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| BLUE ABYSS | | | | | | |
|  | ***SCIENCE*** | ***SCIENCE*** | ***ART*** | ***DESIGN & TECHNOLOGY*** | ***GEOGRAPHY*** |  |
| **Aim** | **Animals /humans (including evolution & inheritance)** | **Living things and their habitats** | **Produce creative work**  **Painting, Craft & design** | **Design prototypes (products)**  **Use tools & materials**  **Build structures** | **Location & place knowledge**  **Fieldwork – maps** |  |
| **1** | * identify & name a variety of common animals including fish, amphibians, reptiles, birds & mammals * identify & name a variety of common animals that are carnivores, herbivores & omnivores * describe & compare the structure of a variety of common animals (fish, amphibians, reptiles, birds & mammals, including pets) | * 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. | * to use a range of materials creatively to design and make products * to use painting to develop and share their ideas, experiences and imagination | * design purposeful, functional, appealing products for themselves and other users based on design criteria * select from and use a range of tools and equipment to perform practical tasks * build structures, exploring how they can be made stronger, stiffer and more stable | * name and locate the world’s seven continents and five oceans * understand geographical similarities and differences through studying an area in a contrasting non-European country and Walsall. * 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 |  |
| **2** | * identify that animals, including humans, need the right types & amount of nutrition, & that they cannot make their own food; they get nutrition from what they eat * construct & interpret a variety of food chains, identifying producers, predators & prey. * identify some animals have skeletons and muscles for support, protection and movement. | * recognise that living things can be grouped in a variety of ways * explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment * recognise that environments can change and that this can sometimes pose dangers to living things. | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * understand and use mechanical systems in their products | * locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and countries. * understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom (Walsall) and non-European country. * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |  |
| WRIGGLE AND CRAWL | | | | | | |
|  | ***SCIENCE*** | ***SCIENCE*** | ***GEOGRAPHY*** | ***DESIGN & TECHNOLOGY*** | ***COMPUTING*** |  |
| **Aim** | **Plants** | **Animals including humans**  **Evolution and inheritance** | **Mapping skills**  **Observe, measure and record geography** | **Design prototypes (products)**  **Use appropriate tools and materials**  **Build structures** | **Abstraction**  **Design, write and debug**  **Writing computer programmes** |  |
| **1** | * identify and name a variety of common wild and garden plants, including deciduous and evergreen trees * identify and describe the basic structure of a variety of common flowering plants, including trees * 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. | * *Observe closely, using simple equipment* * Identify and classify mini beasts * find out about and describe the basic needs of animals, including humans, for survival (water, food and air) | * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key * use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map * use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | * design purposeful, functional, appealing products for themselves and other users based on design criteria * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics * explore and evaluate a range of existing products * evaluate their ideas and products against design criteria | * understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions * create and debug simple programs |  |
| **2** | * identify and describe the functions of different parts of flowering plants: roots, stem/trunk, 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 part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | * *making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers* * *gathering, recording, classifying and presenting data in a variety of ways to help in answering questions* * notice that animals, including humans, have offspring which grow into adults * identify that humans and some other animals have skeletons and muscles for support, protection and movement. * construct and interpret a variety of food chains, identifying producers, predators and prey. | * use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. * use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * use sequence, selection, and repetition in programs; work with variables and various forms of input and output |  |
| RIO DE VIDA | | | | | | |
|  | ***SCIENCE*** | ***SCIENCE*** | ***GEOGRAPHY*** | ***ART*** | ***MUSIC*** |  |
| **Aim** | **Forces (including magnets)**  **Seasons** | **Sound**  **Electricity** | **Locational knowledge**  **Human geography (Land use, economy, resources)** | **Cultural art**  **Craft and design**  **Evaluate and Analyse** | **Perform, listen to to & evaluate music: Play instruments: Compose music: Inter-related dimensions of music** |  |
| **1** | * observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies. | * Identify how different sounds were made. * Investigate volume and pitch * identify common appliances that run on electricity | * name and locate the world’s seven continents and five oceans * understand geographical similarities and differences through studying the human & physical geography of a small area of the United Kingdom, and of a contrasting non-European country * key human features, including city, town, village, , , house, office, port, harbour and shop | * 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. | * 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. |  |
