to indicate when to play and rest.
- Recognise the notes EGBDF and FACE on the musical staff.
- Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent

See separate enrichment day planning

To describe music

- Identify the beat of a tune.
- Recognise changes in timbre, dynamics and pitch

- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
- Evaluate music using musical vocabulary to identify areas of likes and dislikes.
- Understand layers of sounds and discuss their effect on mood and feelings.