

Medium term plan – Autumn Term 2021 – A Kingdom United World War 2

	<p>Stunning start – Barnstaple Museum Visit with Evacuation Workshop Marvellous middle – Class Museum with Artefacts made by the pupils Fabulous finish – Class Assembly to parents</p>		<p>WOW Days/Trips/Visitors</p> <p>Trip to Barnstaple Museum Evacuation Workshop</p>
Areas of learning	Year 2	Year 3	Learning opportunities
PSED/PSHE/RE	<p>1Decision</p> <p>Oak Academy</p> <p>Teacher's Pet 'Wellbeing Wednesday'</p> <ul style="list-style-type: none"> • Focus on 'Friendship' and relationships – September Family Value - and 'Respect' - October family value • Look at how important bedtime routines are in order to ensure we get enough sleep. Why is enough sleep so important? • Learn about 'empathy' and 'compassion'. Why are these so important? Can we think of examples in our everyday lives? • Focus on mental health throughout our learning. How does what we're learning about help our mental health? <ul style="list-style-type: none"> • Learn to love ourselves and be proud of who we are • Learn about the importance of self-regulation and self-knowledge • Learn about letting go of negativity and showing forgiveness 		<p>What makes us happy? What things can we do to make us happy? How can we develop friendships that make us happy?</p> <p>What feelings do you know? How do we experience feelings and emotions in our bodies? When have you felt different feelings/emotions? Which emotions do you enjoy having? Which emotions are uncomfortable, unpleasant or difficult? What type of thoughts and actions could help use reduce the unpleasant effects of negative emotions?</p>
PE	Please see PE Specialist Planning		

<p>English</p>	<p>Read Write Inc. programme children are grouped according to their RWI level and plans are followed accordingly. Please see website for further information and to view our RWI policy.</p> <p>RWI Talk through Stories will also be used children will get to know the story really well: the plot, the characters, and their actions and motives. We will explore eight words from the story, specifically selected to develop children's understanding of each word in the context of their everyday lives.</p> <p>Texts – Peace at Last, Farmer Duck, Six Dinner Sid</p> <p>Handwriting Following RWI letter formation using their rhymes to form letters accompanied with matching capital letter</p> <p>SPAG Twinkl Overview Nouns, vowels and consonants, demarcating sentences, forming nouns, using ness, punctuation sentences, adjectives, compound words, adjectives with e rest, subordination and statements and exclamations.</p> <p>Twinkl Reading Comprehensions Remembrance Day, Winston Churchill etc</p> <p>T4W Oi Frog! T4W Meerkat Mail</p> <p>Learning the British Sign Language Alphabet</p>	<p>Read Write Inc. programme children are grouped according to their RWI level and plans are followed accordingly. Please see website for further information and to view our RWI policy.</p> <p>Guided Reading in Class Caen (Max and Tim) during RWI Decision Spelling</p> <p>H/W using Twinkl The Ladder Family L I u t u and j</p> <p>RWI Talk through Stories will also be used children will get to know the story really well: the plot, the characters, and their actions and motives. We will explore eight words from the story, specifically selected to develop children's understanding of each word in the context of their everyday lives.</p> <p>Texts – Peace at Last, Farmer Duck, Six Dinner Sid</p> <p>SPAG Twinkl Overview Nouns and pronouns, consonants and vowels, suffixes – ly, past tense, subordinate clauses, adjectives, a or an, prefixes super, anti, auto, present tense and apostrophes</p> <p>T4W Oi Frog! T4W Meerkat Mail</p> <p>Twinkl Reading Comprehensions Remembrance Day, Winston Churchill etc</p> <p>Learning the British Sign Language Alphabet</p>	<p>Other opportunities/rich topic-based texts</p> <p>Oi Frog! – Children to write their own book in the style of Oi Frog!</p> <p>Remembrance Haiku Instructions – how to make Carrot Cookies</p> <p>Diary writing – weekend news</p> <p>Meerkat Mail and The Lion and the Unicorn</p> <p>Evacuation</p> <p>The Christmas Pine postcard/letter writing</p> <p>War Games</p>
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Maths	Master the Curriculum White Rose supporting resources We have a whole school approach to Maths using the White Rose schemes of work. These focus on place value, addition and subtraction, shape, multiplication and division, fractions, position and direction, money and time. This will enable pupils to extend their mathematical understanding and develop their fluency, communication, reasoning and problem-solving skills. The learning of key facts (number bonds and multiplication and division facts) will remain a daily feature of lessons and underpin the curriculum. Where possible links will be made to other subjects. Autumn Term Place Value Addition and Subtraction Measurement Money Multiplication and Division	Master the Curriculum White Rose supporting resources We have a whole school approach to Maths using the White Rose schemes of work. These focus on place value, addition and subtraction, shape, multiplication and division, fractions, position and direction, money and time. This will enable pupils to extend their mathematical understanding and develop their fluency, communication, reasoning and problem-solving skills. The learning of key facts (number bonds and multiplication and division facts) will remain a daily feature of lessons and underpin the curriculum. Where possible links will be made to other subjects. Autumn Term Place Value Addition and Subtraction Multiplication and Division	White Rose Maths Master the Curriculum NRich resources NCETM TTRS BBC Bitesize Maths linked to wider curriculum for example Venn diagrams Rangoli Symmetrical patterns
French	Niveau Bleu Twinkl BBC Muzzy Lightbulb Languages Stories Introduction to French. Can we say the numbers 1-10 in French? Can we use basic greetings to say hello? Can we ask people how they are? Can we ask people what their name is? Can we remember short rhymes/songs? Can we say the numbers 1-10 in French? Can we use basic greetings to say hello? Can we ask people how they are? Can we ask people what their name is?		
Science	Introduction to Science <ul style="list-style-type: none"> • What is science? • What is a scientist? • What sort of things do scientists do? 	Can we hypothesise and give reasons for our thinking? Can we work together to plan	

	<ul style="list-style-type: none"> • What jobs do scientists do? • What is 'working scientifically'? • What skills do I need to learn to use to be able to work like a scientist? <p>Everyday Materials</p> <ul style="list-style-type: none"> • What is a 'material'? • Why are things made out of different materials? • What properties do different materials have? • Which properties would be good for this item? • Which ball is the bounciest and why? What is it made out of? • Which fabric is the stretchiest? • What does 'rigidity' mean? • Which is the strongest paper? 		<p>scientific experiments?</p> <p>What is a 'fair test' and why is it important? Can we plan how we're going to record our results? Can we ask scientific questions?</p> <p>What might we wonder about next? Can we define the working scientifically skills that we're using? Can we analyse the properties of different materials to decide which will be best to make a particular item from?</p>
Technology /Computing	<p>Oak National Academy Barefoot Computing Twinkl Teach Computing</p> <p>What is 'technology'?</p> <p>What example of technology can we find around us and how do they help us?</p> <p>What is digital technology and what examples can we find around us?</p> <p>What is 'coding'?</p> <p>Can we write simple instructions to perform a specific task?</p> <p>Can we 'debug' instructions to ensure that they perform the required task?</p> <p>What is an 'algorithm'?</p> <p>Can we explore 'Scratch Junior' to begin exploring 'coding'?</p>		<p>Can we log on and navigate to the programme we need?</p> <p>Can we log on and use TTRS? Can we work together on a project? Can we follow instructions and codes? Can we create codes and instructions for others to follow? Can we debug algorithms</p>
History	<p><u>Ventrus Curriculum Approach</u></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical</p>	<p><u>Ventrus Curriculum Approach</u></p> <p>The National Curriculum aims for history aim to ensure that all pupils:</p> <ul style="list-style-type: none"> • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have 	<p>WW1</p> <p>Remembrance Day</p> <p>WW2</p> <p>My Grandads Suitcase</p> <p>Class Museum</p>

	<p>terms. They should ask and answer questions, choosing and using parts of stories and other sources to show they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more at key stages 2 and 3.</p> <p>Twinkl Progression Map Historical Interpretations Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented Children can Children should understand some ways in which we find out about the past and identify different ways in which it is represented</p> <ul style="list-style-type: none"> • Start to compare two version of a past event • Observe and use pictures, photographs and artefacts to find out about the past • Start to use stories or accounts to distinguish between fact and fiction • Explain that there are different types of evidence and sources that can be used to help represent the past <p>Historical Investigations Children should ask and answer questions, using other sources to show that they know and understand key features of events. Children can</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask simple questions about the past • Observe or handle evidence to find answers to simple questions about the past 	<p>shaped this nation and how Britain has influenced and been influenced by the wider world</p> <ul style="list-style-type: none"> • Know and understand significant aspects of the history of the wider world. The nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • Gain and deploy a historically grounded understanding of abstract terms such as empire, civilisation, parliament and peasantry • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically – valid questions and create their own structured accounts, including written narratives and analyses • Understand the methods of historical inquiry, how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stage 1 and 2 • Gain historically perspective by placing their growing history; between cultural, economic, military, political, religious and social history; and between short and long term timescales. <p>Twinkl Progression Map LKS2 Historical Interpretations</p>	
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	<ul style="list-style-type: none"> Choose and select evidence and say how it can be used to find out about the past <p>Knowledge and Understanding of Events, People and Changes in the Past Pupils should identify similarities and differences between ways of life in different periods Children should choose and use parts of stories and other sources to show that they know and understand key features of events Children Can</p> <ul style="list-style-type: none"> Recognise some similarities and differences between the past and the present Identify similarities and differences between ways of life in different periods Know and recount episodes from stories and significant events in history Understand that there are reasons why people in the past acted as they did Describe significant individuals from the past <p>Chronological Understanding Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework Children can</p> <ul style="list-style-type: none"> Sequence artefacts and events that are close together in time Order dates from earliest to latest on simple timelines Sequence pictures from different periods Describe memories and changes that have happened in their own lives Use words and phrases such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time 	<p>Children should understand how our knowledge of the past is constructed from a range of sources Children can</p> <ul style="list-style-type: none"> Look at more than two versions of the same event or story in history and identify differences Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different <p>Historical Investigations Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information Children can</p> <ul style="list-style-type: none"> Use a range of sources to find out about the past Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information Gather more detail from sources such as maps to build up a clearer picture of the past Regularly address and sometimes devise own questions to find answers about the past Begin to undertake their own research <p>Knowledge and Understanding of Events, People and Changes in the Past Children should note connections, contrast and trends over time Children Can</p> <ul style="list-style-type: none"> Note key changes over a period of time and be able to give reasons for those changes 	
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Presenting, Organising and Communicating
Pupils should use a wide vocabulary of everyday historical terms

Children can

- Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance
- Talk, write and draw about things from the past
- Use historical vocabulary to retell simple stories about the past
- Use drama/role play to communicate their knowledge about the past

Lesson 1 Why do we celebrate Remembrance Day?

Lesson 2 Can I explain how we celebrate Remembrance Day?

Lesson 3 Can I show how other countries around the world commemorate those who died in World Wars?

Lesson 4 Can I write facts in sentences about the Remembrance Day Poppy?

Lesson 5 Whole class timeline of History Learning so far.

Lesson 6 Can I talk about what I know about WW2 and what I would like to find out?

Lesson 7 Class Lyn Wow Day to Barnstaple Museum

Lesson 8 Can I write my own evacuation label?

Lesson 9 Can I show what I would pack in my suitcase if I was going to evacuated?

Lesson 10 Can I order a timeline of the events that led up to WW2?

Lesson 11 Can I write fact sentences about famous animals in WW1

Lesson 12 Can I write about important people of WW2?

Lesson 13 What jobs did people have in WW2?

Lesson 14 Why was food rationed during the war?

Lesson 15 What transport helped us to win the war?

Fabulous finishing assembly with carrot cookies

- Find out about the everyday lives of people in time studied compared with our life today
- Explain how people and events in the past have influenced life today
- Identify key features, aspects and events of the time studied
- Describe connections and contrasts between aspects of history, people, events and artefacts studied

Chronological Understanding

Pupils should continue to develop a chronological secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
Children can

- Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time
- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)

Presenting, Organising and Communicating
Pupils should develop the appropriate use of historical terms

Children can

- Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms
- Present, communicate and organise ideas about the past using models, drama, role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides

		<p>Lesson 1 Why do we celebrate Remembrance Day?</p> <p>Lesson 2 Can I explain how we celebrate Remembrance Day?</p> <p>Lesson 3 Can I show how other countries around the world commemorate those who died in World Wars?</p> <p>Lesson 4 Can I write about 'The Story of the Poppy'?</p> <p>Lesson 5 Whole class timeline of History Learning so far.</p> <p>Lesson 6 Can I talk about what I know about WW2 and what I would like to find out?</p> <p>Lesson 7 Class Lyn Wow Day to Barnstaple Museum</p> <p>Lesson 8 Can I show what I would pack in my suitcase if I was going to be evacuated?</p> <p>Lesson 9 Can I locate on a globe and map the countries involved at the start of WW2?</p> <p>Lesson 10 Can I complete the Venn diagram sorting items for a child's suitcase in 1939 and today?</p> <p>Lesson 11 Can I write a paragraph explaining the events leading up to ww2?</p> <p>Lesson 12 What jobs did people have in WW2?</p> <p>Lesson 14 Why was food rationed during the war?</p> <p>Lesson 15 What transport helped us to win the war?</p> <p>Fabulous finishing assembly with carrot cookies</p>	
Geography	<p>Subject content KS1</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness</p> <p>Locational Knowledge</p> <p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p>	<p>Subject content KS2</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics or a range of the world's more significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their location and place knowledge</p> <p>Locational Knowledge</p> <p>Building on KS1 knowledge of the UK, children</p>	<p>Bratton Fleming – compare with London Capital cities</p>

	<p>KS1 Geography National Curriculum</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name and locate the world's seven continents and five oceans; b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p> <p>Place Knowledge</p> <p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p>KS1 Geography National Curriculum</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> a compare the UK with a contrasting country in the world; b compare a local city/town in the UK with a contrasting city/town in a different country; 	<p>begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p>KS2 Geography National Curriculum</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ul style="list-style-type: none"> a locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; b name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern</p>	
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	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano</p> <p>Human and Physical Geography Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p>KS1 Geography National Curriculum Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> a 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; b 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; <p>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Geography skills and fieldwork Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p>KS1 Geography National Curriculum Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p>	<p>Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Place Knowledge Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p>KS2 Geography National Curriculum Children can 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p>	
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Children can:

- a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;
- b use simple compass directions and locational and directional to describe the location of features and routes on a map;
- c devise a simple map; and use and construct basic symbols in a key;
- d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;

use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally, chart, pictogram, world map, country, continent, human, physical.

Wonderful World Twinkl

[Lesson 1 LG Can I name and locate the 7 continents and 5 oceans? Linked to RE Diwali and India. Practical globes on desks](#)

[Lesson 2 LG What are the differences between hot and cold countries? Use Meerkat Mail and Zoo visit.](#)

[Lesson 3 LG Can I locate the continent that we live in and identify key features. Link to the start of WW2 use globes.](#)

[Lesson 4 looking at aerial photos of our locality.](#)

Human and physical Geography

Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.

KS2 Geography National Curriculum

Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.

Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.

Children can:

describe and understand key aspects of:

- a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;
- b human geography, including: types of settlement and land use;

use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.

Geography, skills and fieldwork

Children begin to develop their map skills. They

		<p>will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p>KS2 Geography National Curriculum</p> <p>Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Children can:</p> <ul style="list-style-type: none"> a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p> <p style="text-align: center;">The UK Twinkl</p> <p>Lesson 1 Can I talk about the countries and cities of the UK? Link to continents flags, cities symbols eg flower.</p>	
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Art and Design	<p>Subject content KS1 Pupils should be taught:</p> <ul style="list-style-type: none"> 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 <p>Exploring and developing ideas Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve. KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences. Children can:</p> <ol style="list-style-type: none"> respond positively to ideas and starting points; explore ideas and collect information; 	<p>Subject content KS2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design Pupils should be taught</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas 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 <p>Exploring and developing ideas Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve. KS2 Art and Design National Curriculum Pupils should be taught to develop their</p>	<p>WW2 cross stitch Make carrot cookies</p>

	<p>c describe differences and similarities and make links to their own work;</p> <p>d try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p> <p>Drawing Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. KS1 Art and Design National Curriculum To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <p>a draw lines of varying thickness;</p> <p>b use dots and lines to demonstrate pattern and texture;</p> <p>c use different materials to draw, for example pastels, chalk, felt tips;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p> <p>Painting Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. KS1 Art and Design National Curriculum To become proficient in painting techniques. To use painting to develop and share their ideas,</p>	<p>techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <p>a use sketchbooks to record ideas;</p> <p>b explore ideas from first-hand observations;</p> <p>c question and make observations about starting points, and respond positively to suggestions;</p> <p>d adapt and refine ideas;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p> <p>Drawing Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <p>a experiment with showing line, tone and texture with different hardness of pencils;</p> <p>b use shading to show light and shadow effects;</p> <p>c use different materials to draw, e.g. pastels,</p>	
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	<p>experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name the primary and secondary colours; b experiment with different brushes (including brushstrokes) and other painting tools; c mix primary colours to make secondary colours; d add white and black to alter tints and shades; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p> <p>Sculpture</p> <p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; b use a variety of techniques, e.g. rolling, cutting, pinching; c use a variety of shapes, including lines and texture; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>chalk, felt tips;</p> <ul style="list-style-type: none"> d show an awareness of space when drawing; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline</p> <p>Painting</p> <p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>KS2 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use varied brush techniques to create shapes, textures, patterns and lines; b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; c create different textures and effects with paint; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p> <p>Sculpture</p> <p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand</p>	
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	<p>Collage Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a combination of materials that have been cut, torn and glued; b sort and arrange materials; c add texture by mixing materials; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange</p> <p>Textiles Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p>KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p>	<p>more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a cut, make and combine shapes to create recognisable forms; b use clay and other malleable materials and practise joining techniques; c add materials to the sculpture to create detail; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p> <p>Collage Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> a select colours and materials to create effect, giving reasons for their choices; b refine work as they go to ensure precision; 	
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	<p>a show pattern by weaving;</p> <p>b use a dyeing technique to alter a textile's colour and pattern;</p> <p>c decorate textiles with glue or stitching, to add colour and detail;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p> <p>Printing</p> <p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <p>a copy an original print;</p> <p>b use a variety of materials, e.g. sponges, fruit, blocks;</p> <p>c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p> <p>Work of other artists</p> <p>Children have the opportunity to learn from the works of famous artists, studying their techniques and</p>	<p>c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p> <p>Textiles</p> <p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <p>a select appropriate materials, giving reasons;</p> <p>b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</p> <p>c develop skills in stitching, cutting and joining; use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration</p> <p>Printing</p> <p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <p>Children can:</p> <p>a use more than one colour to layer in a print;</p> <p>b replicate patterns from observations;</p> <p>c make printing blocks;</p>	
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processes. They will be exposed to a range of different artists through history throughout KS1.

KS1 Art and Design National Curriculum

To understand 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.

Children can:

- a describe the work of famous, notable artists and designers;
- b express an opinion on the work of famous, notable artists;
- c use inspiration from famous, notable artists to create their own work and compare;

use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild

Lesson 1 An introduction to drawing.

Lesson 2 Why is colour important in art linked to drawing Hitler in the style of Picasso.

Lesson 3 Can I collect examples of different types of lines?

Lesson 4 Can I use a 2B and 4B pencil to make different types of lines?

Lesson 3 Exploring shadow and tone.

Lesson 4 How can we bring our drawings to life?

Lesson 5 Blitz Art

d make repeated patterns with precision; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.

Work of other artists

Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.

KS2 Art and Design National Curriculum

To learn about great artists, architects and designers in history.

Children can:

- a use inspiration from famous artists to replicate a piece of work;
- b reflect upon their work inspired by a famous notable artist and the development of their art skills;
- c express an opinion on the work of famous, notable artists and refer to techniques and effect;

use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.

Lesson 1 An introduction to drawing.

	<p>Oak academy Blitz art using chalk and black paper</p> <p>Lesson 2 Why is colour important in art linked to drawing Hitler in the style of Picasso. Lesson 3 Can I collect examples of different types of lines? Lesson 4 Can I use a 2B and 4B pencil to make different types of lines? Lesson 3 Exploring shadow and tone. Lesson 4 How can we bring our drawings to life? Lesson 5 Blitz Art</p> <p>Oak academy Blitz art using chalk and black paper</p>	
Music	<p>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.</p>	Music sessions with Mrs. Baker
Design and Technology	<p>Subject content KS1 and 2</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.</p> <p>Cooking and nutrition</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and later in life.</p> <p>Can we use research and develop design criteria to inform the design of products that are fit for purpose and aimed at particular groups or individuals? Select from and use a wider range of tools and equipment to perform practical tasks, e.g. cutting, shaping, joining and finishing? Can we investigate and analyse a range of existing products? Can we evaluate our own ideas and products against our own design criteria and consider the views of others to improve their work?</p> <p>Lesson 1 Create and write an evacuee name tag Barnstaple Museum Lesson 2 Research, plan and make a World War 2 artefact Lesson 3 Research plan and bake a World War 2 recipe</p>	

	<p>Lesson 4 Research, plan and create a World War 2 poster</p> <p>Lesson 5 Research, plan, create and evaluate my Christmas Craft</p>		
RE	<p>Subject content KS1 Pupils should be taught Making sense of beliefs</p> <ul style="list-style-type: none"> • identify core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers <p>Understanding the impact</p> <ul style="list-style-type: none"> • give examples of how people use stories, texts and teaching to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice <p>Making connections</p> <ul style="list-style-type: none"> • think, talk and ask questions about whether the ideas they have been studying, have something to say to them • give a good reason for the views they have and the connections they make <p>Beliefs and teaching Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children can:</p> <ul style="list-style-type: none"> a describe the main beliefs of a religion; describe the main festivals of a religion <p>Rituals, ceremonies and lifestyles Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising</p>	<p>Subject content KS2 Pupils should be taught Making sense of beliefs</p> <ul style="list-style-type: none"> • identify and describe the core beliefs and concepts studied • make clear links between texts/sources of authority and the core concepts studied • offer informed suggestions about what text • sources of authority can mean and give example of what these mean to believers • identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions • describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • give meaning for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority <p>Understanding the impact</p> <ul style="list-style-type: none"> • Make simple links between stories, teachings and concepts studied and how people live, individually and in communities • Describe how people show their beliefs in how they worship and in the way they live • Identify some differences in how people put their beliefs into practice • Make clear connections between what people believe and how they live, individually and in communities 	<p>Diwali Christmas Devon & Torbay RE syllabus – Rev Rosie</p>

that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.

Children can:

- a recognise, name and describe religious artefacts, places and practices;
- b explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;

observe when practices and rituals are featured in more than one religion or lifestyle.

How Beliefs are expressed

Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.

Children can:

- a name religious symbols and the meaning of them;
- b learn the name of important religious stories; retell religious stories and suggest meanings in the story.

Time to reflect and personal growth

Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.

Children can:

- a identify things that are important in their lives;
- b ask questions about the puzzling aspects of life;

Beliefs and teaching

Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.

Children can:

- a look at how values affect a community and individuals;
- b explain how actions can affect other people; understand that they have their own choices to make and begin to understand the concept of morals.

Rituals, ceremonies and lifestyles

Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.

Children can:

- c look at how values affect a community and individuals;
- d explain how actions can affect other people; understand that they have their own choices to make and begin to understand the concept of morals.

understand that there are similarities and differences between people.

Values in your own life and others lives

Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.

Children can:

- a look at how values affect a community and individuals;
- b explain how actions can affect other people; understand that they have their own choices to make and begin to understand the concept of morals.

Devon and Torbay Agreed Syllabus

Unit 1.1 What do Christians believe God is like?

Unit 1.3 Why does Christmas matter to Christians linked to Diwali differences/similarities

Unit 2.1 What do Christians learn from the Creation story?

How Beliefs are expressed

Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.

Children can:

- a begin to identify religious symbolism in different forms of art and communication;
 - b looking at holy texts and stories, explain meaning in a story;
- express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.**

Time to reflect and personal growth

Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.

Children can:

- a understand that personal experiences and feelings can influence their attitudes and actions;
- b offer suggestions about why religious and non-religious leaders and followers have acted the way they have;
- c ask questions that have no agreed answers, and offer suggestions as answers to those

		<p>questions; understand that there are similarities and differences between people and respect those differences</p> <p>Values in your own life and others lives</p> <p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.</p> <p>Children can:</p> <ul style="list-style-type: none"> a make informed choices and understand the consequences of choices; b describe how shared values in a community can affect behaviour and outcomes; <p>discuss and give opinions on morals and values, including their own.</p> <p>Devon and Torbay Agreed Syllabus</p> <p>Unit 1.1 What do Christians believe God is like?</p> <p>Unit 1.3 Why does Christmas matter to Christians linked to Diwali differences/similarities</p> <p>Unit 2.1 What do Christians learn from the Creation story?</p>	
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