| **2** | * compare how things move on different surfaces * notice that some forces need contact between two objects, but magnetic forces can act at a distance * observe how magnets attract or repel each other and attract some materials and not others * compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials * describe magnets as having two poles * predict whether two magnets will attract or repel each other, depending on which poles are facing. | * identify how sounds are made, associating some of them with something vibrating * recognise that vibrations from sounds travel through a medium to the ear * find patterns between the pitch of a sound and features of the object that produced it * find patterns between the volume of a sound and the strength of the vibrations that produced it * recognise that sounds get fainter as the distance from the sound source increases. * construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers * identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery | * locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists and designers in history. | * listen with attention to detail and recall sounds with increasing aural memory * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and musicians * improvise and compose music for a range of purposes using the inter-related dimensions of music * develop an understanding of the history of music. |  |
| GODS & MORTALS | | | | | | |
|  | ***SCIENCE*** | ***GEOGRAPHY*** | ***HISTORY*** | ***HISTORY*** | ***ART*** |  |
| **Aim** | **Earth and space**  **Light** | **Locational knowledge**  **Place knowledge** | **Chronology**  **Ancient civilizations** | **Achievements and follies of mankind**  **Historical concepts** | **Sculpture**  **Artists, craft makers & designers**  **Historical art** |  |
| **1** | * Understand seasons compared to the position of the earth. * recognise that they need light in order to see things and that dark is the absence of light * recognise that light from the sun can be dangerous and that there are ways to protect their eyes | * name and locate the world’s seven continents and five oceans * understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country | * develop an awareness of the past, using common words and phrases relating to the passing of time. * ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events | * understand some of the ways in which we find out about the past and identify different ways in which it is represented. | * 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. |  |
| **2** | * describe the movement of the Earth, and other planets, relative to the Sun in the solar system * describe the movement of the Moon relative to the Earth * describe the Sun, Earth and Moon as approximately spherical bodies * use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. * notice that light is reflected from surfaces * recognise that light from the sun can be dangerous and that there are ways to protect their eyes * recognise that shadows are formed when the light from a light source is blocked by an opaque object * find patterns in the way that the size of shadows change. | * name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time * understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America | * develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. * the achievements of the earliest civilizations * the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day * a significant turning point in British history, for example, the first railways or the Battle of Britain * culture and beliefs * Christian conversion – Canterbury, Iona and Lindisfarne | * regularly address and sometimes devise historically valid questions about similarity and difference, and significance. * construct informed responses that involve thoughtful selection and organisation of relevant historical information. * the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day * a significant turning point in British history, for example, the first railways or the Battle of Britain | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history. |  |
| ROCKS, RELICS AND RUMBLES | | | | | | |
|  | ***SCIENCE*** | ***GEOGRAPHY*** | ***GEOGRAPHY*** | ***HISTORY*** | ***ART***  ***DESIGN & TECHNOLOGY*** |  |
| **Aim** | **Materials (including rocks)**  **States of matter** | **Physical geography (areas, structures & cycles)** | **Mapping skills**  **Observe, measure and record geography** | **Chronology**  **Significant people and events**  **Ancient civilizations**  **Historical concepts** | **Drawing**  **Use computing to programme, monitor and control** |  |
| **1** | * 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 * identify and compare the suitability of a variety of everyday materials, including rock for particular uses | * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather * Know the layers of the earth * Know the layers of a volcano | * use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key * use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | * events beyond living memory that are significant nationally or globally * understand some of the ways in which we find out about the past and identify different ways in which it is represented. * know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods |  |  |
| **2** | * compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * describe in simple terms how fossils are formed when things that have lived are trapped within rock * recognise that soils are made from rocks and organic matter. | * Know the formation and layers of the earth * Know the formation and layers of a volcano * physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world * use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | * develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. * understand how our knowledge of the past is constructed from a range of sources. |  |  |
| FROZEN KINGDOMS | | | | | | |
|  | ***SCIENCE*** | ***GEOGRAPHY*** | ***GEOGRAPHY*** | ***HISTORY*** | ***DESIGN & TECHNOLOGY*** |  |
| **Aim** | **Living things/Habitats**  **Materials (including rocks)** | **Locational knowledge**  **Place knowledge** | **Physical geography:**  **Weather & Areas**  **Mapping skills** | **Chronology**  **Significant people and events**  **British history & influence**  **Achievements and follies of mankind** | **Design prototypes (products)**  **Use appropriate tools and materials**  **Test and evaluate products**  **Use mechanical & electrical systems** |  |
| **1** |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |